

INR 6605 / 4931: FEMINIST INTERNATIONAL RELATIONS

UNIVERSITY OF FLORIDA – SPRING 2026 – 3 CREDITS

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

<u>CLASS INFORMATION</u>	<u>PROFESSOR INFORMATION</u>
Days: Mondays (M)	Email: lindsey.goldberg@ufl.edu
Time: 3:00-6:00 PM	Student Drop-In Hours: Tuesdays 9 AM–12 PM, or by appointment
Classroom Location: Anderson Hall (AND) #019	Office Location: Anderson Hall (AND) #311

To schedule a meeting with me 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.

COURSE GOALS

- ✓ To understand the theoretical foundations of feminist international relations scholarship
- ✓ To compare and evaluate research on global political dynamics
- ✓ To research and critically reflect on global politics through a gender-analytic lens

ASSIGNED READINGS

All book chapters, journal and news articles assigned throughout this course will either be provided in PDF format on the course Canvas site or are available online through UF Libraries. 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. 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.* (1-2 point)
- **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, the instructor will not tolerate discriminatory, hateful, or antagonistic dialogue. It is okay to disagree with others, and the instructor encourages 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.

AI Reading Reflection Papers

Students are expected to write five AI Reading Reflection 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 (3:00 PM) on Monday.**

To complete this assignment, students must utilize the AI tool, ChatGPT (<https://chatgpt.com/>), to generate an argumentative stance on a theme from that week's assigned readings. Then, students must write a 3-4 page (double-spaced, 12-point font, 1-inch margins) paper that utilizes that week's assigned readings to support a counterargument against ChatGPT's stance. For example, if a student wants to submit an AI Reading Reflection Paper during the week titled "Gender & State Militaries," they could prompt ChatGPT to generate an argument for why women should not be allowed to hold combat roles in state militaries. The student would read ChatGPT's response and then write a paper debating ChatGPT's claims, referencing the assigned readings from that week to support the student's argument that women should be allowed to hold such roles.

Please note that students' arguments do **NOT** have to align with those expressed by the authors we read throughout the course! The purpose of this assignment is to practice engaging in scholarly debates, so any argument is acceptable as long as it counters the argument generated by ChatGPT and is relevant to that week's assigned readings. Students should include ChatGPT's response at the beginning of each paper, but this AI-generated content does not count toward the length requirement for this assignment. A bibliography is not necessary for this assignment, but students must make clear which course readings they are referring to throughout their writing. Successful papers will include specific, well-supported arguments that respond to the AI-generated content. Students' writing should make clear that they have not only completed that week's assigned readings, but also deeply engaged with the authors' core arguments and analyses. While students will not be graded on the quality of their writing (i.e., grammar, structure, word choice, etc.) for this assignment, responses that are too vague or unclear will fail to demonstrate adequate engagement with course materials and therefore earn a lower grade.

Final Essay

Students are expected to write a final essay that is **due on Canvas by 11:59pm on Friday, April 24th**. There will not be a final exam given for this class; this essay and its corresponding presentation will be the final assignments. To complete this assignment, students must develop an original thesis related to the themes of this course and write a 10-12 page (double-spaced, 12-point font, 1-inch margins) paper that uses relevant texts and real-world cases to develop and support their arguments. Successful Final Essays will be well organized, reference foundational literature, include detailed original analysis, and develop a clear overarching argument. Formal academic writing standards are required for this assignment (i.e., clear structure, correct grammar, thoughtful word choice, etc.). Responses that are too vague, disorganized, or unclear will fail to demonstrate that the student has adequately met the expectations for their Final Essay and therefore result in a lower grade.

10% of each student's grade on their Final Essay will be determined by their participation in the **Final Essay Workshop scheduled for Monday, April 13th**. Students are expected to come to class on the day of this workshop prepared to share and discuss their thesis and supportive arguments. Students will exchange substantive feedback with one another through individual and group discussions. This process is intended to help students revise and strengthen their Final Essays before they 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 participates in class. 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.

Final Essay Presentation

Students are expected to present the main content from their Final Essays to the class during Finals Week. Each student will have 5 minutes to summarize their thesis statement and supportive arguments, after which they will field 5 minutes of follow-up questions from the class. Presentations must include a clear, organized visual aid (e.g., a PowerPoint slide or handout). Students will be graded on the clarity of their visual aid and explanation of their arguments, as well as their engagement with classmates' questions. While there may not be correct/incorrect answers to questions regarding the Final Essays, students are nonetheless expected to engage in dialogue that demonstrates their comprehension and application of course materials.

OVERVIEW OF COURSE ASSIGNMENTS

Assignment	Due Date	Percentage of Overall Grade
Attendance & Participation	Whole Semester	50%
AI Reading Reflection Papers (5)	Before Class on Mondays	20%
Final Essay (+Workshop)	Friday, April 24 th (Workshop: Monday, April 13 th)	20%
Final Essay Presentation	Finals Week (Date/Time TBD)	10%

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/>.

While students are always welcome to ask clarifying questions and seek feedback about the grades they receive throughout this course, final grades are not negotiable. Letter grades are not only intended to reflect effort, but also achievement of learning objectives via course assignments. In other words, trying hard does not guarantee that students earn A grades—trying hard *and* demonstrating mastery of course content/skills does!

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 when changes occur. It is the responsibility of students to remain aware of course changes by regularly attending class, checking their emails / Canvas notifications, and communicating with the professor.

Week 1: Introduction to the Course

Assigned Readings
Monday, January 12: <ul style="list-style-type: none">• Course Syllabus• Hilary Matfess. 2022. Ukrainian Women at War Are Going Viral for All the Wrong Reasons.• Azadeh Moaveni and Chitra Nagarajan. 2022. Another Deeply Gendered War is Being Waged in Ukraine.

Week 2: Seeing Gender in Global Politics

Assigned Readings
Monday, January 19: <ul style="list-style-type: none">• Joyce P. Kaufman. 2022. “Introduction: International Relations in a Globalized World,” in <i>Introduction to International relations: Theory and Practice</i> (Third Edition).• Cynthia Enloe. 2014. “Gender Makes the World Go Round: Where Are the Women?” in <i>Bananas, Beaches and Bases: Making Feminist Sense of International Politics</i> (Second Edition).• Stephen M. Walt. 2014. “How to Get a B.A. in International Relations in 5 Minutes.” <i>Foreign Policy</i>. https://foreignpolicy.com/2014/05/19/how-to-get-a-b-a-in-international-relations-in-5-minutes/.• Laura Sjoberg. 2014. “‘Mansplaining’ International Relations? What Walt Misses.” <i>Relations International</i>. http://relationsinternational.com/mansplaining-international-relations-walt/.• Watch: What’s America’s Purpose? The National Interest (2020).

Week 3: Theoretical Foundations of Feminist International Relations

Assigned Readings
Monday, January 26: <ul style="list-style-type: none">• Mary Hawkesworth and Lisa Disch. 2016. “Introduction: Feminist Theory: Transforming the Known World,” in <i>The Oxford Handbook of Feminist Theory</i>.• Cristina Masters and Marysia Zalewski. 2022. “Feminist International Relations,” in <i>Gender Matters in Global Politics</i> (Third Edition).• Laura J. Shepherd. 2022. “(Why) Gender Matters in Global Politics,” in <i>Gender Matters in Global Politics</i> (Third Edition).

- Megan Daigle. 2019. “The Intimate and the International: Love, Sexuality, and Queer Feminist IR,” in *The Routledge Handbook of Critical International Relations*.

Week 4: (Mis)Understanding Feminist Research

Assigned Readings	Other Assignments
<p>Monday, February 2:</p> <ul style="list-style-type: none"> • 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.” • J. Ann Tickner. 1997. “You Just Don’t Understand: Troubled Engagements Between Feminists and IR Theorists.” • Marianne H. Marchand. 1998. “Different Communities / Different Realities / Different Encounters: A Reply to J. Ann Tickner.” • J. Ann Tickner. 1999. “Why Women Can’t Run the World: International Politics According to Francis Fukuyama.” • Sungju Park-Kang. 2011. “Utmost Listening: Feminist IR as a Foreign Language.” 	<p>AI READING REFLECTION PAPER:</p> <p>If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, February 2nd.</p>

Week 5: Feminist Research Methods

Assigned Readings	Other Assignments
<p>Monday, February 9:</p> <ul style="list-style-type: none"> • 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). • Brooke A. Ackerly and Jacqui True. 2020. “Common Techniques for Analysis,” in <i>Doing Feminist Research in Political and Social Science</i> (Second Edition). • Mary Caprioli. 2004. “Feminist IR Theory and Quantitative Methodology: A Critical Analysis.” <i>International Studies Review</i> 6: 253-269. • Laura Parisi. 2009. “The Numbers Do(n’t) Always Add Up: Dilemmas in Using Quantitative Research Methods in Feminist IR Scholarship.” <i>Politics & Gender</i> 5(3): 410-418. • Clair Apodaca. 2009. “Overcoming Obstacles in Quantitative Feminist Research.” <i>Politics & Gender</i> 5(3): 419-425. 	<p>AI READING REFLECTION PAPER:</p> <p>If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, February 9th.</p>

Week 6: Gendering the State

Assigned Readings	Other Assignments
<p>Monday, February 16:</p> <ul style="list-style-type: none"> • Iris Marion Young. 2003. “The Logic of Masculinist Protection: Reflections on the Current Security State.” • Swati Parashar, J. Ann Tickner, and Jacqui True. 2018. “Introduction,” in <i>Revisiting Gendered States: Feminist Imaginings of the State in International Relations</i>. • Jonathan D. Wadley. 2009. “Gendering the State: Performativity and Protection in International Security,” in <i>Gender and International Security: Feminist Perspectives</i>. • 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>. • 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>AI READING REFLECTION PAPER:</p> <p>If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, February 16th.</p>

Week 7: Gender & Foreign Policy

Assigned Readings	Other Assignments
<p>Monday, February 23:</p> <ul style="list-style-type: none"> • J. Ann Tickner. 2002. “Feminist Perspectives on 9/11.” • Columba Achilleos-Sarll, Jennifer Thomson, Toni Haastrup, Karoline Färber, Carol Cohn, and Paul Kirby. 2023. “The Past, Present, and Future(s) of Feminist Foreign Policy.” <i>International Studies Review</i> 1-29. • Penny Griffin. 2022. “Global Governance,” in <i>Gender Matters in Global Politics</i> (Third Edition). London, UK: Routledge. • Karin Aggestam, Annika Bergman Rosamond, and Annica Kronsell. 2019. “Theorising Feminist Foreign Policy.” <i>International Relations</i> 33(1): 23-39. • Jennifer Thomson. 2022. “Gender Norms, Global Hierarchies and the Evolution of Feminist Foreign Policy.” <i>European Journal of Politics and Gender</i> 5(2): 173-190. 	<p>AI READING REFLECTION PAPER:</p> <p>If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, February 23rd.</p>

Week 8: Gender & Militarization

Assigned Readings	Other Assignments
<p>Monday, March 2:</p>	<p>AI READING REFLECTION PAPER:</p>

<ul style="list-style-type: none"> • Mary Caprioli. 2003. “Gender Equality and State Aggression: The Impact of Domestic Gender Equality on State First Use of Force.” <i>International Interactions</i> 29(3): 195-214. • David Duriesmith. 2014. “Is Manhood a Causal Factor in the Shifting Nature of War?” • Claire Duncanson and Rachel Woodward. 2016. “Regendering the Military: Theorizing Women’s Military Participation.” • Nicole Wegner. 2021. “Helpful Heroes and the Political Utility of Militarized Masculinities.” • Megan MacKenzie and Nicole Wegner. 2022. “Militarism and Security,” in <i>Gender Matters in Global Politics</i> (Third Edition). 	<p>If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, March 2nd.</p>
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Week 9: Women’s Violence in Global Politics

Assigned Readings
<p>Monday, March 9:</p>
<ul style="list-style-type: none"> • Caron E. Gentry and Laura Sjoberg. 2015. <i>Beyond Mothers, Monsters, Whores: Thinking about Women’s Violence in Global Politics</i>. London, UK: Zed Books.

Week 10: Spring Break

<p>NO CLASS <i>Enjoy your break! :-)</i></p>
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Week 11: Violence Against Women in Global Politics

Assigned Readings	Other Assignments
<p>Monday, March 23:</p> <ul style="list-style-type: none"> • 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>. • Ragnhild Nordås and Dara Kay Cohen. 2021. “Conflict-Related Sexual Violence.” <i>American Review of Political Science</i> 24: 193-211. • Jelke Boesten. 2017. “Of Exceptions and Continuities: Theory and Methodology in Research on Conflict-Related Sexual Violence.” <i>International Feminist Journal of Politics</i> 19(4): 506-519. • Julia Zulver. 2021. “The Endurance of Women’s Mobilization During ‘Patriarchal Backlash’: A Case from Colombia’s Reconfiguring Armed Conflict.” • Juliana Restrepo Sanín. 2022. “Violence Against Women in Politics as an Unintended Consequence of Democratization.” 	<p>AI READING REFLECTION PAPER:</p> <p>If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, March 23rd.</p>

Week 12: Gender & International Human Rights

Assigned Readings	Other Assignments
<p>Monday, March 30:</p> <ul style="list-style-type: none"> Chandra Mohanty. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." <i>Feminist Review</i> 30: 61-88. Julie Mertus. 2004. "Shouting from the Bottom of the Well: The Impact of International Trials for Wartime Rape on Women's Agency." Lenore Manderson. 2007. "Local Rites and Body Politics: Tensions between Cultural Diversity and Human Rights." Jill Steans. 2007. "Debating Women's Human Rights as a Universal Feminist Project: Defending Women's Human Rights as a Political Tool." <i>Review of International Studies</i> 33:11-27. Layla Saleh. 2015. "(Muslim) Woman in Need of Empowerment: US Foreign Policy Discourses in the Arab Spring." 	<p>AI READING REFLECTION PAPER: If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, March 30th.</p>

Week 13: Gendering Political Economies

Assigned Readings	Other Assignments
<p>Monday, April 6:</p> <ul style="list-style-type: none"> V. Spike Peterson. 2022. "International/Global Political Economy," in <i>Gender Matters in Global Politics</i> (Third Edition). Marianne H. Marchand and Rocío del Carmen Osorno Velázquez. 2016. "Markets/Marketization," in <i>The Oxford Handbook of Feminist Theory</i>. Oxford, UK: Oxford University Press. Suzanne Bergeron. 2016. "Formal, Informal, and Care Economies," in <i>The Oxford Handbook of Feminist Theory</i>. Oxford, UK: Oxford University Press. 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>. Sara Meger. 2015. "Toward a Feminist Political Economy of Wartime Sexual Violence." <i>International Feminist Journal of Politics</i> 17(3): 416-434. 	<p>AI READING REFLECTION PAPER: If you choose this week to submit an AI Reading Reflection Paper, it is due on Canvas by 3:00 PM on Monday, April 6th.</p>

Week 14: Final Essay Workshop

Assigned Readings	Other Assignments
<p>Monday, April 13:</p> <p>NO ASSIGNED READINGS</p>	<p>FINAL ESSAY WORKSHOP: <i>Come to class prepared to share the thesis and</i></p>

	<i>supportive arguments from your Final Essay.</i>
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Week 15: The Future of Feminist International Relations

Assigned Readings	Other Assignments
<p>Monday, April 20:</p> <ul style="list-style-type: none"> • Roxani Krystalli and Philipp Shulz. 2022. “Taking Love and Care Seriously: An Emergent Research Agenda for Remaking Worlds in the Wake of Violence.” <i>International Studies Review</i> 24(1): 1-25. • Alexander Stoffel and Ida Roland Birkvad. 2023. “Abstractions in International Relations: On the Mystification of Trans, Queer, and Subaltern Life in Critical Knowledge Production.” <i>European Journal of International Relations</i> 29(4): 852-876. • William Clapton. 2022. “Digital Politics,” in <i>Gender Matters in Global Politics</i> (Third Edition). • Christina Shaheen Moosa and Nancy Tuana. 2014. “Mapping a Research Agenda Concerning Gender and Climate Change: A Review of the Literature.” <i>Hypatia</i> 29(3): 677-694. • Elżbieta Korolczuk and Agnieszka Graff. 2018. “Gender as ‘Ebola from Brussels’: The Anticolonial Frame and the Rise of Illiberal Populism.” <i>Signs: Journal of Women in Culture and Society</i> 43(4):797-821. 	<p>FINAL ESSAY: Final Essays are due on Canvas by 11:59 PM on Friday, April 24th.</p>

Week 16: Final Essay Presentations

Assigned Readings	Other Assignments
NO ASSIGNED READINGS	<p>FINAL ESSAY PRESENTATION: <i>Day/Time of Final Essay Presentations TBD by the University.</i></p>

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). 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 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.