

# POS 6933 / WST 6935: FEMINIST INTERNATIONAL RELATIONS

UNIVERSITY OF FLORIDA – FALL 2024

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

<u>CLASS INFORMATION</u>	<u>PROFESSOR INFORMATION</u>
<b>Day:</b> Mondays	<b>Email:</b> <a href="mailto:lindsey.goldberg@ufl.edu">lindsey.goldberg@ufl.edu</a>
<b>Time:</b> 11:45 AM – 2:45 PM	<b>Student Drop-In Hours:</b> Tuesdays 1:00 – 4:00 PM, or by appointment
<b>Classroom Location:</b> <a href="#">Architecture (ARCH)</a> #423	<b>Office Location:</b> <a href="#">Anderson Hall (AND)</a> #311

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

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

## COURSE DESCRIPTION

This course explores the history, application, and growth of feminist theory in the study of 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 significantly shapes international relations. In this course, we will begin by examining the theoretical foundations of feminist IR as they relate to concepts that are central to the IR discipline (e.g., power, security, militarism). We will then expand to examining how understandings of global conflict and political violence shift when studied through feminist lenses, how those processes shape local and global understandings of gender, and the political implications of those understandings. In addition to focusing on the study of global conflict, this course will explore the role of gender in myriad international dynamics such as peace processes, global development, human rights, and more. Students will be evaluated on their ability to critically reflect on and apply the theoretical frameworks examined throughout this course, as well as their scholarly contributions via in-class participation, discussion leadership, reading response papers, and a final exam. The main objective of this course is to enhance students' understanding of feminist theory and gender-based research in the field of international relations.

<u>GUIDING QUESTIONS</u>	<u>COURSE GOALS</u>
<ul style="list-style-type: none"><li>• <i>How have feminist theoretical approaches shaped the study of international relations?</i></li><li>• <i>How do international relations scholars theoretically and empirically analyze gender in global politics?</i></li><li>• <i>How does gender shape various global political processes?</i></li></ul>	<ul style="list-style-type: none"><li>• To identify the theoretical foundations of feminist international relations scholarship</li><li>• To compare and evaluate feminist and gender-based research in the field of international relations</li><li>• To research global political processes through feminist and gender-analytic lenses</li></ul>

## REQUIRED TEXTBOOKS

The books we will use in this course are listed below. They are all available as eBooks through the UF Libraries website ([www.uflib.ufl.edu](http://www.uflib.ufl.edu)). Articles will also be assigned throughout the semester. Whenever possible, assigned readings will be available in PDF format on our course Canvas site.

- Berry, Marie E. *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina*. Cambridge, UK: Cambridge University Press.
- Duriesmith, David. 2017. *Masculinity and New War: The Gendered Dynamics of Contemporary Armed Conflict*. New York, NY: Routledge.
- Enloe, Cynthia. 2014. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics (Second Edition)*. Berkeley, CA: University of California Press.
- Gentry, Caron E. and Laura Sjoberg. 2015. *Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics*. London, UK: Zed Books.
- Parashar, Swati, J. Ann Tickner, and Jacqui True (eds). 2018. *Revisiting Gendered States: Feminist Imaginings of the State in International Relations*. New York, NY: Oxford University Press.
- Sjoberg, Laura. 2013. *Gendering Global Conflict: Toward a Feminist Theory of War*. New York, NY: Columbia University Press.
- Wilcox, Lauren B. 2015. *Bodies of Violence: Theorizing Embodied Subjects in International Relations*. Oxford, UK: Oxford University Press.

## 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. However, unexcused absences will result in a score of 0 points for attendance and participation on the day of each unexcused absence. Students can earn up to 3 points for attendance and participation each day that the class meets. In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class discussions or activities related to those readings. Participation in the course will be evaluated based on the general criteria described below:

- Unexcused Absence/Zero Participation: *The student is not present to participate in the class and they do not follow university policies for excused absences. (0 points)*
- Poor Participation: *The student is present but rarely offers comments and questions in class and does not demonstrate that they have completed and engaged with the assigned readings. Such comments and questions may include but are not limited to sharing personal opinions, discussing examples from sources other than the course materials, and echoing other students' remarks without expanding on them or drawing connections to the assigned readings. (1 point)*
- Adequate Participation: *The student is present and regularly offers comments and questions in class that demonstrate completion of the assigned readings and basic understanding of the material. Such comments and questions may include but are not limited to summarizing the authors' main arguments*

*and findings, asking questions about the authors' research methods, and comparing/contrasting current readings with previously assigned texts. (2 points)*

- **Excellent Participation:** *The student is present and regularly offers comments and questions in class that demonstrate not only completion of the assigned readings but also critical analysis of the material. Such engagement may include but is not limited to presenting original ideas that expand on the authors' arguments and findings, raising questions that critique the authors' theoretical and methodological approaches, and drawing analytical connections between assigned readings and other research agendas. (3 points)*

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

### **Discussion Leader**

Every student will serve as a Discussion Leader twice throughout the semester. For this assignment, students are expected to come to class prepared to lead their peers in a group discussion about the assigned readings for that week. Students may structure this discussion however they like and use any teaching tools they find helpful, such as PowerPoint slides, worksheets, writing exercises, etc. The primary requirement for this assignment is that the Discussion Leader extends the group discussion beyond a simple summary of the assigned readings, instead encouraging deeper engagement with and analysis of the course material. For example, a successful Discussion Leader might spend only a few minutes reviewing the primary arguments/findings from the assigned readings and then utilize the rest of their time presenting critical questions for the class to consider and discuss together. This assignment is purposefully flexible in structure, as it is intended to help graduate students hone their own teaching skills. Students are encouraged to embrace creativity in this assignment and focus their efforts on engaging their classmates in fruitful dialogue about the course material. Students can earn up to 30 points each time they serve as the Discussion Leader. They will be graded on their preparedness, analysis, and presentation using the following criteria:

- **Preparedness:** *The Discussion Leader comes to class prepared with at least one teaching tool that is designed to help guide the class through a discussion of the assigned readings. (10 points)*
- **Analysis:** *The Discussion Leader encourages discussion of the assigned readings that extends beyond summarization, focusing instead on deeper analysis of the course material. (10 points)*
- **Presentation:** *The Discussion Leader effectively manages the group discussion, providing clarification and encouragement as necessary to facilitate their classmates' participation. (10 points)*

### **Self-Evaluations**

At the beginning of the semester, students will write a 1-2 page (double-spaced, 12-point font, one-inch margins) description of their personal goals and learning objectives for this course and submit it on Canvas **by 11:59pm on Friday, September 6th**. This description should include their academic strengths and areas for improvement, how they plan to manage their time and contribute to group discussions, and what motivated them to enroll in a course about feminist international relations. Then, halfway through the semester, students will write a second 1-2 page (double-spaced, 12-point font, one-inch margins) self-evaluation of their overall performance in the course so far and submit it on Canvas **by 11:59pm on Friday, October 18th**. For this assignment, students are expected to reflect on how they are contributing their strengths to the class and in

which areas they can continue to grow. They are likewise expected to reflect on what they have learned so far and how they plan to improve their overall performance for the remainder of the semester. Each self-evaluation assignment will be graded as Pass/Fail based on whether or not the student includes the required information and meets the assignment deadlines.

## Reading Response Papers

Students are expected to write three reading response papers throughout the semester, with each paper responding to two consecutive weeks of assigned readings. Students may choose the weeks they cover with their reading response papers, but **these assignments are always due on Canvas before class on Monday in the second consecutive week they have chosen.** For example, if a student chooses to write a reading response paper for the weeks titled, “Seeing Gender in Global Politics” and “Gendering the State,” then their response paper will be due on Canvas by 11:45 AM on Monday, September 23rd. For this assignment, students are expected to write 4-6 pages (double-spaced, 12-point font, 1-inch margins) analyzing and responding to the selected assigned readings. This is **not** a book report! Students should avoid simply summarizing the assigned readings and instead focus on engaging with the authors’ arguments and analyses, debates in the literature, connections across themes, confusions and contradictions, future research directions, etc. Each reading response paper must engage, to some extent, with every assigned reading for the two consecutive weeks they’ve chosen; students do not have to discuss every assigned reading at equal length. A successful reading response paper will make clear to the professor that the student has not only read the assigned texts but has also spent time critically reflecting on their analytical strengths and weaknesses, connections with other course materials, and their scholarly significance.

## Final Exam

Students will take a final exam in this course to test their knowledge of the feminist IR literature covered throughout the semester, their understanding of its broader scholarly applications, as well as their critical analysis and writing skills. This exam is designed to replicate a qualifying exam structure that is relatively common across social sciences and humanities disciplines. As such, students will receive a list of potential exam questions divided into two categories: Section I: Feminist International Relations Theory and Section II: Research Applications. Students will choose one question to answer from Section I and Section II. Students will write a 9-10 page response (double-spaced, 12-point font, 1-inch margins, not including a bibliography) to answer each of their selected questions (18-20 pages total). **Students will receive the list of potential exam questions on Monday, December 2nd. Final exam answers will be due on Canvas by 11:59pm on Monday, December 9th.** Students can earn up to 30 points for each exam answer, and their performance will be evaluated based on the following criteria:

- **Answer Clarity:** *The student addresses the selected question by providing a clearly defined answer that remains consistent throughout their writing. (10 points)*
- **Literature Application:** *The student accurately discusses relevant course materials in their writing, clearly explaining how that literature relates to their answer. (10 points)*
- **Analytical Strength:** *The student supports their answer to the exam question by developing and defending clear analytical arguments. (10 points)*

<b>OVERVIEW OF COURSE ASSIGNMENTS</b>		
<b>Assignment</b>	<b>Due Date</b>	<b>Percentage of Overall Grade</b>
Attendance & Participation	Whole Semester	20%
Discussion Leader (2)	Twice During Semester	20%
Self-Evaluation #1	Friday, September 6th	5%
Self-Evaluation #2	Friday, October 18th	5%
Reading Response Papers (3)	Before Class on Mondays	25%
Final Exam	Monday, December 9th	25%

### **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/>.

<b>Letter Grade</b>	<b>Percentage</b>
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%

### **TENTATIVE COURSE SCHEDULE**

*The assignments and readings on this schedule are subject to change throughout the semester. Students will be given as much advance notice as possible if any changes occur. It is the responsibility of students to keep themselves apprised of any course changes by regularly attending class, checking their emails and Canvas notifications, and communicating with the professor.*

**Content Warning:** Some of the material covered in this course might be triggering. Topics covered include (but are not limited to) gender-based violence, death, prejudice, and other forms of emotional and physical injury. The content of this course has been curated for graduate students as advanced learners who are expected to demonstrate a high degree of intellectual maturity. Likewise, all course materials have been selected based on their notable educational value. Nonetheless, students are encouraged to protect their own emotional and mental

health, both within and outside the classroom. Students may leave class at any point in time if they do not wish to be present for certain discussions. Please keep in mind that whether a student is physically present in class or not, they are still responsible for meeting learning objectives and completing all course assignments. Please contact the professor as soon as possible if you have questions or concerns regarding this content warning.

### **Week 1: Introduction to the Course (August 26)**

- Hawkesworth, Mary and Lisa Disch. 2016. "Introduction: Feminist Theory: Transforming the Known World," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.
- Masters, Cristina and Marysia Zalewski. 2022. "Feminist International Relations," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.
- Shepherd, Laura J. 2022. "(Why) Gender Matters in Global Politics," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.

### **Week 2: What is International Relations? Part I (September 2)**

NO CLASS (Labor Day)

SELF-EVALUATION #1 DUE ON CANVAS BY 11:59 PM ON FRIDAY, SEPTEMBER 6!

*Although we will not meet for class this week, you are still expected to complete the following assigned readings. We will discuss these along with next week's assigned readings on September 9th.*

- Kaufman, Joyce P. 2022. "Introduction: International Relations in a Globalized World," in *Introduction to International relations: Theory and Practice* (Third Edition). Lanham, MD: Rowman and Littlefield.
- Kaufman, Joyce P. 2022. "Theoretical Overview," in *Introduction to International relations: Theory and Practice* (Third Edition). Lanham, MD: Rowman and Littlefield.
- Walt, Stephen M. 2014. "How to Get a B.A. in International Relations in 5 Minutes." *Foreign Policy*. <https://foreignpolicy.com/2014/05/19/how-to-get-a-b-a-in-international-relations-in-5-minutes/>
- Musgrave, Paul. 2016. "Get an International Relations Ph.D. in 5 Minutes." <https://www.paulmusgrave.info/get-an-international-relations-ph-d-in-5-minutes-2/>

### **Week 3: What is International Relations? Part II (September 9)**

- Biersteker, Thomas J. 2012. "State, Sovereignty and Territory," in *Handbook of International Relations* (Second Edition). Thousand Oaks, CA: Sage Publishing.
- Baldwin, David A. 2012. "Power and International Relations," in *Handbook of International Relations* (Second Edition). Thousand Oaks, CA: Sage Publishing.
- Levy, Jack S. 2012. "Interstate War and Peace," in *Handbook of International Relations* (Second Edition). Thousand Oaks, CA: Sage Publishing.
- Walter, Barbara F. 2012. "Civil Wars, Conflict Resolution, and Bargaining Theory," in *Handbook of International Relations* (Second Edition). Thousand Oaks, CA: Sage Publishing.

#### **Week 4: Seeing Gender in Global Politics (September 16)**

- Enloe, Cynthia. 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (Second Edition). Berkeley, CA: University of California Press.

#### **Week 5: Gendering the State (September 23)**

- Parashar, Swati, J. Ann Tickner, and Jacqui True (eds). 2018. *Revisiting Gendered States: Feminist Imaginings of the State in International Relations*. New York, NY: Oxford University Press.

#### **Week 6: Feminisms and War Part I (September 30)**

- Tickner, J. Ann. 1999. "Why Women Can't Run the World: International Politics According to Francis Fukuyama." *International Studies Review* 1(3): 3-11.
- Sjoberg, Laura. 2013. *Gendering Global Conflict: Toward a Feminist Theory of War*. New York, NY: Columbia University Press.

#### **Week 7: Feminisms and War Part II (October 7)**

- Berry, Marie E. *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina*. Cambridge, UK: Cambridge University Press.
- Caprioli, Mary. 2003. "Gender Equality and State Aggression: The Impact of Domestic Gender Equality on State First Use of Force." *International Interactions* 29(3): 195-214.
- Hudson, Valerie M., Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad F. Emmett. 2009. "The Heart of the Matter: The Security of Women and the Security of States." *International Security* 33(3): 7-45.

#### **Week 8: Masculinities, Femininities, and Violence Part I (October 14)**

NO CLASS (Dr. Goldberg out of town)

SELF-EVALUATION #2 DUE ON CANVAS BY 11:59 PM ON FRIDAY, OCTOBER 18!

***Although we will not meet for class this week, you are still expected to complete the following assigned readings. We will discuss these along with next week's assigned readings on October 21st.***

- Duriesmith, David. 2017. *Masculinity and New War: The Gendered Dynamics of Contemporary Armed Conflict*. New York, NY: Routledge.
- Wegner, Nicole. 2021. "Helpful Heroes and the Political Utility of Militarized Masculinities." *International Feminist Journal of Politics* 23(1): 5-26.

#### **Week 9: Masculinities, Femininities, and Violence Part II (October 21)**

- Gentry, Caron E. and Laura Sjoberg. 2015. *Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics*. London, UK: Zed Books.

- Wilcox, Lauren B. 2015. *Bodies of Violence: Theorizing Embodied Subjects in International Relations*. Oxford, UK: Oxford University Press.

#### **Week 10: Feminist Perspectives on Peacekeeping and Peace Building (October 28)**

- Karim, Sabrina. 2018. "Gender and Peacekeeping," in *The Routledge Handbook of Gender and Security*. New York, NY: Routledge.
- Kunz, Rahel. 2020. "Messy Feminist Knowledge Politics: A Double Reading of Post-Conflict Gender Mainstreaming in Liberia." *International Feminist Journal of Politics* 22(1): 63-85.
- Hudson, Heidi. 2005. "'Doing' Security As Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security." *Security Dialogue* 36(2): 131-253.
- Hudson, Heidi. 2009. "Peace Building Through A Gender Lens and the Challenges of Implementation in Rwanda and Côte d'Ivoire," in *Gender and International Security*. New York, NY: Routledge.
- Reeves, Audrey. 2012. "Feminist Knowledge and Emerging Governmentality in UN Peacekeeping." *International Feminist Journal of Politics* 14(3): 348-369.
- Jansson, Maria and Maud Eduards. 2016. "The Politics of Gender in the UN Security Council Resolutions on Women, Peace and Security." *International Feminist Journal of Politics* 18(4): 590-604.

#### **Week 11: Gender, Global Governance, and Feminist Foreign Policy (November 4)**

- Griffin, Penny. 2022. "Global Governance," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.
- Shin, Ki-Young. 2016. "Governance," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.
- Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. 2019. "Theorising Feminist Foreign Policy." *International Relations* 33(1): 23-39.
- Achilleos-Sarll, Columba, Jennifer Thomson, Toni Haastrup, Karoline Färber, Carol Cohn, and Paul Kirby. 2023. "The Past, Present, and Future(s) of Feminist Foreign Policy." *International Studies Review* 1-29.
- Thomson, Jennifer. 2020. "What's Feminist about Feminist Foreign Policy? Sweden's and Canada's Foreign Policy Agendas." *International Studies Perspectives* 21: 424-437.
- Bergman Rosamond, Annika. 2020. "Swedish Feminist Foreign Policy and 'Gender Cosmopolitanism.'" *Foreign Policy Analysis* 16: 217-235.

#### **Week 12: Feminist Perspectives on Global Political Economies (November 11)**

- Peterson, V. Spike. 2022. "International/Global Political Economy," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.
- Barthwal-Datta, Monika and Soumita Basu. 2022. "Land, Water and Food," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.



- Mills, Mary Beth. 2016. "Gendered Divisions of Labor," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.
- Marchand, Marianne H. and Rocío del Carmen Osorno Velázquez. 2016. "Markets/Marketization," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.
- Bergeron, Suzanne. 2016. "Formal, Informal, and Care Economies," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.
- Kimmel, Michael S. 2003. "Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism." *International Sociology* 18(3): 443-631.
- Meger, Sara. 2015. "Toward a Feminist Political Economy of Wartime Sexual Violence." *International Feminist Journal of Politics* 17(3): 416-434.

### **Week 13: Gender, Development, and Human Rights (November 18)**

- Halim Chowdhury, Elora. 2016. "Development," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.
- Mohanty, Chandra. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30: 61-88.
- Steans, Jill. 2007. "Debating Women's Human Rights as a Universal Feminist Project: Defending Women's Human Rights as a Political Tool." *Review of International Studies* 33:11-27.
- Manderson, Lenore. 2007. "Local Rites and Body Politics: Tensions Between Cultural Diversity and Human Rights." *International Feminist Journal of Politics* 6(2): 285-307.
- Switzer, Heather, Emily Bent, and Crystal Leigh Endsley. 2016. "Precarious Politics and Girl Effects: Exploring the Limits of the Girl Gone Global." *Feminist Formations* 28(1): 33-59.

### **Week 14: Fall Break (November 25)**

NO CLASS (Thanksgiving)

*No assigned readings. Enjoy your break! :-)*

### **Week 15: The Future of Feminist International Relations (December 2)**

RECEIVE FINAL EXAM QUESTIONS ON MONDAY, DECEMBER 2!

- Krystalli, Roxani and Philipp Shulz. 2022. "Taking Love and Care Seriously: An Emergent Research Agenda for Remaking Worlds in the Wake of Violence." *International Studies Review* 24(1): 1-25.
- Daigle, Megan. 2019. "The Intimate and the International: Love, Sexuality, and Queer Feminist IR," in *The Routledge Handbook of Critical International Relations*.
- Clapton, William. 2022. "Digital Politics," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.
- Shaheen Moosa, Christina and Nancy Tuana. 2014. "Mapping a Research Agenda Concerning Gender and Climate Change: A Review of the Literature." *Hypatia* 29(3): 677-694.

- Korolczuk, Elżbieta and Agnieszka Graff. 2018. "Gender as 'Ebola from Brussels': The Anticolonial Frame and the Rise of Illiberal Populism." *Signs: Journal of Women in Culture and Society* 43(4):797-821.

### Week 16: Finals Week (Week of December 9)

FINAL EXAM ANSWERS DUE ON CANVAS BY 11:59 PM ON MONDAY, DECEMBER 9!

*Thank you for your hard work this semester. Enjoy your break! :-)*

## COURSE POLICIES

### Academic Honesty

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

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

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

### Accommodations

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

### Communicating with the Professor

The best way to communicate with me is via email ([lindsey.goldberg@ufl.edu](mailto:lindsey.goldberg@ufl.edu)). If you send me an email, please allow 48 hours for me to respond before following up with me about your original message. I will often respond faster than 48 hours later. However, because I avoid checking my work emails in the evenings and on weekends, if you email me during those times, I may not see your message and respond to you right away. That being said, if you send me an email and do not get a response within a few days, please **do** follow up with me, as it's possible that I have not received or read your message.

Given my 48-hour communication policy, it is your responsibility to practice good time management and begin your assignments in a timeframe that allows you to reach out to me with any questions you may encounter along the way. For example, if an assignment is due by 11:59pm on Friday, you wait to begin the assignment until 5pm on Friday, and you email me a question about it that same evening, I cannot guarantee that I will read

your email and answer your question before the assignment is due. Nonetheless, you would be held accountable to the original assignment due date/time.

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

## **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under 2 GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **Late Work & Due Date Extensions**

The late submission of an assignment will result in a deduction of ten percentage points per day it is late, unless alternative arrangements have been made with the professor. Due date extensions will be determined on a case-by-case basis and require the student to initiate communication with the professor about the need for an extension with as much advance notice as possible.

## **Recording**

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

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

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

## Respect for Diversity

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

## CAMPUS RESOURCES

### Health, Wellness, and Safety

- [\*Aid-a-Gator\*](#): Visit for information about how to receive funding for unanticipated travel, additional technology requirements, or other needs related to an emergency situation.
- [\*Center for Inclusion & Multicultural Engagement\*](#): This organization advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.
- [\*Counseling and Wellness Center\*](#): If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF's Counseling and Wellness Center (CWC). Visit for information on crisis services as well as non-crisis services. You can also call (352) 392-1575 for more information.
- [\*GatorWell Health Promotion Services\*](#): Visit for prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success. You can also call (352) 273-4450.
- [\*Hitchcock Field & Fork Pantry\*](#): This organization provides free non-perishable food items, toiletries, and fresh produce for UF students (and others) in need. There is also an online order form.
- [\*Student Health Care Center\*](#): Visit for 24/7 information to help you find the care you need. You can also call (352) 392-1161.
- [\*UF Health Shands Emergency Room / Trauma Center\*](#): Visit for more information about various medical resources. For immediate medical care, call (352) 733-0111, or go to the emergency room located at 1515 SW Archer Road, Gainesville, FL 32608.
- [\*U Matter, We Care\*](#): Visit for information about making healthcare appointments, reporting incidents of bias, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more. Please call (352) 392-1575 or email [umatter@ufl.edu](mailto:umatter@ufl.edu) to report a concern, and a team member will reach out to the student in distress.
- [\*University Police Department\*](#): Visit for information on victim services and how to submit tips to the police. Call (352) 392-1111, or call 9-1-1 for emergencies.

### Academic Support

- [\*Career Connection Center\*](#): Visit for career assistance and counseling services. Located in Reitz Union (Suite 1300), or call (352) 392-1601.

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

### **ACKNOWLEDGEMENT OF INDIGENOUS LAND & SOVEREIGNTY**

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