

**University of Florida**  
**INR 4931 - Special Topics in International Relations**  
**Gender & Politics in the Global South**  
**Fall 2024**

Professor: Juliana Restrepo Sanín, Ph.D.

Class Meeting Times: Tuesday 11:45- 1:40 ; Thursday 12:50-1:40

Room: [Fine arts C room 0120](#)

Office Hours: Tuesday 2:00 to 3:30 pm. Anderson Hall room 011 and by appointment.

Contact: via Canvas

### **Course Description & Goals**

This course surveys different topics in the study of gender and politics with a focus on the Global South. We will study central theoretical concepts developed by feminist scholarship, and use them to understand different issues in political science, such as social movements, democracy and autocracy, representation, and violence.

By the end of the semester, students will be able to:

- Analyze the use of gender and other categories of analysis to understand political phenomena in different regions of the Global South
- Understand the importance of women's and feminist movements, both locally and globally, for achieving policy transformations
- Analyze the importance of democratic institutions for the advancement of gender equality as well as how non-democratic governments instrumentalize gender equality
- Evaluate the impact of women's representation in the Global South

## Grading & Assessment

Assignment	Points	Due date
In-class group activities & reading discussions	20 points	Throughout the semester
Current events	20 points	Four times during the semester
Final paper topic and country	P/F - points deducted from final paper if not submitted	September 12
Final paper abstract	P/F - points deducted from final paper if not submitted	September 26
Final paper outline and initial bibliography	P/F - points deducted from final paper if not submitted	October 24
Final paper draft	10 points	November 21
Final paper	30 points	December 8
Final paper presentation	10 points	Last weeks of class
Peer review & discussion	10 points	December 3 - In Person

**\*\* All written assignments except in-class quizzes and activities must be submitted through Canvas, otherwise they will not be graded\*\***

### Reading discussion, pop quizzes, small group activities - 20 points

Students should come to class prepared to discuss the readings and additional materials. Participation includes answers to questions posed by the professor in class, bringing questions, and small-group activities. There may also be unannounced reading quizzes. Since all these assignments depend on your presence in the classroom, there will be no makeup assignments if you miss class.

## Current events: 20 points

We will begin each class with a discussion of current events related to gender and politics in the Global South. Each student should bring news reports related to the topics discussed in class **at least four times** during the semester. It is not enough to read the headline, you should be able to tell the class the details of the event, the main actors, and analyze how this is connected to the topics we have discussed in class. Please use reliable sources such as:

- PBS
- NPR
- Ms. Magazine
- The Conversation
- [The Pink News](#)
- The New York Times
- The Washington Post
- The BBC
- The Guardian
- The Miami Herald
- Foreign Affairs
- You can also consult newspapers in other languages
- (This list is not extensive and there are other acceptable sources that are not included, you are welcome to use other sources, as long as they are reliable and provide facts)

## Final paper - 30 points

The final paper is due on December 8. You are free to choose the topic of your paper, but it should be about the country you have been investigating throughout the semester. You will submit several parts of the paper throughout the semester and a complete draft that will be peer reviewed.

### Topic and country selection: P/F

Due September 12. I will deduct 3 points from your final paper grade if you do not submit your topic and country on time.

### Final paper abstract - p/f

Due September 26

I will deduct 3 points from your final paper grade if you do not submit an abstract on time.

## **Outline and initial bibliography - p/f**

Due October 24

I will deduct 3 points from your final paper grade if you do not submit an outline and initial bibliography on time.

## **Final paper draft - 10 points**

Due Nov. 21 (week before Thanksgiving break). More information will be provided before the paper is due.

## **Final Paper presentation - 10 points**

Presentation file due on November 14. Student presentations will take place between Nov. 14 and Nov. 21. You will be randomly selected, with no possibility of choosing when you present. You must be present for all presentations. The presentation should cover your topic and country of study, and discuss the general findings of your paper.

## **Peer review - 10 points**

Due December 3 In class

You will serve as a peer reviewer for one of your classmates' final paper draft. You will receive the paper in advance and should evaluate its strengths and weaknesses. Then you should write a peer review (1-2 pages). On the last day of class, you will discuss your peer review with your classmate. You must be present for the discussion, it is not enough to just submit the peer review. If you are absent from the peer review session, you will only receive up to 5 points (but your peer review grade could be lower depending on the quality of your work).

The peer review should:

- 1) Briefly explain what the paper is about. This is important as it gives the author a sense of how readers are understanding the paper – it might be the case that the author thinks the paper is about X but readers think it is about Y.
- 2) Highlight the strengths of the paper and main contributions. Peer reviewers generally share some areas of expertise with the authors but often are experts in topics that are only tangentially related to the paper they are assessing. This makes them uniquely well-positioned to understand how the author is framing the contributions to the literature, and also assess whether the paper may benefit from looking at other different topics or analyzing the problem/question from a different perspective.

3) Make recommendations for improvements. These should include theoretical, and methodological, recommendations, as well as ‘missed opportunities’ for example, ideas, concepts, or contributions the author should highlight. This is probably the most important job of peer reviewers: rather than just tearing down the paper, they should provide the author with actionable recommendations for improvement.

4) Your review should be submitted as a MS word file with ‘track changes’ and comments on the margins.

Your review should be kind and constructive but should give the author suggestions for improvement, note parts of the paper that are unclear, or that may not be supported by the information provided. The peer reviewer should also note issues with the paper's organization. Again, these comments should be constructive in nature --not just note where the paper falls short, but suggest ways to improve it. You should also highlight parts of the paper where you think the author did a good job. Receiving enthusiastic support from other writers-- because the topic is important and the research is interesting, even when there is room for improvement, helps academics move projects forward.

For more information about UF grading policies check:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Expectations

As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. That means that you are expected to do 6 hours of work outside of the classroom. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

Please be respectful of your classmates and your professor. We may disagree on a lot of things but we can have productive and civil discussions. Racism, misogyny, homo/bi/transphobia, and other forms of discrimination and harassment will not be tolerated.

## Grading scale

>=93 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+  
73-76 C  
70-72 C-  
67-69 D+  
63-66 D  
60-62 D-  
<= 60 E

## Attendance

For successfully passing this course, your participation and engagement are **expected**. Students must be prepared to discuss the readings and other materials listed for that day. If you are sick, please stay home but notify the instructor (see full policy below). Excused absences are consistent with university policies in the [undergraduate catalog](#) and require appropriate documentation.

## Communications

Please let me know of any issues you have with the class or that can be affecting your academic performance. If you have questions, you are encouraged to schedule office hours. Please use **Canvas** for all communications with me and allow 24 hours for me to respond. I only check my email during regular business hours and days: Monday through Friday from 9 to 5.

## Policy on Late and Make-up Work:

Barring exceptional circumstances, due dates are final. Assignments will be marked down 1 point for each day late, starting at 11:59 pm on the due date. If you turn an assignment in at 12:05 am, that counts as a full day late. Discuss things with your professor if you have any difficulties turning in assignments on time. Make-up work will only be accepted for excused absences as per university policy.

## Grade Return Timing:

Please allow two weeks after you turn in an assignment to receive grades and feedback.

## University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest

standards of honor and integrity by abiding by the Honor Code. 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.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor.

## Books & materials:

All readings will be available on Canvas.

If you are interested in gender & politics broadly, the book

Krook, Mona Lena, and Sarah Childs. 2010. *Women, Gender, and Politics: A Reader*. Oxford; New York: Oxford University Press.

Is a good introductory source. It is listed as a recommended book for this course if you want to expand on the topics discussed in class, but it is **NOT** required.

Other recommended resources:

The podcast Changing the Face of Politics, produced by the National Democratic Institute has wonderful interviews with women politicians and activists from around the world. You can find it here: <https://www.ndi.org/changing-face-politics-podcast>

# Class calendar (Subject to change)

## Week 1

### Thursday August 22 Course Introduction

Read the syllabus

## Week 2

### Tuesday, August 27, 2024

#### Gender & Politics

Why study Gender & Politics?

- Beckwith, Karen. 2005. "A Common Language of Gender?" *Politics & Gender* 1 (01). <https://doi.org/10.1017/S1743923X05211017>.
- Hawkesworth, Mary. 2005. "Engendering Political Science: An Immodest Proposal." *Politics & Gender* 1 (1): 141–56. <https://doi.org/10.1017/S1743923X0523101X>

### Thursday, August 29, 2024

#### The study of gender in political science

Why should political scientists study gender? How does gender impact how we study politics?

- Htun, Mala. 2005. "What It Means to Study Gender and the State." *Politics & Gender* 1 (1): 157–66. <https://doi.org/10.1017/S1743923X05241016>

## Week 3

### Tuesday, September 3, 2024

#### Intersectionality, sex, gender, and race

What is 'gender'? What is intersectionality? Can we use concepts developed in the Global North to understand the Global South? How do we apply intersectionality in practice and research?



- Viveros-Vigoya, Mara. 2016. "Sex/Gender." In *The Oxford Handbook of Feminist Theory*, edited by M. E. Hawkesworth and Lisa Jane Disch. Oxford Handbooks. Oxford: Oxford University Press.
- Cooper, Britney. 2016. "Intersectionality." In *The Oxford Handbook of Feminist Theory*. Oxford Handbooks. Oxford: Oxford University Press.

### Thursday, September 5, 2024

- Townsend-Bell, Erica. 2011. "What Is Relevance? Defining Intersectional Praxis in Uruguay." *Political Research Quarterly* 64 (1): 187–99.

#### Recommended:

- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review*, 1241–99.
- Crenshaw, Kimberlé. 2015. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum* 1989 (1).  
<https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>.
- Collins, Patricia Hill. 1998. "Intersections of Race, Class, Gender, and Nation: Some Implications for Black Family Studies." *Journal of Comparative Family Studies* 29 (1): 27–36.

## Week 4

### Tuesday, September 10, 2024

#### The Global South

What is the Global South? Why is this concept important? What does 'Global South', a concept born in economics, have to do with politics? What are the limits of the 'Global South'?

- Mignolo, Walter D. 2011. "The Global South and World Dis/Order." *Journal of Anthropological Research* 67 (2): 165–88.  
<https://doi.org/10.3998/jar.0521004.0067.202>.

## Thursday, September 12, 2024

- Medie, Peace A., and Alice J. Kang. 2018. "Power, Knowledge and the Politics of Gender in the Global South." *European Journal of Politics and Gender* 1 (1–2): 37–54. <https://doi.org/10.1332/251510818X15272520831157>.

## Week 5

### Tuesday, September 17, 2024

#### Women's movements

What is a women's movement? What is a feminist movement? What are women's interests? How and why do women mobilize? What are the effects of women's activism?

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- Beckwith, Karen. 2011. "Interests, Issues, and Preferences: Women's Interests and Epiphenomena of Activism." *Politics & Gender* 7 (3): 424–29. <https://doi.org/10.1017/S1743923X11000195>.

### Thursday, September 19, 2024

- Weldon, S. Laurel, and Mala Htun. 2013. "Feminist Mobilisation and Progressive Policy Change: Why Governments Take Action to Combat Violence against Women." *Gender & Development* 21 (2): 231–47. <https://doi.org/10.1080/13552074.2013.802158>.

#### Recommended:

- Beckwith, Karen. 2001. "Women's Movements at Century's End: Excavation and Advances in Political Science." *Annual Review of Political Science* 4 (1): 371–90. <https://doi.org/10.1146/annurev.polisci.4.1.371>.
- Beckwith, Karen. 2000. "Beyond Compare? Women's Movements in Comparative Perspective." *European Journal of Political Research* 37 (4): 431–68. <https://doi.org/10.1111/1475-6765.00521>.
- Strolovitch, Dara Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *The Journal of Politics* 68 (4): 894–910. <https://doi.org/10.1111/j.1468-2508.2006.00478.x>.

## Week 6

Tuesday, September 24, 2024

### Transnational feminist activism

What makes a movement ‘transnational’? Why are transnational movements important? Do transnational movements have local effects?

- Alvarez, Sonia E., Elisabeth Jay Friedman, Ericka Beckman, Maylei Blackwell, Norma Stoltz Chinchilla, Nathalie Lebon, Marysa Navarro, and Marcela Ríos Tobar. 2003. “Encountering Latin American and Caribbean Feminisms.” *Signs: Journal of Women in Culture and Society* 28 (2): 537–79. <https://doi.org/10.1086/342589>.
- Bunch, Charlotte. 1990. “Women’s Rights as Human Rights: Toward a Re-Vision of Human Rights.” *Human Rights Quarterly* 12 (4): 486–98. <https://doi.org/10.2307/762496>.

Thursday, September 26, 2024

- Molyneux, M., Dey, A., Gatto, M. A. C., & Rowden, H. (2020). Feminist activism 25 years after Beijing. *Gender & Development*, 28(2), 315–336. <https://doi.org/10.1080/13552074.2020.1750140>

Recommended:

- Alvarez, Sonia E. 1999. “Advocating Feminism: The Latin American Feminist NGO ‘Boom.’” *International Feminist Journal of Politics* 1 (2): 181–209. <https://doi.org/10.1080/146167499359880>.
- Alvarez, Sonia E. 2000. “Translating the Global Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America.” *Meridians*, 29–67.
- Alvarez, Sonia E. 2009. “Beyond NGO-ization?: Reflections from Latin America.” *Development* 52 (2): 175–84. <https://doi.org/10.1057/dev.2009.23>.
- Sternbach, Nancy Saporta, Marysa Navarro-Aranguren, Patricia Chuchryk, and Sonia E. Alvarez. 1992. “Feminisms in Latin America: From Bogotá to San Bernardo.” *Signs: Journal of Women in Culture and Society* 17 (2): 393–434. <https://doi.org/10.1086/494735>.

## Week 7

Tuesday, October 1, 2024

### Gender, Politics & the State

What is the state? How do different state configurations & values shape women's rights and opportunities for change?

- Kantola, Johanna. 2016. "State/Nation." In *The Oxford Handbook of Feminist Theory*, edited by M. E. Hawkesworth and Lisa Jane Disch, 915–33. Oxford Handbooks. Oxford: Oxford University Press  
<http://lp.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=1100500&site=eds-live>
- Charrad, Mounira. 2001. *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, and Morocco*. Berkeley: University of California Press. Introduction

Thursday, October 3, 2024

Pick one

- Piscopo, Jennifer M. 2015. "States as Gender Equality Activists: The Evolution of Quota Laws in Latin America." *Latin American Politics and Society* 57 (3): 27–49.  
<https://doi.org/10.1111/j.1548-2456.2015.00278.x>.
- Townsend-Bell, Erica. 2013. "Intersectional Advances? Inclusionary and Intersectional State Action in Uruguay." In *Situating Intersectionality: Politics, Policy, and Power*, 43–61. Springer. <http://site.ebrary.com/id/10800133>.

*Recommended:*

- Kantola, Johanna. 2006. *Feminists Theorize the State*. Basingstoke [England]; New York: Palgrave Macmillan.

## Week 8

Tuesday, October 8, 2024

## Democracy & autocracy

What is democracy? What makes a government democratic? How do countries become democratic? What is women's role in democracy and democratic transitions? Are democracies better for women?

- Waylen, Georgina. 1994. "Women and Democratization Conceptualizing Gender Relations in Transition Politics." *World Politics* 46 (3): 327–54.

*Recommended:*

- Dendere, Chipu. 2018. "Finding Women in the Zimbabwean Transition." *Meridians: Feminism, Race, Transnationalism* 17 (2): 376–81.
- Baldez, Lisa. 2003. "Women's Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland." *Comparative Politics*, 253–72.

## Thursday, October 10, 2024

What is a dictatorship? What makes a government authoritarian? Are autocrats bad for women?

- Bjarnegård, Elin, and Pär Zetterberg. 2022. "How Autocrats Weaponize Women's Rights." *Journal of Democracy* 33 (2): 60–75. <https://doi.org/10.1353/jod.2022.0018>.

*Recommended:*

- Berry, Marie E. 2015. "When 'Bright Futures' Fade: Paradoxes of Women's Empowerment in Rwanda." *Signs: Journal of Women in Culture and Society* 41 (1): 1–27. <https://doi.org/10.1086/681899>.

## Week 9

### Tuesday, October 15, 2024

#### Political participation

- Celis, Karen, Sarah Childs, Johanna Kantola, and Mona Lena Krook. 2008. "Rethinking Women's Substantive Representation." *Representation* 44 (2): 99–110.
- Jalalzai, Farida, and Pedro G. dos Santos. 2015. "The Dilma Effect? Women's Representation under Dilma Rousseff's Presidency." *Politics & Gender* 11 (1): 117–45.

## Thursday, October 17, 2024

- Piscopo, Jennifer M. 2015. “Democracy as Gender Balance: The Shift from Quotas to Parity in Latin America.” *Politics, Groups, and Identities* 4 (2): 214–30. <https://doi.org/10.1080/21565503.2015.1084936>.

## Week 10

### Tuesday, October 22, 2024

#### Reactions to women in politics

What are some ways women’s inclusion has been resisted? What is Violence against women in politics (VAWIP)? How is VAWIP related to women's political representation? How is VAWIP related to other forms of gender-based violence? In what ways does VAWIP affect women's representation? Gender equality? Democracy?

- Krook, Mona Lena, and Juliana Restrepo Sanín. 2020. “The Cost of Doing Politics? Analyzing Violence and Harassment against Female Politicians.” *Perspectives on Politics* 18 (3): 740–55. <https://doi.org/10.1017/S1537592719001397>.
- Dovi, Suzanne. 2024. “On Political Misogyny.” *American Political Science Review*, August, 1–14. <https://doi.org/10.1017/S0003055424000777>.

### Thursday, October 24, 2024

- Encarnación, Omar G. 2017. “The Patriarchy’s Revenge: How Retro-Macho Politics Doomed Dilma Rousseff.” *World Policy Journal* 34 (1): 82–91.

#### Recommended:

- Berry, Marie E., Yolande Bouka, and Marilyn Muthoni Kamuru. 2020. “Implementing Inclusion: Gender Quotas, Inequality, and Backlash in Kenya.” *Politics & Gender*, 1–25. <https://doi.org/10.1017/S1743923X19000886>.
- Bardall, Gabrielle, Elin Bjarnegård, and Jennifer M. Piscopo. 2020. “How Is Political Violence Gendered? Disentangling Motives, Forms, and Impacts.” *Political Studies* 68 (4): 916–35. <https://doi.org/DOI:10.1177/0032321719881812>.
- Restrepo Sanín, Juliana. 2022. “Violence against Women in Politics as an Unintended Consequence of Democratization.” *International Feminist Journal of Politics* 24 (1): 16–39. <https://doi.org/10.1080/14616742.2021.2014343>

- Alam, Zainab B. 2020. “Do-It-Yourself Activism in Pakistan: The Fatal Celebrity of Qandeel Baloch.” *Perspectives on Politics* 18(1): 76–90.

## Week 11

**Tuesday, October 29, 2024**

### **Gender, Populism, and democratic backsliding**

- Corredor, Elizabeth S. 2019. “Unpacking ‘Gender Ideology’ and the Global Right’s Antigender Countermovement.” *Signs: Journal of Women in Culture and Society* 44 (3): 613–38. <https://doi.org/10.1086/701171>.

**Thursday, October 31, 2024**

- Arat, Yeşim. 2022. “Democratic Backsliding and the Instrumentalization of Women’s Rights in Turkey.” *Politics & Gender* 18 (4): 911–41. <https://doi.org/10.1017/S1743923X21000192>.
- Faludi, Susan, Shauna Shames, Jennifer M. Piscopo, and Denise M. Walsh. 2020. “A Conversation with Susan Faludi on Backlash, Trumpism, and #MeToo.” *Signs: Journal of Women in Culture and Society* 45 (2): 336–45. <https://doi.org/10.1086/704988>.

## Week 12

### **Gender-Based Violence**

**Tuesday, November 5, 2024 - NO CLASS**

**Thursday, November 7, 2024**

Yadav, Punam, and Denise M Horn. 2021. “Continuums of Violence: Feminist Peace Research and Gender-Based Violence.” In *Routledge Handbook of Feminist Peace Research*, 105–14. Routledge.

## Week 13

**Tuesday, November 12, 2024**

Menjívar, Cecilia, and Leydy Diossa-Jiménez. 2022. "Blocking the Law from within: Familyism Ideologies as Obstacles to VAW Laws in El Salvador, Guatemala, Honduras, and Nicaragua." *Latin American Research Review*, 1–18. <https://doi.org/10.1017/lar.2022.72>.

**Thursday, November 14, 2024 - Student presentations**

**Week 14 -**

**Tuesday, November 19, 2024 - Student presentations**

**Thursday, November 21, 2024 Student presentations**

**Week 15 -**

Thanksgiving break

**Tuesday, November 26, 2024 - NO CLASS**

**Thursday, November 28, 2024 - NO CLASS**

**Week 16**

**Tuesday, December 3, 2024**

Peer Reviews



## **Class policies & University Resources**

### **Plagiarism and Academic Integrity:**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.” [The Honor Code](#) specifies a number of behaviors that violate this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Online Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students [here](#).

### **Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Attendance**

For successfully passing this course, your participation and engagement are expected. Students must be prepared to discuss the readings and other materials listed for that day. However, if you are sick or have been in contact with someone who is sick please stay home and take care of yourself. Please let your professor know if you are not attending class because of illness. Generally, missing one or two classes during the semester will not affect your performance. However, you should not expect to be allowed to make up for any missing work unless you have an excused absence. If you miss class, you are encouraged to ask your classmates for their notes or come to office hours to talk about the class you missed.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found [here](#)

## Communications

Please let me know of any issues you have with the class or that can be affecting your academic performance. If you have questions, you are encouraged to schedule office hours. Please use Canvas for all communications with me and your teaching assistant. Please allow 24 hours for me to respond and until Monday if you contact us over the weekend. I only check my work email during regular business hours: Monday through Friday 9-5.

## Technology

For succeeding in this class, you need to have access to Canvas. Please consult these guides if you are unsure about how to use this application:

For Canvas: <https://elearning.ufl.edu/keep-learning/quickstart-guide-for-students/>

## 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, 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.

## Other Recommendations

**Masks.** The College of Liberal Arts and Sciences emphasizes that, in light of CDC recommendations, face coverings, though not required, are expected in all UF facilities, including your classrooms. Regardless of vaccination status, mask usage is a responsible and vital way of preventing transmission of COVID-19. Faculty may also ask for mask usage in their offices during one-on-one meetings (with a provision for remote office hour meetings as an alternative).

**Vaccination.** If you have not been vaccinated, please consider starting the process immediately. If you are currently at home, you can obtain a first dose where you are and receive a second dose here in Gainesville. If you are already in Gainesville, you can schedule a vaccination appointment at ONE.UF. Please keep in mind that being vaccinated for COVID-19 is the best way to protect yourself and others from the potentially life-threatening effects of the virus. Your action in this regard may help ensure the health and safety of yourself, your fellow CLAS students, and the faculty and staff with whom you interact.

## Campus Resources: Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

## **COVID-19 & other illnesses**

- In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](https://one.ufl.edu) for screening / testing and vaccination opportunities.
- If you are sick, stay home. 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 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

## **Academic Resources**

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.