

# INR 4085 / WST 4930: GENDER & INTERNATIONAL RELATIONS

UNIVERSITY OF FLORIDA – FALL 2024

Professor: Lindsey A. Goldberg, Ph.D. (she/her)

<u>CLASS INFORMATION</u>	<u>PROFESSOR INFORMATION</u>
<b>Days:</b> Tuesdays (T) & Thursdays (Th)	<b>Email:</b> <a href="mailto:lindsey.goldberg@ufl.edu">lindsey.goldberg@ufl.edu</a>
<b>Time:</b> 8:30 – 10:25 AM (T) & 9:35 – 10:25 AM (Th)	<b>Student Drop-In Hours:</b> Tuesdays 1:00 – 4:00 PM, or by appointment
<b>Classroom Location:</b> <a href="#">Anderson Hall (AND)</a> #101	<b>Office Location:</b> <a href="#">Anderson Hall (AND)</a> #311

*To sign up for a meeting during Student Drop-In Hours, please use the following link:*

<https://calendly.com/lindseyagoldberg/drop-in-hours>

## COURSE DESCRIPTION

This course explores theoretical and empirical approaches to understanding gender dynamics in international relations (IR). While the field of IR has historically minimized the role of gender in global politics, this course centers gender as an analytic framework and as an organizing principle that shapes, and is shaped by, international relations in meaningful ways. In this course, we will begin by examining the theoretical foundations of feminist scholarship in IR, focusing on key concepts such as power and security. We will then turn to examining how understandings of global conflict and political violence shift when studied through a gender lens, applying newly learned theoretical frameworks to what we can observe across modern global politics. In addition to studying relationships between gender, conflict, and political violence, we will also explore the role of gender in peace processes, human rights, international political economy, and more. Students will primarily be evaluated on their ability to critically reflect on the concepts and questions explored throughout this course while developing and defending their own academic arguments. The main objective of this course is to enhance students' understanding of gender-based research in the field of international relations while strengthening their own critical analysis skills.

<u>GUIDING QUESTIONS</u>	<u>COURSE GOALS</u>
<ul style="list-style-type: none"><li>• <i>How has feminist scholarship shaped the study of international relations?</i></li><li>• <i>How is gender understood across international relations scholarship?</i></li><li>• <i>How does gender shape global politics, and why does this matter?</i></li></ul>	<ul style="list-style-type: none"><li>• To understand the theoretical foundations of feminist international relations scholarship</li><li>• To compare and evaluate research on myriad global political dynamics</li><li>• To research and critically reflect on global politics through a gender-analytic lens</li></ul>

## ASSIGNED READINGS

All book chapters, journal and news articles assigned throughout this course will be provided in PDF format on the course Canvas site. While you are **not** required to purchase or rent any books for this course, you **are** expected to complete all assigned readings. If you choose to purchase or rent any of the assigned texts, please pay attention to the edition of the book as it is noted in the course reading schedule.

## COURSE ASSIGNMENTS

### **Attendance & Participation**

Students are expected to arrive on time for class every day. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Excused absences that abide by university policies will not be penalized. In such cases, students are expected to communicate with the professor about what they have missed and develop a plan for catching up in the course. Likewise, students are allowed two unexcused absences for any reason without penalty over the course of the semester. Any additional unexcused absences will result in a score of zero points for attendance and participation on the day of each unexcused absence. Students can earn up to three points for attendance and participation each day that the class meets. In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class discussions or activities related to those readings. Participation in the course will be evaluated based on the general criteria described below:

- **Unexcused Absence/Zero Participation:** *The student is not present to participate in the class and they do not follow university policies for excused absences. (0 points)*
- **Poor Participation:** *The student is present but rarely offers comments and questions in class and does not demonstrate that they have completed and engaged with the assigned readings. Such comments and questions may include but are not limited to sharing personal opinions, discussing examples from sources other than the course materials, and echoing other students' remarks without expanding on them or drawing connections to the assigned readings. (1 point)*
- **Adequate Participation:** *The student is present and regularly offers comments and questions in class that demonstrate completion of the assigned readings and basic understanding of the material. Such comments and questions may include but are not limited to summarizing the authors' main arguments and findings, asking questions about the authors' research methods, and comparing/contrasting current readings with previously assigned texts. (2 points)*
- **Excellent Participation:** *The student is present and regularly offers comments and questions in class that demonstrate not only completion of the assigned readings but also critical analysis of the material. Such engagement may include but is not limited to presenting original ideas that expand on the authors' arguments and findings, raising questions that critique the authors' theoretical and methodological approaches, and drawing analytical connections between assigned readings and other research agendas. (3 points)*

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 others, 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 a failing grade for participation.

## Reading Response Papers

Students are expected to write five 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 response papers. Reading response papers are always **due on Canvas by the beginning of class (9:35 AM) on Thursday.** Reading response papers should be 3-4 pages in length (double-spaced, 12-point font, 1-inch margins).

In these papers, students should spend no more than one paragraph **summarizing** the assigned readings from that week and should spend the rest of the paper **analyzing** 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 points for their reading response paper.

Below are some prompting questions you may want to consider as you write your reading response papers. You do not need to answer any or all of these questions in your reading response papers. 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?

## Pop Reading Quizzes

Pop quizzes may be given at the beginning of class to test whether students have carefully completed the assigned readings and retained their main points. Students can only make up a missed pop quiz if their absence from class was excused. Pop quizzes will be graded as pass or fail, based on whether or not the student scores at least 70% (C-) on the quiz. One failed pop quiz will be dropped from your final grade at the end of the semester.

Because pop quizzes will be taken online through our course Canvas site, **students should plan to bring a laptop or tablet with them to class every day.** If this poses a significant challenge for you, please discuss alternative options with me by the end of Week 2.

## Final Essay

Students are expected to write a final essay for this class that is **due on Canvas by 11:59pm on Tuesday, December 10.** There will **not** be a final exam given for this class; this essay will be the final assignment. The final essay must be 8-10 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: a bibliography will not apply to the total page count of your final essay). Students may use whatever citation style they prefer, but the formatting should remain consistent throughout the entire essay and bibliography. The purpose of this assignment is to encourage students to reflect on and apply the material covered throughout the semester while developing and supporting their own arguments related to gender and international relations. The prompt for the final essay is provided below:

- *Why does gender matter in global politics? What is lost by ignoring gender dynamics, and what is gained by centering gender in international relations research? Please answer these questions by focusing on one of the international relations topics covered throughout this course: The state, foreign policy, militaries, political violence, human rights, or global economies. In answering these questions, you should reference academic literature related to the topic of your choice and feminist approaches to studying international relations. You may cite any of the readings assigned throughout the semester, along with any other relevant academic sources. While you are expected to cite evidence to support your arguments, the majority of your essay should be your original thoughts written in your own words.*

10% of each student's grade on their final essay will be determined by their participation in the **Final Essay Workshop scheduled for Tuesday, December 3.** Students are expected to come to class on the day of this workshop prepared with a completed rough draft of their essay. Students will exchange rough drafts and complete a worksheet designed to help them provide each other with substantive feedback on their writing. This process is intended to help students revise their final essays before the essays are due at the end of the semester. Participation in the Final Essay Workshop will be graded pass or fail, based on whether or not the student comes prepared and adequately completes the feedback worksheet. Students who fail to participate in the Final Essay Workshop will automatically lose 10% on their final essay grade, meaning they cannot earn a grade of more than 90% (A-) on their final essay.

OVERVIEW OF COURSE ASSIGNMENTS		
Assignment	Due Date	Percentage of Overall Grade
Attendance & Participation	Whole Semester	20%
Reading Response Papers (5)	Before Class on Thursdays	30%
Pop Reading Quizzes	Whole Semester	20%
Final Essay	Tuesday, December 10th	30%

## 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
<b><u>Thursday, August 22:</u></b> Course Syllabus

### **Week 2: Seeing Gender in Global Politics**

Assigned Readings
<b><u>Tuesday, August 27:</u></b> Hilary Matfess. 2022. <a href="#">Ukrainian Women at War Are Going Viral for All the Wrong Reasons.</a> Elissa Nadworny. 2024. <a href="#">‘Struggle, Struggle, Struggle.’ What New and Expecting Mothers are Facing in Gaza.</a>

Watch: [What's America's Purpose?](#) *The National Interest* (2020).

**Thursday, August 29:**

Stephen Walt. 2014. [How to Get a B.A. in International Relations in 5 Minutes.](#)

Laura Sjoberg. 2014. ['Mansplaining' International Relations? What Walt Misses.](#)

J. Ann Tickner. 1999. "Why Women Can't Run the World: International Politics According to Francis Fukuyama."

**Week 3: Introduction to International Relations**

**Assigned Readings**

**Tuesday, September 3:**

Joyce P. Kaufman. 2022. "Introduction: International Relations in a Globalized World," in *Introduction to International relations: Theory and Practice* (Third Edition). Lanham, MD: Rowman and Littlefield.

**Thursday, September 5:**

Joyce P. Kaufman. 2022. "Theoretical Overview," in *Introduction to International relations: Theory and Practice* (Third Edition). Lanham, MD: Rowman and Littlefield.

**Week 4: Theoretical Foundations of Feminist International Relations**

**Assigned Readings**

**Tuesday, September 10:**

Cynthia Enloe. 2014. "Gender Makes the World Go Round: Where Are the Women?" in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (Second Edition).

**Thursday, September 12:**

Laura J. Shepherd. 2022. "(Why) Gender Matters in Global Politics," in *Gender Matters in Global Politics* (Third Edition).

Cristina Masters and Marysia Zalewski. 2022. "Feminist International Relations," in *Gender Matters in Global Politics* (Third Edition).

**Week 5: (Mis)Understandings of Feminist International Relations**

**Assigned Readings**

**Tuesday, September 17:**

Robert Keohane. 1989. "International Relations Theory: Contributions of a Feminist Standpoint."

Cynthia Weber. 1994. "Good Girls, Little Girls, and Bad Girls: Male Paranoia in Robert Keohane's Critique of Feminist International Relations."

**Thursday, September 19:**

J. Ann Tickner. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists."

**Other Assignments**

**READING RESPONSE PAPER:**

If you choose this week to submit a reading response paper, it is due on Canvas by **9:35 AM on Thursday, September 19.**

<p>Marianne H. Marchand. 1998. "Different Communities / Different Realities / Different Encounters: A Reply to J. Ann Tickner."</p> <p>Sungju Park-Kang. 2011. "Utmost Listening: Feminist IR as a Foreign Language."</p>	
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### Week 6: Gender Analysis & Feminist Research Methods

Assigned Readings	Other Assignments
<p><b><u>Tuesday, September 24:</u></b></p> <p>Brooke A. Ackerly and Jacqui True. 2020. "A Feminist Research Ethic Explained," in <i>Doing Feminist Research in Political and Social Science</i> (Second Edition).</p> <p><b><u>Thursday, September 26:</u></b></p> <p>Brooke A. Ackerly and Jacqui True. 2020. "Common Techniques for Analysis," in <i>Doing Feminist Research in Political and Social Science</i> (Second Edition).</p> <p>Brooke A. Ackerly and Jacqui True. 2020. "Structured Inquiry Research Designs," in <i>Doing Feminist Research in Political and Social Science</i> (Second Edition).</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas by <b>9:35 AM on Thursday, September 26.</b></p>

### Week 7: Gendering the State

Assigned Readings	Other Assignments
<p><b><u>Tuesday, October 1:</u></b></p> <p>Swati Parashar, J. Ann Tickner, and Jacqui True. 2018. "Introduction," in <i>Revisiting Gendered States: Feminist Imaginings of the State in International Relations</i>.</p> <p><b><u>Thursday, October 3:</u></b></p> <p>Jonathan D. Wadley. 2009. "Gendering the State: Performativity and Protection in International Security," in <i>Gender and International Security: Feminist Perspectives</i>.</p> <p>Cai Wilkinson. 2018. "Mother Russia in Queer Peril: The Gender Logic of the Hypermasculine State," in <i>Revisiting Gendered States: Feminist Imaginings of the State in International Relations</i>.</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas by <b>9:35 AM on Thursday, October 3.</b></p>

### Week 8: Gender, Security, & Foreign Policy

Assigned Readings	Other Assignments
<p><b><u>Tuesday, October 8:</u></b></p> <p>J. Ann Tickner. 2002. "Feminist Perspectives on 9/11."</p> <p>Iris Marion Young. 2003. "The Logic of Masculinist Protection: Reflections on the Current Security State."</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas</p>

<p><b><u>Thursday, October 10:</u></b></p> <p>David Duriesmith. 2018. “Manly States and Feminist Foreign Policy: Revisiting the Liberal State as an Agent of Change,” in <i>Revisiting Gendered States: Feminist Imaginings of the State in International Relations</i>.</p> <p>Layla Saleh. 2015. “(Muslim) Woman in Need of Empowerment: US Foreign Policy Discourses in the Arab Spring.”</p> <p>Azadeh Moaveni and Chitra Nagarajan. 2022. <a href="#">Another Deeply Gendered War is Being Waged in Ukraine</a>.</p>	<p><b>by 9:35 AM on Thursday, October 10.</b></p>
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**Week 9: NO CLASS (Dr. Goldberg out of town)**

<p><i>Enjoy the break! :-)</i></p>
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**Week 10: Gender & State Militaries**

Assigned Readings	Other Assignments
<p><b><u>Tuesday, October 22:</u></b></p> <p>Megan MacKenzie and Nicole Wegner. 2022. “Militarism and Security,” in <i>Gender Matters in Global Politics</i> (Third Edition).</p> <p>Claire Duncanson and Rachel Woodward. 2016. “Regendering the Military: Theorizing Women’s Military Participation.”</p> <p><b><u>Thursday, October 24:</u></b></p> <p>Nicole Wegner. 2021. “Helpful Heroes and the Political Utility of Militarized Masculinities.”</p> <p>David Duriesmith. 2014. “Is Manhood a Causal Factor in the Shifting Nature of War?”</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas <b>by 9:35 AM on Thursday, October 24.</b></p>

**Week 11: Women’s Violence in Global Politics**

Assigned Readings	Other Assignments
<p><b><u>Tuesday, October 29:</u></b></p> <p>Caron E. Gentry and Laura Sjoberg. 2015. “Introduction: A Woman Did That?” in <i>Beyond Mothers, Monsters, Whores: Thinking about Women’s Violence in Global Politics</i>.</p> <p><b><u>Thursday, October 31:</u></b></p> <p>Caron E. Gentry and Laura Sjoberg. 2015. “Conclusion: Beyond Mothers, Monsters, Whores” in <i>Beyond Mothers, Monsters, Whores: Thinking about Women’s Violence in Global Politics</i>.</p> <p>Alexis Henshaw. 2016. “Comparing Mainstream and Feminist Theories on Rebellion,” in <i>Why Women Rebel: Understanding Women’s Participation in Armed Rebel Groups</i>.</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas <b>by 9:35 AM on Thursday, October 31.</b></p>



## Week 12: Violence Against Women in Global Politics

Assigned Readings	Other Assignments
<p><b><u>Tuesday, November 5:</u></b></p> <p>Jacqui True. 2012. “From Domestic Violence to War Crimes: The Political Economy of Violence Against Women,” in <i>The Political Economy of Violence Against Women</i>.</p> <p><b><u>Thursday, November 7:</u></b></p> <p>Jacqui True. 2015. “Winning the Battle but Losing the War on Violence: A Feminist Perspective on the Declining Global Violence Thesis.”</p> <p>Julia Zulver. 2021. “The Endurance of Women’s Mobilization During ‘Patriarchal Backlash’: A Case from Colombia’s Reconfiguring Armed Conflict.”</p> <p>Juliana Restrepo Sanín. 2022. “Violence Against Women in Politics as an Unintended Consequence of Democratization.”</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas <b>by 9:35 AM on Thursday, November 7.</b></p>

## Week 13: Gender & International Human Rights

Assigned Readings	Other Assignments
<p><b><u>Tuesday, November 12:</u></b></p> <p>Sara Bertotti. 2022. “International Law,” in <i>Gender Matters in Global Politics</i> (Third Edition).</p> <p><b><u>Thursday, November 14:</u></b></p> <p>Julie Mertus. 2004. “Shouting from the Bottom of the Well: The Impact of International Trials for Wartime Rape on Women’s Agency.”</p> <p>Lenore Manderson. 2007. “Local Rites and Body Politics: Tensions between Cultural Diversity and Human Rights.”</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas <b>by 9:35 AM on Thursday, November 14.</b></p>

## Week 14: Gender & Global Economies

Assigned Readings	Other Assignments
<p><b><u>Tuesday, November 19:</u></b></p> <p>Alba Rosa Boer Cueva. 2022. “Development,” in <i>Gender Matters in Global Politics</i> (Third Edition).</p> <p>V. Spike Peterson. 2022. “International/Global Political Economy,” in <i>Gender Matters in Global Politics</i> (Third Edition).</p> <p><b><u>Thursday, November 21:</u></b></p> <p>Jacqui True. 2012. “Losing Entitlement, Regaining Control: Masculinities and Competitive Globalization,” in <i>The Political Economy of Violence Against Women</i>.</p>	<p><b><u>READING RESPONSE PAPER:</u></b></p> <p>If you choose this week to submit a reading response paper, it is due on Canvas <b>by 9:35 AM on Thursday, November 21.</b></p>

Jacqui True. 2012. "Crossing Borders to Make Ends Meet: Sex Trafficking, the Maid Trade, and Other Gendered Forms of Labor Exploitation," in <i>The Political Economy of Violence Against Women</i> .	
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**Week 15: NO CLASS (Thanksgiving)**

<i>Enjoy the break! :-)</i>
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**Week 16: Final Essay Workshop**

Assigned Readings	Other Assignments
<p><b><u>Tuesday, December 3:</u></b> NO ASSIGNED READINGS</p> <p><b><u>Thursday, December 5:</u></b> NO CLASS (University Reading Day)</p>	<p><b><u>FINAL ESSAY WORKSHOP:</u></b></p> <p>Be prepared to bring a completed rough draft of your essay to class on <b>Tuesday, December 3.</b></p>

**FINALS WEEK:**

<p><b><u>Tuesday, December 10:</u></b> FINAL ESSAY DUE ON CANVAS BY 11:59 PM!</p>
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**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 professor.

**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 professor 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](mailto: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 faster than 48 hours later. 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 that same evening, 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.

To schedule a meeting with me during Student Drop-In Hours (see first page of syllabus for days/times), please use the following link: <https://calendly.com/lindseyagoldberg/drop-in-hours>.

## **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 2 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 deduction of ten percentage points per day it is late, unless alternative arrangements have been made with the professor. Due date extensions will be determined on a case-by-case basis and require the student to initiate communication with the professor 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.

## **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](mailto: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](mailto: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.*