

IDS 2935: Who Am I? The Self from Antiquity to 1700

Quest 1: Identities

I. General Information

Class Meetings

- Spring 2024
- 100% In-Person, no GTAs, 35 residential students
- MWF Period 5 (11:45am-12:35pm)
- Keene-Flint Hall, Room 0109

Instructor

- Dr. Karl Gunther
- CSE E512
- Office hours Mondays 1–4pm and by appointment
- k.gunther@ufl.edu
- 352-294-6829

Course Description

Who am I? This is one of the most essential questions that we ask about ourselves. What is identity and the self? Where does my identity come from and how is it formed? To what extent is it innate and to what extent is it shaped by my environment, my experiences, and my interactions with others? How does my identity change and what does it mean to live authentically? In this multidisciplinary and discussion-based course, we will explore these perennial questions by tracing the development of ideas about the self and identity in the western intellectual tradition. We will approach these questions with insights and methods drawn from multiple disciplines, including art history, history, literary studies, philosophy, and religious studies. Covering the long period from antiquity to the dawn of modernity, we will engage with multiple perspectives on these questions by analyzing philosophical works; Jewish, Christian, and Islamic religious texts; literary sources like poems, plays, and novels; historical documents like essays, autobiographies, etiquette manuals, and journals; and works of visual art.

Quest and General Education Credit

- Quest 1
- Humanities

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Craig Harline, *Conversions: Two Family Stories from the Reformation and Modern America* (Yale University Press, 2013; paperback ISBN 978-0300192445)

All other readings will be available, free of charge, through Canvas.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

- 1) Active Participation and Class Attendance (15%)
 - a) Active Participation: 10%
 - i) An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii) Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii) For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b) Class Attendance: 5%
 - i) On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty, but starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2 points.
 - ii) Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy. Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.
 - iii) For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- 2) Self-Reflection Essays (15%)
 - a) Three times during the semester, you will write a brief reflection essay (min. 200 words) that discusses one way that our course readings and discussions have changed or refined the way you think about the self and identity.
 - b) These will be assessed as full credit/half-credit/no credit assignments; to earn full credit, the assignment must:
 - i) meet or exceed the required word count
 - ii) state a thesis (a claim) about how an aspect(s) of assigned readings has affected your thinking about the self and identity
 - iii) discuss specific evidence from the readings to explain how they have affected your thinking about the self and identity

- c) Reflection essays will be due no later than 11:59pm on the Fridays of weeks 5, 11, and no later than 11:59pm on the Wednesday of Week 15. Late essays will be penalized -2 points per day late.
- 3) Experiential Learning Museum Paper (15%)
- a) You will (virtually) visit The National Gallery in London ([here](#) or [here](#)) or the [Uffizi Gallery in Florence](#). Tour the galleries, search for Renaissance and early modern portraits, and spend some time observing how the portraits convey the subject's selfhood and identity. You will then write a 500 word essay about three of the portraits (including screenshots) that:
 - i) Identifies the three portraits you'll be discussing (date, subject, and artist) and includes a screenshot or image of each portrait
 - ii) Describes how the artists visually convey their subjects' selfhood and identity
 - iii) Explains how these artistic strategies relate to historical concepts of identity and the self that we have studied in class
 - iv) Compares these Renaissance and early modern markers of the self to how people attempt to visually convey a sense of their identity and selfhood in modern "selfies"
 - b) For details about how this assignment will be graded, see the rubric below.
 - c) You should conduct your museum visit sometime after week 6 and your essay will be due no later than 11:59pm on Friday, April 19th of Week 14. Late essays will be penalized -2 points per day late.
- 4) Analytic Essay (15%)
- a) In weeks 8 and 9, we will be reading a book by the historian Craig Harline that compares the stories of two people undergoing major changes in their identities, one from the 17th century Netherlands and another from 1970s America. When I have assigned this book in the past, students have often disagreed about whether these two conversion stories are truly comparable. Some argue that they are, stressing what they (and Harline) perceive as deep similarities, while others argue that they are not, stressing what they see as fundamental differences. You will write a 1,000 word analytic essay that takes a position on this question and supports your position (your thesis) with a logical argument grounded in specific evidence from the Harline book. In your paper, you must be sure to address the *strongest* possible version of the other side of the argument and explain why you do not agree with it.
 - b) For details about how this assignment will be graded, see the rubric below.
 - c) A draft of the analytic essay will be due by 11:59pm on Thursday March 7th and we will workshop a draft of the essay in class on Friday March 8th. Failure to submit a draft will reduce your grade by 2 points.
 - d) The analytic essay will be due by 11:59pm on Friday, March 22nd during Week 10. Late essays will be penalized -2 points per day late.
- 5) Midterm (20%) and Final Exam (20%)
- a) These will be in-class exams consisting of multiple choice, identification, and short essay questions. A review sheet will be distributed in advance of both the midterm and final exam.
 - b) The midterm exam will be held in class on Friday during Week 7 (Feb. 23) and the final exam during the official scheduled exam period for this class on Friday May 3, 2024 from 7:30-9:30am.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100		C	74 – 76
A-	90 – 93		C-	70 – 73
B+	87 – 89		D+	67 – 69
B	84 – 86		D	64 – 66
B-	80 – 83		D-	60 – 63
C+	77 – 79		E	<60

Grading Rubric(s)

Participation Rubric

	Excellent (90-100%)	Good (80-89%)	Average (70-79%)	Insufficient (60-69%)	Unsatisfactory (below 60%)
Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					

Experiential Learning Museum Paper Rubric

	Excellent (full credit)	Good (-1 pt)	Average (-2pts)	Insufficient (-3pts)	Unsatisfactory (-4pts)
Identifies titles, creators, dates, and includes screenshots of three portraits (1pts)					
Explains how the artists visually convey their subjects' selfhood and identity (3pts)					

Explains how these artistic strategies relate to historical concepts of identity and the self that we have studied in class (4pts)					
Compares these Renaissance and early modern markers of the self to how people attempt to visually convey a sense of their identity and selfhood in modern “selfies” (4pts)					
Paper is clearly written without significant grammatical errors (3pts)					

Analytic Paper Rubric

	Excellent (full credit)	Good (-1 pt)	Average (-2pts)	Insufficient (-3pts)	Unsatisfactory (-4pts)
Articulates a clear thesis and defends it with a logical argument (4pts)					
Supports its argument with specific evidence from Harline (4pts)					
Addresses and responds to the strongest possible counter-argument (4pts)					
Paper is clearly written, is free from substantial grammatical errors, and meets or exceeds					

the word requirement (3pts)					
--------------------------------	--	--	--	--	--

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 Jan. 8-12	<ul style="list-style-type: none"> • Topic: Introduction and the Self in Ancient Greek Literature • Summary: This week will begin by introducing students to the humanities and to humanistic methods of inquiry. We will then start our interdisciplinary study of the multiple ways in which identity and the self have been understood in the western intellectual tradition by analyzing passages from Homer’s <i>Iliad</i> and <i>Odyssey</i>. What do these ancient epics poems have to say about the sources of personal identity and the ways in which it can be fashioned and changed? • Required Readings/Works: Homer, <i>The Iliad</i>, Book 1, lines 61-355, Book 9 (33 pp. total)
Week 2 Jan. 15-19 (no class Jan. 15)	<ul style="list-style-type: none"> • Topic: The Self in Ancient Greek Philosophy • Summary: This week we move from ancient Greek literature to ancient Greek philosophy, focusing especially on the contrasting views of the self in the writings of Plato and Aristotle. How did Plato and his student Aristotle understand the nature of the self and the injunction to “know thyself”? How did their views relate to the earlier Greek literary texts we read and how do their ideas about the self impact the way you think about identity and the self? • Required Readings: Selections from Plato, <i>First Alcibiades</i> (46 pp.) and Aristotle, <i>Nicomachean Ethics</i>, Book IV, chs. 3 and 7, Book IX, chs. 4 and 9 (12 pp.)
Week 3 Jan. 22-26	<ul style="list-style-type: none"> • Topic: The Self in the Bible • Summary: This week’s readings shift from philosophical texts to religious texts, focusing on discussions of the self in the Hebrew Bible and the New Testament. In biblical narratives, poetry, and theological passages, what do these foundational religious texts have to say about the self and the nature of personhood? How do biblical ideas about the self relate to the Greek literary and philosophical conceptions of the self that we have studied? How did the experience of conversion shape early Christian thinking about identity and the self? • Required Readings: The Bible (Genesis 1-3, Gen. 32, Exodus 3, 1 Samuel 16, Psalms 8 & 139; Jeremiah 1; Job 1-3; Daniel 1; Ruth; John 3; Acts 9, 22, 26; Romans 7-8)

Week	Topics, Homework, and Assignments
<p>Week 4 Jan. 29- Feb.2</p>	<ul style="list-style-type: none"> • Topic: The Self in Late Antiquity • Summary: This week we will read Augustine’s <i>Confessions</i>, which is the first known autobiography and a work of unparalleled influence on later western thinking about identity and the ways it can change. How did Augustine’s identity shift over the course of his life? How did Augustine understand the causes of his conversion and how did it change the way he understood himself? In what ways is Augustine’s understanding of identity indebted to earlier philosophical and religious ideas? Do Augustine’s experiences and ideas resonate with the experiences of modern people? • Required Readings: Augustine’s <i>Confessions</i>, Books 8 and 10 (52 pp.)
<p>Week 5 Feb. 5-9</p>	<ul style="list-style-type: none"> • Topic: The Self in the Middle Ages • Summary: This week we will analyze discussions of identity in medieval Islamic and Christian texts. How did medieval philosophers like Ibn Sina and Thomas Aquinas engage with ancient Greek philosophical ideas as they forged their (respectively) Islamic and Christian theories of the self? We will also return to autobiography, reading selections from the first known autobiography to be written in English, <i>The Book of Margery Kempe</i>. Kempe did not fit easily into any of the conventional identities for a medieval woman: what was Kempe’s identity, what were its sources, and how was it shaped by her relationships and experiences? • Required Readings: Selections from Ibn Sina’s “Floating Man” thought experiment (1 p.); Thomas Aquinas, <i>Summa Theologica</i> (Part 1, Q 75-76) (15 pages); The Book of Margery Kempe, chs. 1-14 (pp. 1-41) • Assignment: Self Reflection Paper due Friday by 11:59pm
<p>Week 6 Feb. 12-16</p>	<ul style="list-style-type: none"> • Topic: The Self in the Renaissance • Summary: This week we will analyze Balthasar Castiglione’s <i>Book of the Courtier</i>, which was the most influential etiquette manual written during the Renaissance. Castiglione’s book is an exemplar of what has been called “Renaissance self-fashioning,” teaching its readers how to construct an artful outward persona that others would find pleasing, all the while hiding one’s inner self from others. What assumptions did Castiglione make about the self and why did he advocate the construction of a double self? How would earlier authors we’ve read have reacted to Castiglione’s advice? Do we face similar pressures today and do modern people continue to follow Castiglione’s advice? • Required Readings: Selections from Balthasar Castiglione, <i>The Book of the Courtier</i> (60 pp.) • Assignment: sometime in the next few weeks, conduct your virtual museum visit of the National Gallery in London or the Uffizi Gallery in Florence.
<p>Week 7 Feb. 19-23</p>	<ul style="list-style-type: none"> • Topic: The Self in the Reformation • Summary: This week we will begin the first of several weeks about the effects of the Reformation on the ways in which Europeans conceptualized the self and

Week	Topics, Homework, and Assignments
	<p>identity. We continue to explore the idea of a divided self that was so prominent in the early modern period. Why did Martin Luther think that Protestant theology liberated the self and made a person free? Why did John Calvin warn against precisely the sort of double self that Castiglione advocated? And how did Teresa of Avila's metaphor of the self as a castle reflect a sense of a self that could change and grow?</p> <ul style="list-style-type: none"> • Required Readings: <ul style="list-style-type: none"> ○ Martin Luther, <i>Freedom of a Christian</i> (25 pages) ○ Teresa of Avila, <i>The Interior Castle</i>, chs. 1-2 (34 pages) • Assignment: Midterm Exam Friday during class
<p>Week 8 Feb. 26- Mar. 1</p>	<ul style="list-style-type: none"> • Topic: The Self, Family, and Conversion (Part 1) • Summary: In weeks 8 and 9, we take a short break from reading primary sources to discuss a recent book by the historian Craig Harline that tells two conversion stories, set nearly 300 years apart. The first is the story of a Dutch Protestant minister's son named Jacob Rolandus who converted to Catholicism in the 1650s and the second is the story of an American named Michael Sunbloom who converted to Mormonism in the 1970s and then left the church when he came out as gay. We'll discuss what these historical examples can show us about how and why a person's identity can change and the consequences that a changing identity can have for one's relationships. • Required Readings: Craig Harline, <i>Conversions</i>, part 1. • Assignments: Midterm Exam (20%); begin work on the Analytic Essay Assignment
<p>Week 9 Mar. 4-8</p>	<ul style="list-style-type: none"> • Topic: The Self, Family, and Conversion (Part 2) • Summary: In our second week reading and discussing the Harline book, we'll reflect on Harline's argument and the relevance of historical (early modern) experiences for understanding late modern identity. Are these two stories comparable? In what ways was the historical experience of the self different in 17th century Europe and late 20th century America? We will also spend a day workshopping drafts of the Analytic Essay assignment, which is focused on Harline's book. • Required Readings: Craig Harline, <i>Conversions</i>, part 2. • Assignments: Draft of Analytic Essay Assignment due on Thursday by 11:59pm; workshop in class on Friday
<p>Spring Break Mar. 11-15</p>	<ul style="list-style-type: none"> • No classes
<p>Week 10 Mar. 18-22</p>	<ul style="list-style-type: none"> • Topic: The Self and Global Encounters • Summary: This week we will analyze two texts that address identity and the self in the context of Europeans's global encounters during the 16th century. Bartolomé de las Casas was the most outspoken critic of Spanish treatment of

Week	Topics, Homework, and Assignments
	<p>indigenous peoples in the Americas. What ideas about the self and personal identity did Las Casas deploy in his defense of the humanity of native peoples? On the other side of the globe, Matteo Ricci was a Jesuit missionary to China. How did Ricci’s encounters with Chinese people and Chinese culture shape his understanding of himself and his religious identity? How do our own encounters with different cultures shape our self-understanding?</p> <ul style="list-style-type: none"> • Required Readings: <ul style="list-style-type: none"> ○ Selections from <i>The Journals of Matteo Ricci</i>, “Concerning the Mechanical Arts Among the Chinese” (pp. 19-25), “Concerning Dress and Other Customs and Peculiarities” (pp. 77-82) (13 pp. total); ○ Nadine Amsler, “Clothes Make the Man: The Jesuits’ Adoption of Literati Masculinity” in <i>Jesuits & Matriarchs: Domestic Worship in Early Modern China</i> (University of Washington Press, 2018), pp. 13-31 (18 pp. total); ○ Selections from Juan Gines Sepulveda, <i>Democrates Part Two</i>, (8 pp.) ○ Selections from Bartolomeo de las Casa, <i>In Defense of the Indians</i>, (24 pp.) • Assignments: Analytic essay due Friday at 11:59pm
<p>Week 11 Mar. 25-29</p>	<ul style="list-style-type: none"> • Topic: The Self and the Essay • Summary: This week we will read essays by Michel de Montaigne, a French political figure and philosopher who created the genre of the essay in late sixteenth century France. The word essay means “attempt” and we will analyze the ways in which Montaigne attempted to think critically about the nature of the self and the development of personal identity. How did Montaigne think identity was shaped by experience, education, and relationships with others? How did he think a person’s identity changed over time? • Required Readings: Selections from Montaigne, “Of Repentance,” “Of Experience,” “Of the Education of Children,” “Of Friendship” (total 60 pages) • Assignment: Self-Reflection Paper due Friday by 11:59pm
<p>Week 12 Apr. 1-5</p>	<ul style="list-style-type: none"> • Topic: The Self on the Stage • Summary: This week we turn from essays to plays. Identity was a central theme in Renaissance drama. How did a playwright like William Shakespeare dramatize the self on the stage? How do key themes in Shakespeare’s plays – like mistaken or hidden identities and moral transformations – speak to debates and problems we’ve already seen emerging out of Renaissance and Reformation ideas about the self? • Required Readings: Selected scenes from Shakespeare, <i>Hamlet</i>, <i>Othello</i>, <i>Macbeth</i>, and <i>Twelfth Night</i> (total 60 pages)

Week	Topics, Homework, and Assignments
Week 13 Apr. 8-12	<ul style="list-style-type: none"> • Topic: The Self in Early Modern Philosophy • Summary: This week we return to philosophy and two of the most influential philosophical thinkers of the early modern period. During the 17th century, Rene Descartes and John Locke offered very different philosophical analyses of the nature of the self and personhood. How do their ideas differ, how do they relate to earlier philosophical ideas we have studied, and how can we understand them as addressing the aftermath of the Renaissance and Reformation? Which theory of the self do you find more convincing? • Required Readings: Rene Descartes, <i>Meditations on First Philosophy</i> (Meditations I and II) (13 pages); John Locke, <i>An Essay Concerning Human Understanding</i> (Book 2, Chapter 27) (14 pages) • Assignment: Experiential Learning Museum Paper due by 11:59pm on Friday
Week 14 Apr. 15-19	<ul style="list-style-type: none"> • Topic: The Self in Early Modern Literature • Summary: In the penultimate week of the semester, we will read passages from two of the most widely-read novels of the early modern period, each of which addresses the nature of the self and personal identity. How, respectively, are Don Quixote and Robinson Crusoe's identities forged? What roles do ideas and experiences play in their self-understandings? How might we see these characters as reflecting different understandings of the self? How might we relate these novelistic depictions of the self to other philosophical, religious, historical, and literary texts we've read? • Required Readings: Selections from Cervantes, <i>Don Quixote</i>; Defoe, <i>Robinson Crusoe</i> (total 60 pages) • Assignment: Experiential Learning Paper due by Friday at 11:59pm
Week 15 Apr. 22-24	<ul style="list-style-type: none"> • Topic: Reflecting on the Self • Summary: In the final week, we will reflect on what we've learned over the course of the semester and on its significance for our lives. We have studied multiple perspectives on the self and identity over the past several months: what are the most important ideas and debates? How has studying this topic changed the way you think about your self and identity? • Assignment: Self-Reflection Paper due Wednesday by 11:59pm
Final Exam	<ul style="list-style-type: none"> • Friday May 3, 2024 from 7:30-9:30am

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the methodologies used across humanities disciplines to examine essential questions about the self and personal identity in the western intellectual tradition from antiquity to 1700. (Quest 1, H) **Assessments:** Active class discussion, in-class examinations, argument analysis paper.
- Identify, describe, and explain the historical, philosophical, and literary evidence for discussions and debates about the self in the western intellectual tradition, and the interpretive and normative questions that arise in seeking to understand premodern approaches to these issues. (Quest 1, H). **Assessments:** Active class discussion, in-class examinations, experiential learning museum paper, argument analysis paper.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Analyze how works across disciplines and genres from the pre-modern period represent the nature of the self and personal identity in multiple different historical and intellectual contexts. (Quest 1, H). **Assessments:** In-class examinations, argument analysis paper, active class discussion, experiential learning museum paper
- Analyze and evaluate specific accounts of the self and personal identity, across diverse texts and works from a specific historical period, using close reading, critical analysis and group discussion, and personal reflection. (Quest 1, H). **Assessments:** In-class examinations, argument analysis paper, active class discussion, experiential learning museum paper.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, visual and auditory media, and experiential learning activities. (Quest 1, H). **Assessments:** Argument analysis paper, self-reflection papers, experiential learning museum paper, active class discussion.
- Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on the self and personal identity. (Quest 1, H). **Assessments:** In-class examinations, active class discussion, argument analysis paper draft workshop, argument analysis paper, self-reflection papers.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with students' intellectual, personal, and professional lives at UF and beyond. (Quest 1). **Assessments:** active class discussion, self-reflection papers
- Reflect on students' own and others' experience with identity and the self in active class discussion and argument analysis papers. (Quest 1). **Assessments:** self-reflection papers, argument analysis paper, paper draft workshop, active class discussion.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students will visit (virtually) either The National Gallery in London or the Uffizi Gallery in Florence, both of which have high resolution virtual tours available online. Students will tour the galleries, looking for Renaissance and early modern portraits, and they will observe how the artists attempted to visually convey a sense of their subjects' selfhood and identity. They will then write a paper that discusses what they have learned about Renaissance senses of the self from observing these portraits, connects those insights with course readings, and also reflects on how these historical strategies were similar or different from the strategies that young people use today when they post selfies online.

This assignment gives students a first-hand learning experience, giving them the opportunity to explore two world-class museum spaces, choose for themselves which works of art they will examine, and then connect this learning experience to the ways that they and their peers convey identity through self-portraiture.

2. Details of Self-Reflection Component

Self-reflection is built into many of the assignments, primarily through pre-distributed reading-guide questions, classroom discussions, the Self Reflection Essay assignments, and the Experiential Learning Museum Tour activity. In these opportunities for self-reflection offered by specific activities throughout the course, students will reflect on the broader implications of the themes of the course, considering the impact to themselves and/or to a wider community.

VI. Required Policies

Attendance Policy

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>

Anonymous Grading Policy

To facilitate impartial grading, I have enabled anonymous grading on Canvas, so please do not include your name anywhere on the assignments you submit. For the midterm and final exams, please write only your UFID on the exam.

Electronic Device Policy

Use of laptops, tablets, and phones is prohibited during class sessions. There is a significant body of research that shows that students who multi-task on laptops, tablets, and phones during class not only earn lower grades, but also distract and lower the grades of their nearby classmates. Taking

notes by hand, rather than on a laptop, can have a positive impact on your learning and grades. Apart from the assigned books, I will project all assigned readings on the screen in the classroom during discussions.

Students Requiring Accommodation

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

UF Evaluations Process

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.ua.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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

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 (<https://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 or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 3921575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

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 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.