

**UNIVERSITY OF FLORIDA  
SPRING 2025**

EUS 4210 – POLITICS AND INSTITUTIONS OF THE EU SECTION: 2AB3  
POS 4931 – EUROPEAN UNION INSTITUTIONS SECTION: PIEU

# ***POLITICS AND INSTITUTIONS OF THE EU***

**CLASS SCHEDULE:**  
**T-Period 7: 1:55-3:50**  
**R Period 7-8: 1:55-3:50**

**CLASSROOM:**  
**TUR 1101**

Instructor: ASLI BAYSAL  
E-Mail: abaysal@ufl.edu  
Office: Turlington Hall 3328  
Office Hours:  
Wednesdays 12:30-3:30

## **Course Description**

The creation and development of the European Union is one of the most fascinating political events of the last century. It represents a unique opportunity to study the evolution of a political system without having to rely solely on historical documents. In the past half-century, the EU has grown from a set of weak /poorly defined institutions with a limited policy domain and an emphasis on national sovereignty into an extensive political system with increasingly strong supranational actors influencing all aspects of political and economic life. What began in 1951 as an experiment in cooperation in the coal and steel sectors among six states has grown to be a formal political and economic union between 28 member states from Estonia to Ireland and Malta to Sweden (and it is still growing) reducing to 27 with the recent Brexit referendum. The goal of this course will be to examine this transformation both theoretically and historically from a comparative politics perspective, keeping in mind the changing (and growing) global role of the EU.

## **Course Objectives**

This course offers a critical, theoretical and historical approach to the evolution of institutions and policy-making in the EU. The first part of this course will survey the origins and evolution of the European integration process by incorporating missed opportunities and failed projects. This way, students will have a broader understanding of the context in which the alternative tracks got vanished along the way. Looking at the integration project from a historical perspective will allow students learn about different perspectives on European integration in different member states, particularly in Germany, France, and Britain. The second part of the course deals with theoretical and conceptual approaches that have tried to explain European integration and EU politics. The third part of the course introduces the European institutions from a comparative perspective. Students will gain a critical perspective to the type of polity the EU has become and its democratic implications. The last part of the course will cover an array of European policies to demonstrate the various ways in which such policies have evolved and how they operate.

## Prerequisite Knowledge and Skills:

Any student interested in Europe can easily comprehend the course material without prior knowledge of the subject, and cross-registrants are welcome. Students specializing in European Studies or European Union Studies are especially encouraged to enroll, as the course provides a unique opportunity to critically engage with the EU's past and present challenges. This course is a required course to declare a European Union Studies minor or a certificate.

## Quote of the Semester

"Several blind men approached an elephant and each touched the animal in an effort to discover what the beast looked like. Each blind man, however, touched a different part of the large animal, and each concluded that the elephant had the appearance of the part he had touched. Hence, the blind man who felt the animal's trunk concluded that an elephant must be tall and slender, while the fellow who touched the beast's ear concluded that an elephant must be oblong and flat. Others, of course, reached different conclusions. The total result was that no man arrived at a very accurate description of the elephant. Yet each man had gained enough evidence from his own experience to disbelieve his fellows and to maintain a lively debate about the nature of the beast."

— Puchala, "Of Blind Men, Elephants and International Integration"

## Course Materials

There is one textbook required to be purchased. The following books provide a good selection of recent and easy-to-read articles written by well-known scholars on a variety of crises affecting the European integration project and it can be purchased from [University of Florida Campus Bookstore](#) or online.

1. Michelle Cini and Nieves Perez-Solorzano Borraran eds. *European Union Politics*. 8<sup>th</sup> Edition. Oxford: Oxford University Press, Oxford : Oxford University Press, 2025, xlii, 605p.

*Suggested TextBook*

Hubert Zimmermann and Andreas Dür eds. *Key Controversies in European Integration* 3rd Edition. London: Palgrave Macmillan, 2019

Note that earlier editions are NOT acceptable under any circumstances.

The first textbook will be hereinafter referred to as **"EUP"**. The first textbook will provide the basis for my lectures and the second textbook will provide a basis for discussion. The suggested textbook will be referred as KC but you are not required to buy it as it will provide the basis of group presentations. The other required materials (journal articles, book chapters, videos) will be available online via Canvas. If you have problems accessing the required materials, please let me know as soon as possible so that I can contact either the library or the bookstore to make sure you have the materials for each of our sessions. In order to have off-campus access to library licensed articles you must authenticate yourself to the UF network. UF libraries

recommend installing the 'Virtual Private Network' software for this purpose. If you connect from campus, another way suggested by our libraries is to search the article on Google Scholar, which "enables checking to see if access to full text has been licensed by the UF Libraries (and connecting to it if it does)". Please familiarize yourself with various ways to access academic publications. This skill is also crucial to conduct successful research for your final papers. The instructor will use Canvas e-learning system to communicate with students. The page of the course will frequently be updated to include relevant visual materials, required and recommended readings.

## **Course Requirements and Student Responsibilities**

### **Attendance 10%**

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above. It is important to attend classes during add/drop period. As per university policy: "If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory."

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

To receive a full attendance grade, you should make an effort to attend all sessions. More than **4 unexcused absences** will count against your attendance grade. If you make 4 unexcused absences in addition to your excused absences to the extent that you miss more than half of the classes, I will assign an E grade. If you expect to miss the majority of classes due to a situation that emerged throughout the semester, please consider dropping or withdrawing from the course. Attendance is essential in this course.

It is important to attend my office hours to find out about what you have missed or make friends in this class to catch up. I cannot respond in an e-mail explaining what the student have missed. Office hours are the appropriate times to find out about the missed class. There is no option to record as this course is listed as an in-person class. Contact me each time you cannot attend the in-person session ahead of time explaining why. Name your e-mail subject: **Attendance/Absence**. Your e-mail will be saved in a folder to excuse your absence at the end of the semester.

## Participation 5%

This includes asking and responding to questions, being able to summarize and criticize the reading material, citing relevant news on the issue, engaging in a meaningful and respectful conversation on the issues with fellow students and the instructor in-class. The use of technology in an in-person classroom is strictly limited to note taking and viewing the reading material. If a student fails to uphold to this principle (texting, video-streaming, browsing social media, not being present and attentive in discussion), the instructor will hold the right to ask you to correct your behaviour. Participation in our class is fundamental since improving oral conversation skills is a key objective of the course.

## Weekly Engagement with Course Content 10%

10 modules out of 14 will have a form asking ending at the end of the week about your learning experience. These exit ticket or surveys will be available to be taken on Fridays after class until next meeting on Mondays. Grading will be based on 7 out of 10 exit tickets. We will discuss some of your answers the following week.

These will be called exit tickets ending a module. In order to engage with these questions, you should know the content of the readings and have attended. You will find the link to this assignment in assignment section of the appropriate module. There will be 3 questions in each exit ticket:

1. One question includes a takeaway from the primary topic of the week to be responded in three sentences by incorporating the materials assigned (100 words)
2. One question inquiring about your confidence level in understanding a topic of the week

3. What additional questions do you have for me at this time? What you would love to learn more about this issue?

## Mastery Quiz 25%

Instead of big mid-term exams, this course will have 5 quizzes (5 per cent each) to be taken at the end of each section available to be completed in a week after the completion of the monthly modules. Quizzes are open book. There will be around 20 questions for each quiz and you will be given an hour to take the quiz. This will include various types of questions: definitions, short essay questions, multiple choice, true/false and matching etc. You will have a total of 2 attempts to master your answers and after the first attempt you may be given a hint. The quiz with the highest grade will be chosen. More details will be available on the assignment page.

## Group Presentation 20%

Group Presentations will be based on the KC textbook. KC readings will be divided up among students for discussion. A team of 2 or 3 students (depending on the size of the class after the drop/add period) will work together to prepare a PowerPoint presentation to summarize the main points in the readings and criticize the viewpoints and to stimulate a discussion in class by posing interesting questions. One of the team members should send the presentation file to my e-mail ([abaysal@ufl.edu](mailto:abaysal@ufl.edu)) at 6 pm- a day before their team's presentation. The division of labor is up to the team members, but each student should have a maximum of 5 minutes to present the material. A total of 15-min presentation should include an overview of discussion questions and start from a question of their choice to lead the discussion. A team which can work in harmony will have a better performance. Any late submission of the presentation file will affect all of the team members' grades on this assignment. The distribution of assignments will take place in class after drop/add period. Any unexcused absences on your presentation day will count as a failing grade on the assignment. There will be absolutely no change of presentation dates unless you find someone else to switch assignments with.

If a student misses his/her presentation without an excuse, there is no make-up. In other cases, the presentation can be scheduled at a later time.

## Final Project: Infographic on the European Union (30%)

### **Objective:**

Students will create an infographic that effectively communicates key aspects of the European Union's politics and institutions. This project will help students synthesize and visually present complex information in an accessible format.

### **Steps and Scaffolding:**

#### **1. Topic Selection and Research (February 15)(3%)**

- **Objective:** Identify a specific topic related to EU politics and institutions.

- **Activities:**
  - Brainstorm potential topics (e.g., EU legislative process, role of the European Commission, EU enlargement, Brexit).
  - Conduct preliminary research to narrow down the topic.
  - Submit a brief proposal outlining the chosen topic and key points to be covered. (25 word title – 150 words description)

## 2. Detailed Research and Data Collection (March 1) (5%)

- **Objective:** Based on the feedback, gather detailed information and data on the chosen topic. Provide a cloud drive link for all the potential sources you will use to create an infographic.
- **Activities:**
  - Use academic sources, official EU documents, and reputable news sources.
  - Collect relevant statistics, case studies, and visual data (charts, graphs).
  - Create an annotated bibliography of sources.
  - Submit infographic design templates you will use. Decide on whether you would like to have a chronological, causal, processual etc.infographic.

## 3. Outline and Drafting (March 15) (4%)

- **Objective:** Develop a structured outline and initial draft of the infographic content.
- **Activities:**
  - Create an outline that organizes the main points and supporting details.
  - Draft the text and select visuals for each section of the infographic.

## 4. Peer Review (March 24) (3%)

- **Learning Objective:** To develop students' ability to provide constructive feedback, enhance critical thinking skills, and improve the quality of their peers' work through detailed and thoughtful evaluation.
- **Activities:** See the assignment page for rubric to use for assessing your peer's work

## 5. Design and Creation (Week 12-15)

- **Objective:** Design the infographic using appropriate tools and software.
- **Activities:**
  - Introduce students to infographic design tools (e.g., Canva, Piktochart).
  - Workshop on design principles (color schemes, typography, layout).
  - Create the first version of the infographic.

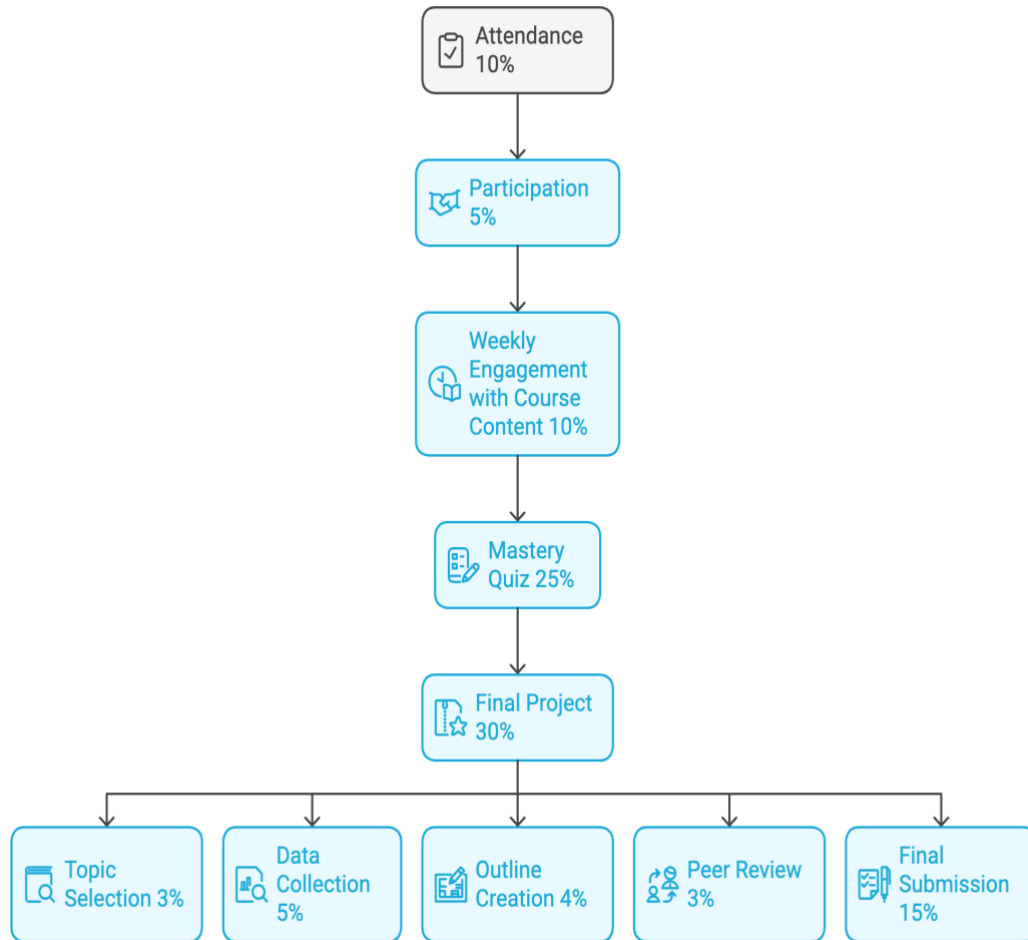
## 6. Revision and Finalization (April 29) (15%)

- **Objective:** Refine and finalize the infographic based on feedback.
- **Activities:**
  - Present the infographic to the class for feedback.
  - Make necessary revisions to improve clarity, accuracy, and visual appeal.
  - Submit the final version of the infographic.
  - Reflective commentary of 800 words on what they learned about the EU and the process of creating the infographic.

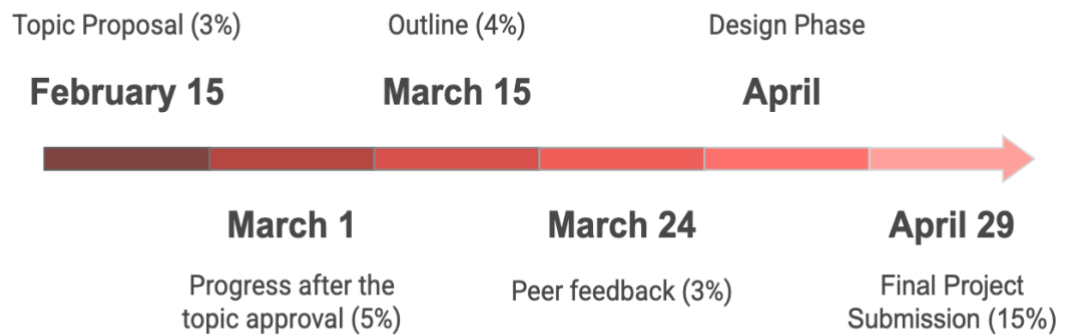
**Assessment Criteria:**

- **Content Accuracy:** Correct and comprehensive information about the chosen topic.
- **Visual Design:** Effective use of design principles to create an engaging and informative infographic.
- **Clarity and Organization:** Clear presentation of information with logical flow.
- **Research Quality:** Use of credible sources and proper citation.
- **Presentation Skills:** Ability to effectively communicate the content during the presentation.
- **Reflection:** Insightful reflection on the learning process and project experience

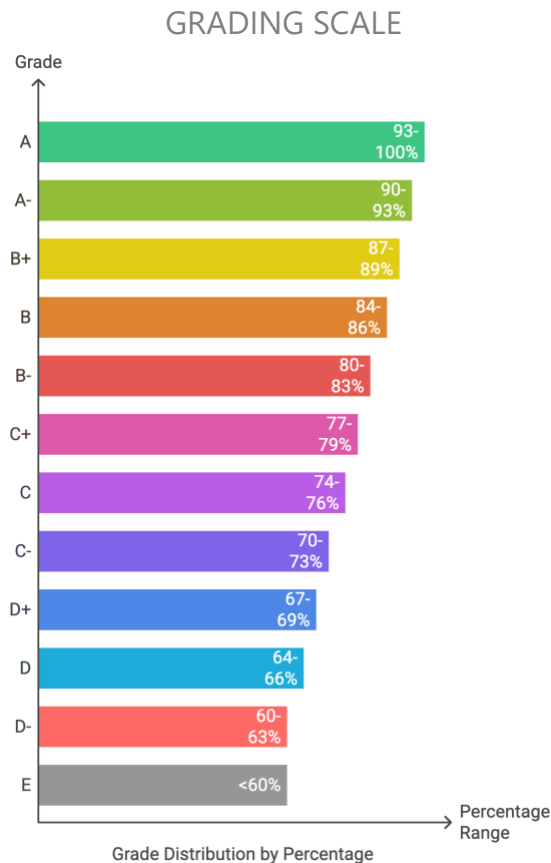
## ASSESSMENT



## Final Project Journey: Key Milestones 30%







## Missed exams, late assignments, academic honesty policy

Please see attendance policy above.

If a student is detached from in-class discussions consistently, they may receive a lower participation grade with no make-up option.

If a student misses a weekly engagement only 3 times, they do not need to inform the instructor about the excuse if it is not university excused. The top 7 out of 10 will be included in the grade calculation.

If a student misses a mastery quiz deadline and has an official excuse, the instructor will provide a make-up exam, however the format/questions may be different and may not be given a retake option with clues.

If a student misses any of the three steps of the final project, they will still be allowed for an extension with a reduced grade 10 percent for each day missed.

If a student fails to meet the deadline for the submission of the final project, he/she should approach the instructor immediately and ideally before the deadline. Final paper/poster deadline is a firm deadline due to grades due date to registrar. However, if for any reason you need a few more hours, it is important to let me know in advance if you do not want your grade to be submitted to registrar without the final assignment.

If a student submits a final project with no bibliography or citations, it will be considered and treated as plagiarism. If the instructor suspects an inappropriate use of AI for coursework, it will be a failing grade for the assignment. Please refer to AI policy below. Incomplete grade is only available if you miss the deadline only for the final project submission and and you are experiencing extenuating circumstances and willing to sign a contract prior to project deadline. <https://www.advising.ufl.edu/academicinfo/class-policiesprocedures/incomplete-grades/>

## Course Policy on AI

Here are some acceptable uses of AI in coursework that maintain academic integrity and encourage critical thinking. Remember that AI will generate wrong outputs especially on the EU content but failing to cite AI makes you responsible for these mistakes.

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Editing and Proofreading
- Finding information on your topic;
- Language Translation

The use of generative AI tools is not permitted in this course for the following activities:

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.
- Citing an article because the AI did and you haven't read the original article

For further information click here:

<https://teach.ufl.edu/resource-library/academic-integrity-in-the-age-of-ai/>

- You are responsible for all content they generate for the course, regardless of how the work is generated.
- You should be transparent on their use of generative AI and ensure they are adhering to UF academic integrity standards.
- Citation requirements: APA citation of generative AI and MLA citation of generative AI

## Course Schedule and Required Readings

PLEASE NOTE THAT DEPENDING ON THE LEVEL OF FAMILIARITY OF STUDENTS WITH THE COURSE MATERIAL, THE INSTRUCTOR CAN MAKE CHANGES TO THE READINGS OR

THEIR ORGANIZATION IN THE SYLLABUS AS NEEDED THROUGHOUT THE SEMESTER. STUDENTS WILL BE INFORMED IN A TIMELY MANNER IN SUCH CASES.

## Section 1: History of European Integration

### Week 1.1 ( JAN 13 – T ) : Introduction to the Course

No required readings for the first session. The links to the following videos are available in Module 1 on Canvas

Required Visual Material: [Europe: From WWII to Today's European Union](#) 24 min.

Suggested Visual Material: [Europe and the EU in crisis | DW Documentary](#) 25 min.

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### Week 1.2 ( JAN 15 – R ) : Historical Introduction to the EU

What is the EU?

EUP Chapter 1: Introduction

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### Week 2.1 ( JAN 20- T ) Early Integration-ECSC

What kind of integration?: Intergovernmental, Supranational, Federal?

Who is in? British Withdrawal from Negotiations for the European Coal and Steel Community

The Choice of Supranationalism and Britain (Roots of Brexit)

EUP Chapter 2: The European Union: Establishment and Development

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### Week 2.2 ( JAN 22 – R ) : EDC/EPC

Too much too soon? Failed Projects of the European Defense Community and European Political Community

Book Chapter: Blair, Chapter 2: The Road to Rome (1945-57), pp.11-24

Book Chapter: Blair- Primary Documents – Mentioned in the Reading

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### Week 3.1 ( JAN 27 – T ) : EEC AND EURATOM

Happy Medium or Lost Opportunities: European Economic Community and Euratom

Book Chapter: Blair, Chapter 3: Constructing the Community (1958–68)

Book Chapter: Blair- Primary Documents – Mentioned in the Reading

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## Week 3.2 ( JAN 29– R ) : EEC TO EC

Empty Chair Crisis and the Luxembourg Compromise  
Fouchet Plan  
EuroSclerosis

Book Chapter: Chapter 4: From Optimism to Indecision: (1969–79), pp. 25-49

Book Chapter: Blair- Primary Documents – Mentioned in the Reading

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## Week 4 ( FEB 3 –5 T/R ) : Eurosclerosis to SEA- Maastricht

The rebound (SEA)  
The transformation (Maastricht and beyond)  
The Constitutional Treaty  
Lisbon Treaty  
What comes next?

Book Chapter: Blair, Chapter 5: Renewed Progress (1980–89)

Book Chapter: Blair, Chapter 6: The Transformation of Europe (1990–2004), pp. 50-83

Book Chapter: Blair- Primary Documents – Mentioned in the Reading

EUP Chapter 3: From the Constitutional Treaty to the Treaty of Lisbon

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## Section 2: Theories

### Week 5.1 ( FEB 10– T ) : The Classics

Functionalism  
Neo-Functionalism  
EUP Chapter 4: Neofunctionalism  
David Mitrany, A Working Peace System (pp. 105-123)  
Ernst Haas, The Uniting of Europe (pp. 151-164)

### Week 5.2 ( FEB 12 – R ) : Intergovernmentalism

Intergovernmentalism

EUP Chapter 5: Intergovernmentalism

Stanley Hoffmann, Obsolete or Obsolete? The Fate of the Nation State and the Case of Western Europe (pp. 151-164)

Alan Milward, The European Rescue of the Nation State, Book Review

Andrew Moravcsik, The Choice for Europe (pp. 215-228)

Christopher J. Bickerton, Dermot Hodson, Uwe Puetter, The New Intergovernmentalism  
Excerpts from Neo-neo-functionalist debates  
The EU as a Political System  
EUP Chapter 6: Theorizing European Union after Integration Theory

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## Week 6.1 ( FEB 17 – T ) : Governance

EUP Chapter 7: Governance in the European Union

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## Week 6.2 ( FEB 19 – R ) : Europeanization

EUP Chapter 8: Europeanization

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Feb 21 SECOND MASTERY QUIZ- CLOSING ON Mar 3

## Week 7.1 ( FEB 24 – M ) : 1st Group Presentation

TEAM A : KC Chapter 6: Can There Be a Common European Identity

## Section 3: Institutions

### Week 7.2 ( FEB 24– T ) : Distinguishing btw Executive & Legislative Branches

A General Introduction to EU Institutions

The Institutional Architecture – Lecture

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### Week 7.3 ( FEB 26 – R ) : European Commission

Bureaucratic or Political?

EUP Chapter 10: The European Commission

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## Week 8.1 ( MAR 3 – T ) : European Council and the Council of the EU

EUP Chapter 11: The European Council and the Council of the European Union

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## Week 8.2 (MAR 5 – R) : Council Cont'd

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## Week 9.1 ( MAR 10 – T ) : European Parliament

The European Parliament

The Evolution of the Legislature: Unicameral to bicameral legislature (The EP and the Council)

EUP Chapter 12: The European Parliament

Book Chapter: Kreppel, Amie "Understanding the European Parliament from a Federalist Perspective" Chapter 11 in Comparative Federalism: The EU and the USA in Comparative Perspective, Oxford University Press, 2006.

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## Week 9.2 ( MAR 12 – R ) : Interest Representation

Interest Group Representation

**TEAM B: KC Chapter 7: Lobbying in the EU: How much Power for Big Business?**

EUP Chapter 14: Interest Groups and the European Union

## European Court of Justice

The Empowerment of Judiciary: European Court of Justice: Exceeding Its Jurisdiction?

**TEAM C KC Chapter 5: Too Much Power for the Judges?**

EUP Chapter 13 The Court of Justice of the European Union

Week 10 (MAR 17-19) SPRING BREAK

Mar 14 THIRD MASTERY QUIZ- CLOSES ON Mar 21

## **Section 4: LEGITIMACY AND POLICY MAKING**

Week 11.1 ( MAR 24 –T ) : Democracy in the EU

EUP Chapter 9: Democracy and Legitimacy in the European Union

EUP Chapter 15: Public Opinion and the European Union

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Week 11.2 ( MAR 26 – R ) : Debating Democracy in the EU

TEAM D KC Chapter 2: The Political Efficiency of the EU

TEAM E KC Chapter 3: More Powers for Brussels and Renationalization?

TEAM F KC Chapter 15: A New German Hegemony: Does It Exist? Would It be Dangerous?

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Week 12.1 ( MAR 31 – T ) : Policy Making in the EU

Introduction to EU Policy making

EUP Chapter 16: Policy Making in the European Union

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Week 12.2 (APR 2– R ) : External Relations and CFSP

External Relations

Common Foreign and Security Policy

EUP Chapter 15: Trade and Development Policies

EUP Chapter 17: The European Union's Foreign, Security and Defense Policies

TEAM G KC Chapter 12: Does the EU Act as Normative Power?

TEAM H KC Chapter 14: Towards a Common European Army?

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## Week 12..2 ( APR 2 – R ) : SINGLE MARKET AND SINGLE CURRENCY

The Single Market  
The Single Currency  
Prelude to a crisis

EUP Chapter 20: The Single Market  
EUP Chapter 23: Economic and Monetary Union

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## Week 13.1 ( APR 7– T ) : EURO AND THE EU

The Single Market  
The Single Currency  
Prelude to a crisis

EUP Chapter 20: The Single Market  
EUP Chapter 23: Economic and Monetary Union  
Assessing the EU's economic success

EUP Chapter 26: The Euro Crisis and European Integration  
TEAM I KC Chapter 9: The Euro: Economic Success or Disaster?  
TEAM J KC Chapter 8: The Future of the Euro: Union or Disintegration  
**APRIL 4 FOURTH MASTERY QUIZ -CLOSES ON APR 11**

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## SECTION 5: POLICIES

### Week 13.2 ( APR 9 – R ) : CAP

The Evolution and operation of the Common Agricultural Policy Enlargement  
EUP Chapter 24: The Common Agricultural Policy

Social Policy  
Pillar III Policies  
EUP Chapter 21: The European Union's Social Dimension

EUP Chapter 22: The Area of Freedom and Security and Justice



## Week 14.1 ( APR 14– T ) : ENVIRONMENTAL POLICY

Environmental Policies

EUP Chapter 25: Environmental Policy

## Week 14.2 ( APR 16 – R ) : ENLARGEMENT

TEAM K KC Chapter 13: Is EU Enlargement a Success Story or Has It Gone Too Far?

EUP Chapter 27- Brexit

## Week 15.1 ( APR 21 – M ) : Presentations (Panel IV)

EUP Chapter 28- The Future of the EU

## Week 15.2 ( APR 23 – W ) : (The Myth of) The End of The EU

In-class Discussion

## UF Policies

### University Policy On Academic Conduct:

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 honesty 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-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 instructor in this class.

### University Policy On Accommodating 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. . Click here to get started with the Disability Resource Center.

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Office of Disability Services to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.

### Class Demeanor Or Netiquette:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

- Treat instructor with respect, even in email or in any other online communication.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid using the caps lock feature in peer feedback AS IT CAN BE INTERPRETTED AS YELLING.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion. post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential patient information via e-mail or discuss your grade via e-mail. Use face-to-face office hours or use canvas for documents.
- Always be respectful of others' opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. Do not make personal or insulting remarks.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.

### Evaluations

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

GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

## In-Class Recordings

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 guest 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.

## Getting Help

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket

number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- 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.

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.