

IDS 2935: Consumer Society

Quest 1: The Examined Life

I. General Information

Class Meetings

- Spring 2024
- 100% in person
- MWF period 3 (9:35-10:25 AM) in Turlington 2302

Instructor

- Professor Susan Hegeman, Dept. of English
- Office: 4119 Turlington Hall
- Office Hours: in person on Wednesdays, 1-3 pm, or other times by appointment via Zoom or in person
- Email: shegeman@ufl.edu

Course Description

The United States is the largest consumer market in the world. Americans have come to expect access to a wide range of goods and services on demand, and we often define our social status, identities, values, and personal well-being in terms of our ability to buy things and the consumer choices that we make. But this state of affairs has a relatively recent history, and consumer habits, identities, and beliefs have often come into conflict with other value systems and social attitudes.

This interdisciplinary Quest 1 course will use the methodologies of film and literary studies, media studies, and history to address the essential question: what does it mean to live in a consumer society? We will explore this question through reading and discussing novels, short stories, poetry, essays, film, and works of academic and popular history. We will learn about what a consumer society is, and how it emerged in the early 20th century United States. We will examine some of its key features, including advertising across media from newspapers to the internet, the development and spread of consumer debt, consumer politics, the problems of junk and waste, and criticisms of consumerism from ethical, spiritual, political, and environmentalist perspectives.

A Note on Course Content

Some of the course materials describe, and we will discuss, potentially disturbing topics, including sexual abuse. If you ever feel the need to leave a class discussion, either for a short time or for the

rest of the class session, you may do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please get notes from another student or contact the instructor. You are welcome to discuss your personal reactions to the course material with the instructor in office hours. If you or a friend are in distress, please contact [U Matter, We Care](#) or the Counseling and Wellness Center at 352 392-1575.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Quest and General Education Credit

- Quest 1 – The Examined Life
- Humanities
- Writing Requirement: 2000 words

This course accomplishes the [Quest](#) and Humanities [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.

Recommended and Required Readings and Works

You will need access to the following books to complete the required coursework. What follows is a list of recommended paperback editions. They are given here in the order in which you will need them. You are not required to use these editions, and some of these texts may be available for free online or in the library.

- *The Attention Merchants: The Epic Scramble to Get Inside our Heads* by Tim Wu (2016) ISBN: 978-0804170048
- *The Great Gatsby* by F. Scott Fitzgerald (1925) ISBN:0743273567
- *The Bluest Eye* by Toni Morrison (1970) ISBN:0307278441
- *The Candy House* by Jennifer Egan (2022) ISBN:1476716773

Recommended writing handbook:

- *The Little Seagull Handbook* (2011), ISBN-13: 9780393911510

All other course materials are posted on or linked to the course's Canvas e-learning website.

II. Graded Work

Description of Graded Work

Attendance (10% of grade; 100 possible points)

Attendance will be taken and recorded via Canvas once drop-add is over. Students are responsible for monitoring the recording of their attendance and notifying the instructor in a timely way of any mistakes. Please note that attendance grades automatically generated on Canvas will be adjusted according to the grading scale below.

Attendance is defined as attentive presence in the classroom. In other words, if you are more than 10 minutes late to class or engage in non-class related activities during class time (sleeping, studying, texting, web browsing, etc.) you will be counted as absent.

[University policy](#) specifies acceptable reasons for absence from or failure to engage in class, such as illness or emergencies; 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. The instructor reserves the right to request documentation for absences (except for religious holidays), missed work, or inability to fully engage in class.

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.

Your attendance grade will be determined as follows:

- 0-2 unexcused absences: 100 points
- 3 unexcused absences: 90 points
- 4 unexcused absences: 87 points
- 5 unexcused absences: 84 points
- 6 unexcused absences: 80 points
- 7 unexcused absences: 77 points
- 8 unexcused absences: 74 points
- 9 unexcused absences: 70 points

- 10 or more unexcused absences: 50 points

Participation (10% of grade; 100 possible points)

In this class, we will all learn by respectfully listening to and engaging with each other’s ideas. It is therefore expected that students come to class prepared to listen attentively and discuss the material assigned for that day. Students will be graded according to the rubric below. Poor attendance will adversely affect students’ participation grade.

Participation Rubric

	Excellent	Good	Average	Insufficient	Unsatisfactory
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.					

Discussion Board posts (200 possible points; 20% of final grade)

Students are expected to post weekly comments to the “Discussions” section of the Canvas course website. Posts should be about 100-300 words. They are due at 5 pm on Friday of the week for which they will get credit. Substantive, thoughtful posts will get full credit.

Most weeks, you will be given a prompt that asks you to reflect on the reading and discussions of the week, reinforce your understanding of key ideas, and make connections between the readings and discussions and your personal experiences and views. You will also have the opportunity to read, reflect on, and respond to your fellow students’ thoughts. Students are expected to maintain the same standards of polite, respectful, scholarly, and professional exchange that they are held to in class discussions and formal papers.

The online discussions will be graded as follows:

- 11 posts: 200 points max
- 10 posts: 186 points max

- 9 posts: 180 points max
- 8 posts: 174 points max
- 7 posts: 168 points max
- 6 posts: 160 points max
- 5 posts: 154 points max
- 4 posts: 148 points max
- 3 posts: 140 points max
- 2 posts: 134 points max
- 1 post: 128 points max
- 0 posts: 0 points

Magazine Advertisement assignment (200 possible points; 20% of grade). WR credit: 1000 words.

In this experiential learning activity, you will be introduced to and engage with the resources of Smathers Libraries Special Collections. You will get a chance to look over historical print material from before 1940 and identify an advertisement to analyze in a short paper. Some of the questions you will be asked to explore include:

- How does this advertisement grab the reader’s attention? What arguments does the ad make? Does it make its argument through text, images, or both?
- How is this ad situated within the magazine? How is it related to the readership of this particular magazine?
- Do you recognize the particular methods of persuasion present in this advertisement? If so, is it effective, and how so?

Capstone Project (400 possible points; 40% of grade) WR credit: 1000 words

You will identify a topic, develop a thesis, and write an essay of at least 1000 words based on one of the works of literature or the film that we discussed in this course. You will have the opportunity to write this paper in steps, and receive points and feedback on your topic, your thesis, and your outline before submitting your final paper. You will be allowed to incorporate other reading from the class, but you will not be allowed to use sources that were not assigned.

Grade Breakdown		points
Attendance		100
Class participation		100
Magazine advertisement paper		200
Discussion board posts		200
Capstone Paper		
Topic	50	

Thesis	50	400
Outline	50	
Final paper	250	
TOTAL		1000 points

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)

Writing Assessment Rubric and Statements for WR Assignments

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

III. Annotated Weekly Schedule

This schedule may change to accommodate student needs and interests or other exigencies. Any changes will be announced well in advance, both online and in class.

Week	Daily Topics and related reading	Assignments
Week 1	Summary: Review syllabus and discuss the course description and goals for the semester. Explore some traditional wisdom related to wealth and poverty, thrift and spending. How do these ideas persist? What other ideas have emerged?	

<p>Topic: Course Introduction</p>	<p>Weds. 1/10 Introduce some basic terminology: What does it mean to “consume”? What is consumerism? What is consumer society? No required reading.</p>	
	<p>Fri. 1/12 Required Reading: selections from the New Testament and Benjamin Franklin's <i>Poor Richard's Almanack</i> (3 pages total)</p>	
<p>Week 2</p> <p>Topic: The Gilded Age and Conspicuous Consumption</p>	<p>Summary: We will examine changes around 1900 in attitudes towards consumption. We will discuss the concepts of “conspicuous consumption” and the “leisure class” and the emergence of the advertising industry in the 19th century.</p> <p>Mon. 1/15 –no class: MLK Holiday</p>	<p>Discussion post due 5 pm on Friday</p>
	<p>Weds. 1/17 Required Reading: excerpt from Thorstein Veblen's <i>Theory of the Leisure Class</i> (2 pages)</p>	
	<p>Fri. 1/19 Required Reading: Tim Wu, <i>The Attention Merchants</i>, Introduction and Chs. 1-3 (pages 3-50)</p>	
<p>Week 3</p> <p>Topic: Consumer Desire in Early 20th Century Literature</p>	<p>Summary: We will discuss the 1905 short story, “Paul’s Case” by Willa Cather, to explore its representation of changing attitudes toward consumption.</p> <p>Mon. 1/22 Required Reading: Willa Cather, “Paul’s Case” (10 pps.)</p>	<p>Discussion post due 5 pm on Friday</p>
	<p>Weds 1/24 continue discussion of “Paul’s Case.”</p>	
	<p>Fri. 1/26 Required Reading: Tim Wu, <i>The Attention Merchants</i>, Chs. 4-6 (pages 51-81).</p>	
<p>Week 4</p> <p>Topic: Nascent</p>	<p>Summary: We will discuss the social, political, and economic changes that enabled the emergence of consumer society in the 1920s. We will also discuss the development of “scientific” advertising and its critics. We will discuss automobiles as commodities and alcohol prohibition, and begin our discussion of Fitzgerald’s <i>The Great Gatsby</i>.</p>	<p>Discussion post due 5 pm on Friday</p>

<p>Consumer Society in the 1920s</p>	<p>Mon. 1/29 Required Reading: <i>The Great Gatsby</i>, Chs. 1-4 (59 pages).</p> <p>Weds. 1/31 Continue discussion of <i>The Great Gatsby</i></p> <p>Fri. 2/2 Continue discussion of <i>The Great Gatsby</i></p>	
<p>Week 5</p> <p>Topic: Consumption, Status, and <i>The Great Gatsby</i></p>	<p>Summary: We will read and discuss F. Scott Fitzgerald's <i>The Great Gatsby</i>, focusing on the novel's representation of new consumer habits and their challenge to traditional ideas of taste, morality, and social status.</p> <p>Mon. 2/5: Required Reading: Fitzgerald, <i>The Great Gatsby</i>, Chs. 5-9 (79 pages)</p> <p>Weds. 2/7 Continue discussion of <i>The Great Gatsby</i></p> <p>Fri. 2/9 Visit Library West in preparation for the magazine assignment</p>	<p>Discussion post due 5 pm on Friday</p>
<p>Week 6</p> <p>Topic: The 1950s: Consumer Society Achieved</p>	<p>Summary: We will discuss postwar American society as a "consumer's republic."</p> <p>Mon. 2/12 Required Reading: Read Lizbeth Cohen, "A Consumers' Republic: The Politics of Mass Consumption in Postwar America" (4 pages)</p> <p>Weds. 2/14 Required Reading: Elaine Tyler May, "The Commodity Gap: Consumerism and the Modern Home" (20 pages),</p> <p>Fri. 2/16 Required Reading: Tim Wu, <i>The Attention Merchants</i>, Chs. 7-9 (pages 82-122).</p>	<p>Magazine advertisement paper due, 11:59 pm Friday.</p> <p>No discussion post due this week.</p>
<p>Week 7</p> <p>Topic: Consumer Society and 1950s Domesticity</p>	<p>Summary: We will discuss the film <i>All that Heaven Allows</i> (1955, d. Douglas Sirk), focusing on its portrayal of domesticity, conformity, and personal freedom. We will also discuss film and television in consumer society.</p> <p>Mon. 2/19 Required screening: screen <i>All that Heaven Allows</i> (run time: 1 hr. 29 minutes) https://digitalcampus-swankmp-net.lp.hscl.ufl.edu/ufl1275793/play/1b2a745981668c64?referrer</p>	<p>Discussion post due 5 pm on Friday</p>

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	<p>Weds. 2/21 Continue discussion of <i>All that Heaven Allows</i></p>	
	<p>Fri. 2/23 Read Tim Wu, <i>The Attention Merchants</i>, Chs. 10-12 (pages 123-169).</p>	
<p>Week 8</p> <p>Topic: Rebels against 1950s Domesticity</p>	<p>Summary: We will discuss social conformity and nonconformity in the 1950s through a famous poem and a feminist critique of consumer society.</p> <p>Mon. 2/26: Required Reading: Betty Friedan, "The Sexual Sell" (20 pages)</p> <p>Weds. 2/28 Required Reading: Allen Ginsberg, "A Supermarket in California" (poem: 1 page), "How to Read a Poem" https://poets.org/text/how-read-poem-0 (1 page)</p> <p>Fri. 3/1 Required Reading: Tim Wu, <i>The Attention Merchants</i>, Chs. 13, 17-18 (pages 170-180, 217-36).</p>	<p>Discussion post due 5 pm on Friday</p>
<p>Week 9</p> <p>Topic: Consumer Society for Whom?</p>	<p>Summary: We will discuss market segmentation, celebrity, and "hype."</p> <p>Mon. 3/4 Required Reading: Tressie McMillan Cottom, "Poor People Can't Afford Not to Wear Nice Clothes" (9-minute read)</p> <p>Weds. 3/6 Required viewing: Hasan Minhaj, Patriot Act, "Supreme"</p> <p>3/8 Required Reading: Toni Morrison, <i>The Bluest Eye</i> to page 94</p>	<p>Discussion post due 5 pm on Friday</p>
<p>Week 10 SPRING BREAK</p>	<p>No class. Have a safe and enjoyable spring break!</p>	

<p>Week 11</p> <p>Topic: Beauty, childhood, and identity in Morrison, <i>The Bluest Eye</i></p>	<p>Summary: We will begin our discussion of Toni Morrison’s <i>The Bluest Eye</i>, focusing on the novel’s representation of beauty standards and its treatment how different identities are represented (or not) within consumer society.</p> <p>Mon. 3/18 Begin discussion of <i>The Bluest Eye</i></p> <hr/> <p>Weds. 3/20 Continue Discussion of <i>The Bluest Eye</i></p> <hr/> <p>Fri. 3/22 Continue Discussion of <i>The Bluest Eye</i>. Required Reading: Morrison, <i>The Bluest Eye</i>, pages 95-209.</p>	<p>Discussion post due 5 pm on Friday</p> <p>Capstone paper topic due</p>
<p>Week 12</p> <p>Topic: <i>The Bluest Eye</i> continued</p>	<p>Summary: We will conclude our discussion of <i>The Bluest Eye</i> and consider some environmental impacts of consumer society.</p> <p>Mon. 3/25 Continue Discussion of <i>The Bluest Eye</i></p> <hr/> <p>Weds. 3/27 Conclude discussion of <i>The Bluest Eye</i></p> <hr/> <p>Fri. 3/29 Required Reading: Raj Patel and Jason W. Moore, "How the Chicken Nugget Became the True Symbol of Our Era" (20 minute read)</p>	<p>Discussion post due 5 pm on Friday</p> <p>Capstone paper thesis due</p>
<p>Week 13</p> <p>Topic: Consumer Society, Food, the Environment, and Social Media</p>	<p>Summary: We will discuss the ways consumer society has both extended and changed with the emergence of the internet and social media, and begin discussing <i>The Candy House</i>, a novel that describes some of these changes.</p> <p>Mon. 4/1 Required Reading: Wendell Berry, "The Pleasures of Eating" and Introduction by Alice Waters (30 minute read)</p> <hr/> <p>Weds. 4/3 Required Reading: Tim Wu, <i>The Attention Merchants</i>, Chs. 21-28 and Epilogue (pages 267-339; 348-53).</p> <hr/> <p>Fri. 4/5 Required Reading: begin reading <i>The Candy House</i>, pages 1-40.</p>	<p>Discussion post due 5 pm on Friday</p> <p>Capstone paper outline due</p>

<p>Week 14</p> <p>Topic: <i>The Candy House</i> and the Attention Economy</p>	<p>Summary: We will begin our discussion of Jennifer Egan’s novel <i>The Candy House</i> (2022) by focusing on the novel’s representation of social media and the “attention economy.”</p> <p>Mon. 4/8 Required Reading: <i>The Candy House</i>, pages 40-97</p> <hr/> <p>Weds. 4/10 Continue our discussion of <i>The Candy House</i></p> <hr/> <p>Fri. 4/12 Continue our discussion of <i>The Candy House</i>. Required Reading: <i>The Candy House</i>, pages 98-130</p>	<p>Discussion post due 5 pm on Friday</p>
<p>Week 15</p> <p>Topic: <i>The Candy House</i> Continued</p>	<p>Summary: We will finish our discussion of <i>The Candy House</i>.</p> <p>Mon. 4/15 Required Readings/Works: <i>The Candy House</i>, pages 131-231</p> <hr/> <p>Weds. 4/17 Continue our discussion of <i>The Candy House</i></p> <hr/> <p>Fri. 4/19 Continue our discussion of <i>The Candy House</i></p>	<p>Discussion post due 5 pm on Friday</p>
<p>Week 16</p> <p>Course Conclusion</p>	<p>Mon. 4/22 Finish our discussion of <i>The Candy House</i> Required Reading: <i>The Candy House</i>, read to the end. 231-352</p> <hr/> <p>Weds. 4/24 Course conclusion</p>	<p>Capstone paper due Sat. 4/27</p>

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).* Assessment: participation, weekly discussion posts, magazine advertisement project, capstone project

- Identify, describe, and explain the ethical, political, and cultural debates surrounding consumerism **(Quest 1, H)**
- Describe and explain the history of consumer society in the United States, from the early twentieth century to the present **(H)**
- Identify, describe, and explain themes related to consumer society in creative works of literature and film **(Quest 1, H).**

- Identify and apply terminology and methods for interpreting different kinds of literary and non-literary texts. (Quest 1, H).

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).* Assessment: participation, weekly discussion posts, capstone project

- Close-read prose fiction, poetry, essays, and film to evaluate *how* humanities texts express points of view. **(Quest 1, H).**
- Analyze and evaluate answers to complicated questions related to consumer society **(Quest 1, H).**
- Analyze and evaluate disciplinary methodologies and their applications across disciplines **(Quest 1, H).**
- Analyze and evaluate the rhetorical components of consumer society, including those found in advertising and social media **(Quest 1)**

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).* Assessment: participation, weekly discussion posts, magazine advertisement project, capstone project

- Develop and present clear, organized, and effective oral and written responses during class sessions and on all assignments that relate to our course themes. **(Quest 1, H).**

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

- Reflect on how course themes and texts relate to personal experiences outside the classroom environment. **(Quest 1).**

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Magazine Advertisement assignment

Students will be introduced to and engage with resources of Smathers Libraries and Special Collections. They will physically handle and read historical print magazines from before 1940 and identify an advertisement to analyze in a short paper. The assignment is intended to expose students to the UF libraries' physical facilities and to working with material print culture. Some of the questions students will be asked to explore include:

- How does the advertisement you selected grab the reader's attention? What arguments does the ad make? Does it make its argument through text, images, or both?
- How is this ad situated within the magazine? How is it related to the readership of this particular magazine?

- Do you recognize the particular methods of persuasion present in this advertisement? If so, is it effective, and how so?

2. Details of Self-Reflection Component

Discussion Board posts (200 possible points; 20% of final grade)

Students are expected to post weekly comments to the “Discussions” section of the Canvas course website. Each post will be about 100-300 words.

Students will be given a prompt each week that asks them to reflect on the reading and discussions of the week, reinforce their understanding of key ideas, and make connections between the readings and discussions and their personal experiences and views. They will also have the opportunity to read, reflect on, and respond to their fellow students’ thoughts.

Sample discussion prompts related to the self-reflection component:

- Do you think that “conspicuous consumption” still exists today? If so, what kinds of examples come to mind?
- Are you a collector? If so, what do you collect and what are the pleasures of collecting? If you’re not a collector, do you own or covet some special consumer item? What kinds of feelings and associations surround this item? What is its power or special magic?
- How do you understand yourself and your own habits in relationship to the “attention economy”? Have you ever been uncomfortable with social media’s demands on your attention? Have you ever tried a “media sabbath” or another kind of pause in your use of social media? If so, what happened?

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>

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.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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.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/>, 392- 1575; 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.

