

CONFLICT, GENDER & DATA

UNIVERSITY OF FLORIDA – FALL 2022

<u>CLASS INFORMATION</u>	<u>INSTRUCTOR INFORMATION</u>
Course Number: INR 4931 Days: Monday, Wednesday, & Friday Time: 11:45am-12:35pm Location: Matherly Hall (MAT) #0116	Professor: Dr. Lindsey A. Goldberg (she/her/hers) Email Address: lindsey.goldberg@ufl.edu Office Hours: Wednesday, 2-5pm, or by appointment Office Location: Anderson Hall (AND) #311

COURSE DESCRIPTION

This course explores the role of gender in the collection and use of data to research global conflict. While the field of IR has a long history of minimizing the role of gender in conflict processes and of presuming data science to be a ‘gender-neutral’ approach to researching global conflict, this course centers gender as an analytic framework and as an organizing principle that shapes the study of global conflict in meaningful ways. In this course, we will examine what constitutes global conflict and how gender is related to various forms of political violence. We will also explore how feminist IR scholars have critiqued ‘mainstream’ conflict-related data and the quantitative study of political violence, building a stronger understanding of what it means to conduct feminist research on global conflict. There will be opportunities throughout the semester to work with quantitative and qualitative conflict-related data, and students will be introduced to various methods for analyzing these data. Students will apply what they learn to conducting original research that engages with gender and applies feminist approaches to conflict studies. They will be evaluated throughout the semester on their ability to critically reflect on the concepts, questions, and methodological approaches explored throughout the course. The main objective of this course is to enhance students’ understanding of feminist approaches and gender-based research on global conflict.

<u>GUIDING QUESTIONS</u>	<u>COURSE GOALS</u>
<ul style="list-style-type: none">• <i>What does it mean to take a feminist approach to researching global conflict?</i>• <i>How does gender shape global conflict, both at the micro- and macro-level?</i>• <i>What are the differences across the field of international relations in approaches to analyzing conflict-related data?</i>• <i>What are the implications of gender-based research on conflict processes, both for global politics and for us as individuals?</i>	<ul style="list-style-type: none">• To explore feminist methodologies for researching global conflict• To critically examine global conflict through a gender-analytic lens• To compare and evaluate different approaches to analyzing conflict-related data across the field of international relations• To enhance skills in critical-thinking through practice with evaluating conflict-related data and conducting original research

OFFICE HOURS: PURPOSE & PROCEDURES

Office hours are an opportunity for you to have my undivided attention to discuss anything pertaining to this class. You do not need to be struggling in the course to benefit from attending office hours. For example, if you want to talk more about something we ran out of time to discuss in class or if you'd like additional feedback on an assignment, I encourage you to take advantage of my office hours. If you are struggling in this course, communicating with me about those struggles is **necessary** for making improvements. Office hours are typically a better time and place for those conversations than before/after class or via email. You do not need to schedule an appointment with me to attend my office hours; but if you would like to set a specific time to meet with me, you may request to do so. Otherwise, I will meet with students in the order that they arrive.

ASSIGNED READINGS

*The books we will use in this course are listed below. They are all available in the Library West course reserves section (follow the Course Reserves link on our course Canvas site to see which books are available in electronic reserves and which are available as hard copies). You are **not** required to purchase or rent these books, but you are expected to complete all assigned readings. Articles and other texts will also be assigned throughout the semester. All of the assigned readings are available in PDF format on our course Canvas site.*

- Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. *Feminist Methodologies for International Relations*. Cambridge, UK: Cambridge University Press.
- Caron E. Gentry and Laura Sjoberg. 2015. *Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics*. London, UK: Zed Books.
- Jack Levy and William Thompson. 2010. *Causes of War*. London, UK: John Wiley & Sons.
- Laura Shepherd, ed. 2014. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York, NY: Routledge.
- Laura Sjoberg, ed. 2009. *Gender and International Security: Feminist Perspectives*. London, UK: Routledge.
- Laura Sjoberg. 2013. *Gendering Global Conflict: Toward a Feminist Theory of War*. New York, NY: Columbia University Press.
- Laura Sjoberg and J. Ann Tickner, eds. 2011. *Feminism and International Relations: Conversations about the Past, Present, and Future*. London, UK: Routledge.

COURSE ASSIGNMENTS

Attendance (5% of total grade)

Students are expected to arrive on time for class every day. An unexcused absence will automatically result in zero (0) points for attendance and participation that day. You will receive a grade on your attendance for each half of the semester, and it will be calculated as follows:

$$[\text{Total \# of classes attended}] / [\text{Total \# of classes held}] = \text{Attendance Grade}$$

Students are allowed two (2) unexcused absences for any reason without penalty. For an absence to be excused, you must discuss your absence with me **in advance** and receive my confirmation that I will excuse you from class. Notifying me that you will be absent from class does not automatically guarantee that your absence is excused. It is therefore in your best interest to communicate with me about needing to miss class as soon as you know that you might be absent. If possible, providing relevant documentation supporting your need to miss class (e.g., a doctor's note) significantly increases the probability that I will excuse your absence; however,

documentation is not always necessary. To read more about UF's attendance policies and what circumstances qualify students for an excused absence, visit <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Participation (10% of total grade)

In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class discussions or activities based on those readings. Students will receive a grade on their class participation for each half of the semester based on the evaluation criteria described below. You may also ask for additional feedback on your in-class participation at any point in the semester.

- No Credit (0%): *The student does not participate in class at all.*
- Low Credit (50-70%): *The student rarely offers comments and questions in class and makes little or no connections to the assigned readings.*
- Moderate Credit (70-90%): *The student regularly offers comments and questions in class but with little or no connection to the assigned readings.*
- Full Credit (100%): *The student regularly participates in class discussions and activities while demonstrating completion, comprehension, and analysis of the assigned readings.*

While this class is intended to be a free space for students to share their honest thoughts and questions, I will not tolerate discriminatory, hateful, or antagonistic dialogue. It is okay to disagree with me or a classmate, and I encourage students to embrace opportunities to exchange perspectives. However, those exchanges must be conducted with respect for different backgrounds, identities, and beliefs and remain relevant to the content of this course. Failure to communicate respectfully in this class will, at minimum, result in receiving zero (0) points for participation.

Reading Responses (10% of total grade)

Students are expected to write two (2) reading response papers throughout the semester. I have marked on the course schedule which weeks of the semester students may choose from to write their reading responses. In any of those weeks that a student chooses to write a reading response, the assignment is due **by 11:59pm on Friday** (with the exception of Week 12, in which the assignment is due by 11:59pm on Thursday because of a university-recognized holiday). Reading responses should be 2-4 pages in length (double-spaced, 12-point font, 1-inch margins).

In these papers, students must dedicate no more than one (1) paragraph to **summarizing** the assigned readings from that week and then use the rest of the paper to **analyze** the readings. Students do not need to follow formal academic writing standards when completing this assignment (NOTE: quotation marks and citations are **always** required when copying direct lines from the assigned readings). First-person pronouns, casual language, and incomplete sentences are all acceptable. Likewise, students are encouraged to share their opinions and personal experiences while drawing connections between course content and the world around them. Reading responses will be evaluated based on how deeply the student engages with the assigned readings through their analysis. Students should avoid focusing too much on summarizing or straying too far off-topic from the assigned readings. Again, discriminatory, hateful, or antagonistic commentary will not be tolerated in any context of this course. A student's failure to present personal thoughts and opinions in a respectful manner will, at minimum, result in receiving zero (0) points for their reading response paper.

Below are some prompting questions you may want to consider as you write your reading responses (NOTE: You do not need to answer *all* of these questions in your reading responses; these are just offered as guidance):

- Do you take issue with any part of the authors' arguments? If so, why?
- Do you find the authors' arguments convincing? If so, why?
- Do you agree with the conclusions the authors reach? Why or why not?
- Do these readings connect (or disconnect) in an interesting way with/from the readings from a previous week of the course?
- Do these readings connect (or disconnect) in an interesting way with/from contemporary world politics?
- Do you have an experience that somehow engages with the readings in an interesting way?
- Do these readings challenge arguments and understandings you have come across in other courses you've taken? If so, how?
- What assumptions are the authors' making in their research/analysis, and how do those assumptions affect their overall arguments?
- Are you satisfied by the approach the authors took for conducting this research/analysis? Why or why not?

Data Exercises (15% of total grade)

In Weeks 6-9 of the semester, we will explore examples of quantitative and qualitative conflict-related data, and students will be introduced to certain techniques for analyzing them. In each of these weeks, students will learn about different research methods in class and then be expected to practice those methods outside of class by completing data exercises. These data exercises will be assigned on Monday and will be due **in class on Friday** in each of these weeks. All data exercises will be graded as pass or fail, and one failed exercise will be dropped from your final grade at the end of the semester. Students may ask one another for help on these assignments, but everyone is expected to individually complete and submit their own data exercises. It is important for students to learn how to practice these different types of data analysis on their own, as these skills may be tested as part of the midterm exam.

Midterm Exam (20% of total grade)

The midterm exam for this course will be given **in class on Monday, October 31**. Students can only make up the midterm exam if their absence from class on this day is excused. The exam will cover course content from Weeks 1-10 of the semester, and questions will be delivered in a variety of formats including (but not limited to) multiple choice, true/false, short-answer, and essay questions. Students will be provided with a study sheet that will identify topics and terms that are likely to appear on the exam, and I highly recommended that you take notes on the readings and class discussions throughout the semester to be able to adequately prepare.

Research Paper (40% of total grade)

***NOTE:** Your total grade on the research paper is constituted by your grade on multiple assignments. 70% of your Research Paper grade is determined by your final paper, while the remaining 30% is determined by your completion of the Research Paper Questionnaire, your participation in the Research Paper Workshop, and your Research Presentation.*

Students are expected to conduct original research in order to write a final paper for this class that is due **by 11:59pm on Monday, December 12**. There will **not** be a final exam given for this class; this research paper will be the final assignment. The research paper must be 10-12 pages in length (double-spaced, 12-point font, 1-

inch margins). Students are expected to follow formal academic writing standards, cite their references, and include a bibliography at the end of their essay (NOTE: your bibliography will **not** apply to the total page count of your research paper). Students may use whatever citation style they prefer, but the formatting should remain consistent throughout the entire paper and bibliography. Students may choose any research topic that is related to gender and global conflict / political violence. They are expected to develop a coherent research question that they then analyze using the theoretical and methodological approaches covered throughout the semester. The purpose of this assignment is to encourage students to reflect on and apply the material covered throughout the semester while developing and supporting an argument related to gender and global conflict / political violence. Your research paper will be evaluated based on the following criteria:

- Is there a coherent research question framing your paper? Does your paper regularly stray away from or lose sight of the research question? Does the reader have a clear sense of how you have answered/addressed the research question by the end of the paper?
- Do you provide a theoretical argument that is grounded in existing research on relevant topics? Does the reader have a clear sense of how you have developed your arguments / where your ideas have come from based on the existing research you discuss?
- Do you describe your data in enough detail that the reader can clearly understand what it is you are specifically analyzing? Do you discuss the strengths and weaknesses of this data in your paper?
- Is your methodology for analyzing your data clear and reasonable? Do you explain not only *how* you analyze the data in your research, but also *why* you chose this approach? Do you discuss the strengths and weaknesses of this methodology in your paper?
- Are your findings connected to the analysis you conduct? Does the reader have a clear sense of how you found these results based on the research presented? Do you discuss the importance of your findings and suggestions for future work based on your research?

Research Paper Questionnaire (5% of *Research Paper* grade)

Students are expected to identify the research question they plan to explore in their paper, the data they plan to collect, and the methods for analysis they plan to use by Week 9 of the semester. Students will submit this information by answering the questions provided in the Research Paper Questionnaire. This assignment is due **by 11:59pm on Friday, October 21**, and it will be graded as pass or fail based on whether the student has provided adequate answers for all of the questions. Students may change their research plans after completing this assignment, but I encourage you to ask for additional feedback to ensure that your new plans are still aligned with the expectations for the final research paper. The purpose of this assignment is to encourage students to begin working on their papers in a timely manner and to receive feedback on their plans of action before proceeding with their research.

Research Paper Workshop (20% of *Research Paper* grade)

20% of the student's grade on their research paper will be determined by their participation in the **Research Paper Workshop scheduled for Monday, November 28**. Students are expected to come to class on the day of this workshop prepared with a completed rough draft of their research paper. You will be tasked with reading one another's drafts and providing substantive feedback intended to help with the process of revising these papers before your final drafts are due. At this workshop, I will provide a form for you to use as a tool for structuring and sharing your feedback on your classmates' papers. Participation in the Research Paper Workshop will be graded pass or fail – meaning that students who fail to adequately participate in the workshop will, at most, earn a grade of 80% (B-) on their research paper.

Research Presentation (5% of *Research Paper* grade)

Students are expected to present their research to the class in Weeks 15-16 of the semester. You may present your work in any format you prefer including (but not limited to) PowerPoint slides, a pre-recorded video, original artwork, etc. In your presentation to the class, you must address the following points:

- Your research question: What did you explore? Why does this interest you?
- Your data and methods of analysis: How did you go about researching this question and analyzing the information you collected?
- Your findings: Did you find an answer to your research question? What are the strengths and weaknesses of the data and methods you used? What would you do differently to continuing exploring this topic in the future? What new questions came up for you as you conducted this research?

You will be evaluated on how well you address each of these points in your presentation. Students can only make up their research presentation if their absence from class on their assigned date to present is excused. You are expected to attend class on all presentation dates, even if you have already presented on a previous date.

GRADING

At the end of the semester, you will receive one of the letter grades listed below based on the total percentage points you earn throughout the course. For more information about UF's grading policies, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	Less than 60%

PRELIMINARY COURSE SCHEDULE

The assigned readings and due dates on this schedule are subject to change throughout the semester. Students will be given as much advance notice as possible if this information does need to change. It is the student's responsibility to keep themselves apprised of any course changes by regularly attending class, checking their emails / Canvas notifications, and communicating with the professor.

Week 1: Introduction to the Course

Assigned Readings
<p><u>August 24:</u> Course Syllabus</p> <p><u>August 26:</u> Laura Sjoberg. 2015. "Seeing Sex, Gender, and Sexuality in International Security." Jacqui True. 2015. "Winning the Battle but Losing the War on Violence: A Feminist Perspective on the Declining Global Violence Thesis."</p>

Week 2: 'Mainstream' Conflict Studies

Assigned Readings
<p><u>August 29:</u> Jack Levy and William Thompson. 2010. <i>Causes of War</i>. Chapter 2</p> <p><u>August 31:</u> Jack Levy and William Thompson. 2010. <i>Causes of War</i>. Chapter 3</p> <p><u>September 2:</u> Jack Levy and William Thompson. 2010. <i>Causes of War</i>. Chapter 7</p>

Week 3: Foundations of Feminist Conflict Studies

Assigned Readings
<p><u>September 5:</u> NO CLASS (Labor Day)</p> <p><u>September 7:</u> Laura Sjoberg. 2013. <i>Gendering Global Conflict: Toward a Feminist Theory of War</i>. Chapter 1</p> <p><u>September 9:</u> Laura Sjoberg. 2013. <i>Gendering Global Conflict: Toward a Feminist Theory of War</i>. Chapter 2</p>

Week 4: Foundations of Feminist Conflict Studies (continued)

(NOTE: Office hours moved to Monday, 2-5pm this week)

Assigned Readings
<p><u>September 12:</u> Laura Sjoberg, ed. 2009. <i>Gender and International Security: Feminist Perspectives</i>. Chapters 2 & 3 J. Ann Tickner. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists."</p> <p><u>September 14:</u></p>

NO CLASS (Dr. Goldberg out of town for a conference)

September 16:

NO CLASS (Dr. Goldberg out of town for a conference)

Week 5: Feminist Methodologies

Assigned Readings	Other Assignments
<p><u>September 19:</u></p> <p>Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations</i>. Chapter 2</p> <p>Laura Shepherd. ed. 2014. <i>Gender Matters in Global Politics: A Feminist Introduction to International Relations</i>. Chapter 2</p> <p><u>September 21:</u></p> <p>Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations</i>. Chapters 3 & 4</p> <p><u>September 23:</u></p> <p>Brooke Ackerly and Jacqui True. 2008. "Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations."</p>	<p><u>READING RESPONSE:</u></p> <p>If you choose this week to submit a reading response, it is due by 11:59pm on Friday, September 23.</p>

Week 6: Working with Quantitative Conflict-Related Data

Assigned Readings	Other Assignments
<p><u>September 26:</u></p> <p>Alexis Henshaw. 2016. "Where Women Rebel: Patterns of Women's Participation in Armed Rebel Groups 1990-2008."</p> <p><u>September 28:</u></p> <p>Reed Wood and Jakana Thomas. 2017. "Women on the Frontline: Rebel Group Ideology and Women's Participation in Violent Rebellion."</p> <p><u>September 30:</u></p> <p>Jakana Thomas and Reed Wood. 2018. "The Social Origins of Female Combatants."</p>	<p><u>DATA EXERCISE #1:</u></p> <p>The first data exercise will be assigned on Monday, September 26 and is due in class on Friday, September 30.</p>

Week 7: Working with Quantitative Conflict-Related Data (continued)

Assigned Readings	Other Assignments
<p><u>October 3:</u></p> <p>Dara Cohen and Ragnhild Nordås. 2014. "Sexual Violence in Armed Conflict: Introducing the SVAC Dataset, 1989-2009."</p> <p><u>October 5:</u></p>	<p><u>DATA EXERCISE #2:</u></p> <p>The second data exercise will be assigned on Monday, October 3 and is due in class on Friday, October 7.</p>

<p>Mehwish Sarwari. 2021. “Impact of Rebel Group Ideology on Wartime Sexual Violence.”</p> <p><u>October 7:</u></p> <p>Christopher Willis. 2021. “Sexual Violence by the State: The Role of Political Institutions in Sexual Violence Perpetration.”</p>	
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Week 8: Working with Qualitative Conflict-Related Data

Assigned Readings	Other Assignments
<p><u>October 10:</u></p> <p>Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations</i>. Chapter 6</p> <p><u>October 12:</u></p> <p>Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations</i>. Chapter 8</p> <p><u>October 14:</u></p> <p>Brooke Ackerly, Maria Stern, and Jacqui True, eds. 2006. <i>Feminist Methodologies for International Relations</i>. Chapter 9</p>	<p>DATA EXERCISE #3:</p> <p>The third data exercise will be assigned on Monday, October 10 and is due in class on Friday, October 14.</p>

Week 9: Working with Qualitative Conflict-Related Data (continued)

Assigned Readings	Other Assignments
<p><u>October 17:</u></p> <p>Caron Gentry and Laura Sjoberg. 2015. <i>Beyond Mothers, Monsters, Whores: Thinking about Women’s Violence in Global Politics</i>. Chapter 1 (read pages 1-13) and Chapter 4</p> <p><u>October 19:</u></p> <p>Evelyn Pauls. 2020. “Female Fighters Shooting Back: Representation and Filmmaking in Post-Conflict Societies.”</p> <p><u>October 21:</u></p> <p>Meredith Loken. 2021. “‘Both Needed and Threatened’: Armed Mothers in Militant Visuals.”</p>	<p>DATA EXERCISE #4:</p> <p>The fourth data exercise will be assigned on Monday, October 17 and is due in class on Friday, October 21.</p> <p>RESEARCH PAPER QUESTIONNAIRE:</p> <p>Your answers to this questionnaire are due by 11:59pm on Friday, October 21.</p>

Week 10: The Qualitative vs. Quantitative Data Debate

Assigned Readings	Other Assignments
<p><u>October 24:</u></p> <p>Jelke Boesten. 2017. “Of Exceptions and Continuities: Theory and Methodology in Research on Conflict-Related Sexual Violence.”</p>	<p>READING RESPONSE:</p> <p>If you choose this week to submit a reading response,</p>

<p>Sara Davies and Jacqui True. 2017. "The Politics of Counting and Reporting Conflict-Related and Gender-Based Violence: The Case of Myanmar."</p> <p><u>October 26:</u></p> <p>Mary Caprioli. 2004. "Feminist IR Theory and Quantitative Methodology: A Critical Analysis."</p> <p><u>October 28:</u></p> <p>Laura Parisi. 2009. "The Numbers Do(n't) Always Add Up: Dilemmas in Using Quantitative Research Methods in Feminist IR Scholarship."</p> <p>Clair Apodaca. 2009. "Overcoming Obstacles in Quantitative Feminist Research."</p>	<p>it is due by 11:59pm on Friday, October 28.</p>
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Week 11: Midterm Exam

(NOTE: Office hours moved to Monday, 2-5pm this week)

Assignments
<p><u>October 31:</u></p> <p>MIDTERM EXAM (taken in class)</p> <p><u>November 2:</u></p> <p>NO CLASS (Dr. Goldberg out of town for a conference)</p> <p><u>November 4:</u></p> <p>NO CLASS (Dr. Goldberg out of town for a conference)</p>

Week 12: Feminist Research Ethics

Assigned Readings	Other Assignments
<p><u>November 7:</u></p> <p>Jenny Hedström and Zin Mar Phyo. 2020. "Friendship, Intimacy, and Power in Research on Conflict: Implications for Feminist Ethics."</p> <p>Roxani Krystalli. 2021. "Narrating Victimhood: Dilemmas and Indignities."</p> <p><u>November 9:</u></p> <p>J. Ann Tickner. 2015. "Revisiting IR in a Time of Crisis: Learning from Indigenous Knowledge."</p> <p>Bin Wang. 2020. "Turning Limitations into Opportunities: Researching Chinese Feminist Activism as a Male Outsider."</p> <p><u>November 11:</u></p> <p>NO CLASS (Veterans Day)</p>	<p><u>READING RESPONSE:</u></p> <p>If you choose this week to submit a reading response, it is due by 11:59pm on Thursday, November 10.</p>

Week 13: The Future of Researching Global Conflict

Assigned Readings	Other Assignments
<p><u>November 14:</u> Laura Sjoberg and J. Ann Tickner, eds. 2011. <i>Feminism and International Relations: Conversations about the Past, Present, and Future</i>. Chapter 7</p> <p><u>November 16:</u> Laura Sjoberg and J. Ann Tickner, eds. 2011. <i>Feminism and International Relations: Conversations about the Past, Present, and Future</i>. Chapter 8</p> <p><u>November 18:</u> Laura Shepherd, ed. 2014. <i>Gender Matters in Global Politics: A Feminist Introduction to International Relations</i>. Chapters 30 & 31</p>	<p><u>READING RESPONSE:</u></p> <p>If you choose this week to submit a reading response, it is due by 11:59pm on Friday, November 18.</p>

Week 14: The Future of Researching Global Conflict (continued)

(NOTE: Office hours moved to Monday, 2-5pm this week)

Assigned Readings
<p><u>November 21:</u> Christine Sylvester. 2004. "Woe or Whoa! International Relations Where It's Not Supposed to Be." J. Ann Tickner. 2010. "You May Never Understand: Prospects for Feminist Futures in International Relations." Laura Sjoberg and J. Ann Tickner, eds. 2011. <i>Feminism and International Relations: Conversations about the Past, Present, and Future</i>. Chapter 10</p> <p><u>November 23:</u> NO CLASS (Thanksgiving)</p> <p><u>November 25:</u> NO CLASS (Thanksgiving)</p>

Week 15: Research Paper Workshop and Presentations

Assigned Readings	Other Assignments
<p><u>November 28:</u> RESEARCH PAPER WORKSHOP</p> <p><u>November 30:</u> RESEARCH PRESENTATIONS</p> <p><u>December 2:</u> RESEARCH PRESENTATIONS</p>	<p><u>RESEARCH PAPER WORKSHOP:</u></p> <p>Be prepared to bring a completed rough draft of your research paper to class on Monday, November 28.</p>

Week 16: Research Presentations (continued)

Assignments
<u>December 5:</u> RESEARCH PRESENTATIONS
<u>December 7:</u> RESEARCH PRESENTATIONS
<u>December 9:</u> NO CLASS (University-Scheduled Reading Day)

Week 17: Finals Week

(NOTE: There is no final exam for this class)

Assignments
<u>December 12:</u> RESEARCH PAPER DUE BY 11:59pm

COURSE POLICIES

Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” It is your responsibility to avoid plagiarism, cheating, and dishonesty. Follow the link below to review UF’s policy on academic integrity:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

In this course, papers and other assignments should be your own work. Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Visit <https://disability.ufl.edu/get-started/> to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Communicating with the Professor

The best way to communicate with me is via email (lindsey.goldberg@ufl.edu). If you send me an email, please allow 48 hours for me to respond before following up with me about your original message. I will often respond much faster than this. However, because I avoid checking my work emails in the evenings and on weekends, if you email me during those times, I may not see your message and respond to you right away. That being said, if

you send me an email and do not get a response within a few days, please **do** follow up with me, as it's possible that I have not received or read your message.

Given my 48-hour communication policy, it is your responsibility to practice good time management and begin your assignments in a timeframe that allows you to reach out to me with any questions you may encounter along the way. For example, if an assignment is due by 11:59pm on Friday, you wait to begin the assignment until 5pm on Friday, and you email me a question about it a couple of hours later, I cannot guarantee that I will read your email and answer your question before the assignment is due. Nonetheless, you would be held accountable to the original assignment due date/time.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Late Work & Due Date Extensions

The late submission of an assignment will result in a ten percent (10%) reduction in points per day it is late, unless alternative arrangements have been made with the instructor **prior to the assignment due date**. Due date extensions will be determined on a case-by-case basis and require the student to initiate communication with the instructor about the need for an extension with as much advance notice as possible.

Recording

I will not be recording our class sessions. Regular attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes from the day of class you missed. For guidance on in-class recording, please visit <http://aa.ufl.edu/policies/in-class-recording/>. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University of Florida, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, a strength, and a benefit for all. It is my intent to present materials and activities that are respectful of diverse genders, sexual orientations, dis/abilities, ages, socioeconomic statuses, ethnicities, races, cultures, perspectives, and other background characteristics. Your suggestions about how to improve the value of diversity in this class are encouraged and appreciated. Additionally, if I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

COVID-19

In response to the ongoing COVID-19 pandemic, please follow these instructions to maintain your learning environment, to enhance the safety of our classroom interactions, and to protect the health of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, **get vaccinated**. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose/booster on campus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations-2/vaccine-availability/>
- If you sick, **stay home and self-quarantine**. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. Department of Health at UF (formerly UF Health Screen, Test & Protect) offers guidance when you are sick, have been exposed to someone who has tested positive, or have tested positive yourself.
- If you are withheld from campus by the Department of Health through the questionnaire on <https://one.ufl.edu/>, your absence from class will be excused.
- Continue to regularly visit <https://coronavirus.ufhealth.org/> and <https://coronavirus.ufl.edu/>.

CAMPUS RESOURCES

Health, Wellness, and Safety

- [*Aid-a-Gator*](#): Visit for information about how to receive funding for unanticipated travel, additional technology requirements, or other needs related to an emergency situation.
- [*Center for Inclusion & Multicultural Engagement*](#): This organization advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.
- [*Counseling and Wellness Center*](#): If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF's Counseling and Wellness Center (CWC). Visit for information on crisis services as well as non-crisis services. You can also call (352) 392-1575 for more information.
- [*GatorWell Health Promotion Services*](#): Visit for prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success. You can also call (352) 273-4450.
- [*Hitchcock Field & Fork Pantry*](#): This organization provides free non-perishable food items, toiletries, and fresh produce for UF students (and others) in need. There is also an online order form.

- [Student Health Care Center](#): Visit for 24/7 information to help you find the care you need. You can also call (352) 392-1161.
- [UF Health Shands Emergency Room / Trauma Center](#): Visit for more information about various medical resources. For immediate medical care, call (352) 733-0111, or go to the emergency room located at 1515 SW Archer Road, Gainesville, FL 32608.
- [U Matter, We Care](#): Visit for information about making healthcare appointments, reporting incidents of bias, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more. Please call (352) 392-1575 or email umatter@ufl.edu to report a concern, and a team member will reach out to the student in distress.
- [University Police Department](#): Visit for information on victim services and how to submit tips to the police. Call (352) 392-1111, or call 9-1-1 for emergencies.

Academic Support

- [Career Connection Center](#): Visit for career assistance and counseling services. Located in Reitz Union (Suite 1300), or call (352) 392-1601.
- [CLAS Academic Resources](#): Visit for more information about general studying skills and tutoring. Located in Broward Hall, or call (352) 392-2010. To make an appointment, call (352) 392-6420.
- [E-learning Technical Support](#): Visit for computing assistance. You can also contact the Help Desk by calling (352) 392-4357 or emailing helpdesk@ufl.edu.
- [Library Support](#): Visit for more information about various ways to receive assistance with respect to using the libraries or finding academic resources.
- [Student Complaints, On-Campus](#): Visit for updated information and procedures for on-campus students.
- [Student Complaints, Online](#): Visit for updated information and procedures for online students.
- [Writing Studio](#): Visit for help with brainstorming, formatting, and writing papers. Located at 2215 Turlington Hall, or call (352) 846-1138.

ACKNOWLEDGEMENT OF INDIGENOUS LAND & SOVEREIGNTY

The University of Florida is located on the homelands of the Muscogee (Este Mvskokvlke), Timucua, Seminole (simanó-li) peoples, and many more Nations who traded and migrated through these lands and waters that we now call Gainesville. The main campus sits on the original lands of the Potano people, a Timucua-speaking society that was victimized by colonial disease and violence. Their legacy includes advocating for the natural world, farming practices that heal the earth, and connecting to indigenous plants and wildlife through deep respect and conservation. Native peoples are not a relic of the past but continue to thrive in the State of Florida and elsewhere. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, the violence that was used to remove them, and the histories of dispossession that have allowed for the growth of this institution since 1853. Consistent with the university's commitment to diversity, equity and inclusion, understanding the historical and current experiences of Native Nations will help inform the work that we do and foster a more just educational environment.