

IDS 2935: Capitalism and its Critics

Quest 1: Justice and Power

I. General Information

Class Meetings

- Spring 2024
- 100% In-Person, no GTAs, 35 residential students
- Tuesday Period 7 (1:55-2:45PM), Thursday Periods 7-8 (1:55PM-3:50PM)
- Location: LEI 0142 (T) TUR 2303 (R)

Instructor

- Prof. Nathan Pinkoski
- nathanpinkoski@ufl.edu
- Office Hours: Wednesdays, 2-4:30 pm, or by appointment.
- Location: Computer Science and Engineering Building (CSE/E) 508.

Course Description

Does the capitalist system erode community or enhance it? That is this course's central question. To answer it we will think comparatively about what allows a society to flourish. This multidisciplinary course examines a range of contemporary concerns over the role of capitalism in shaping our society. In it students will consider both the origins and the future of capitalism. We will engage in a vibrant debate over economic systems and justice. Looking at primary sources from philosophy, politics and economics, we will trace the ideas and patterns of practice that shaped European and American economic culture from early modernity to the end of the twentieth century. Readings are drawn from sources concerning capitalism and its critics, including Aquinas, Adam Smith, Edmund Burke, Karl Marx, Alexander Hamilton, Max Weber, Simone Weil and F. A. Hayek. We will analyze the debates over the nature of capitalism, identify what encouraged capitalism's rise in early modern Europe and in America, and think about its role in society today. We will look at exploitative capitalist arrangements, at corruptions in the system such as monopolies, and philosophers such as Rawls and Nozick who address the nature of justice in capitalist social arrangements.

Quest and General Education Credit

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

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.

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

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.

Required Readings and Works

1. All readings will be made available in Canvas or provided in class; bibliographic information is included in the weekly schedule.
2. The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251.
3. Materials and Supplies Fees: n/a.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance: 25%

- a. Participation: 15%
 - i. This will be a discussion-intensive class. See below for the Participation Rubric. (R)
- b. Class Attendance: 10%
 - 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 class missed your grade will be affected. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.
 - 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.

2. Short Paper: 15%

- i. This short paper will be a 1000-word analytical essay.
- ii. The topic for this essay will be provided in Canvas.
- iii. Professor will evaluate and provide written feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence and organization.
- iv. You may access the university's Writing Studio at www.writing.ufl.edu
- v. For grading standards, see the Writing Assessment Rubric (below).

3. Longer Paper (Week 12): 25%

- i. The midterm paper will be a 2000-word analytical essay. The topic will be provided on Canvas.
- ii. Professor will evaluate and provide written feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence and organization.

- iii. You may access the university's Writing Studio at www.writing.ufl.edu
- iv. For grading standards, see the Writing Assessment Rubric (below).

4. In-class Reading Quizzes (5 all term): 20%

- a. Reading quizzes will be administered at the start of class on Monday, five times throughout the semester. They will test the student's knowledge of the week's readings, and will contain short-answer, true/false, and multiple-choice questions.
- b. Weeks 2, 4, 7, 9, 13

5. Experiential Learning Presentation, due Week 14: 15%

- a. You will write your own "Capitalism on Campus" debate, taking two sides to the argument as to whether or not capitalism is a just system. Your debate can be in the form of a song, a poem, a rap song, a dialogue, or even a Superbowl ad. Your "debate" must articulate the pros and cons of a capitalist system as you see it in practice somewhere at UF (sports team or events, food service, volunteer or community groups, student council, curriculum, transportation, dorms or housing, etc). You will read, perform, or otherwise present your debate in class on week 14 or 15 (see sign up sheet). You must reference at least 3 of our course readings, by quoting them somewhere in your "debate". See more details below, in the syllabus as "Experiential Learning Component".

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

A grades for participation are awarded to students who typically come to class with questions about the reading in mind. An 'A' discussant engages with others about ideas, respects the opinions of others and consistently elevates the level of discussion.

B grades for participation awarded to students who typically do not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting questions. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

C grades for participation are awarded to students who attend class regularly but typically participate infrequently or unwillingly.

D/F grades for participation are awarded to students who fail to attend class regularly and who are inadequately prepared.

Writing Assessment Rubric

An **A** or **A-** thesis, paper, or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material. It is clearly organized. Its introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper. There are no grammatical errors and writing mechanics are flawless.

A **B+** or **B** thesis, paper, or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly. A **B-** thesis, paper, or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence. The paper is clearly organized. Its introduction clearly states thesis, but does not provide as much background information. Details are in logical order but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends. There are a few grammatical errors and the writing mechanics have some flaws.

A **C+**, **C**, or **C-** thesis, paper, or exam offers little more than a mere a summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems. There are significant lapses in organization. Its introduction states a thesis but does not adequately provide background information. Some details are not in logical or expected order that results in a distracting read. The conclusion is recognizable but does not tie up all loose ends. There are some grammatical errors and writing mechanics are flawed.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material.

A **D** thesis, paper, or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material. It has poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion: the paper just ends. There is little or no employment of logical body paragraphs.

An **E** thesis, paper, or exam demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: What is Capitalism? • Summary: We will examine the basic questions of capitalism, such as: what is a market society? Does market society increase sociability? Or decrease it? • Required Readings (34 pages): Albert O. Hirschman, 'Rival Views of Market Society', in <i>The Essential Hirschman</i>, ed. Jeremy Adelman (Princeton, 2013), pp. 214–247.
Week 2	<ul style="list-style-type: none"> • Topic: Before Capitalism • Summary: Does Greek philosophy and the Bible tell us anything about market society? Are the Christian virtues in the Sermon on the Mount at odds with capitalism virtues? What would Aristotle think of the principles of modern capitalism? Does Aquinas think it is natural to "possess external things"? Why or why not? • Required Reading (21 pages): Aristotle, <i>The Politics</i> and <i>Nicomachean Ethics</i> in <i>History of Economic Thought Reader</i>, eds. Steven Medema and Warren Samuels (London, 2003), pp. 6–17; <i>The New Testament</i> (Matthew 5–7: The Sermon on the Mount) in <i>Western Civilization</i>, ed. George H. Knoles and Rixford K. Snyder (New York, 1968), pp. 166–169; St. Thomas Aquinas, <i>Political Writings</i>, ed. R.W. Dyson (Cambridge, 2002), pp. 205–209. • Reading Quiz
Week 3	<ul style="list-style-type: none"> • Topic: Morality and Equality • Summary: Does economic development necessarily lead to inequality? What are the moral effects of luxury and commerce? What, according to Rousseau, are the causes and consequences of inequality? How do Locke and Rousseau differ regarding property? • Required Reading (45 pages): John Locke, <i>Of Civil Government</i>, eds. Medema and Samuels, pp. 59–62; Voltaire, 'Of Commerce and Luxury', in <i>Commerce, Culture and Liberty: Readings in Capitalism before Adam Smith</i>, ed. Henry C. Clark (Indianapolis, 2003), pp. 276–281; Montesquieu, <i>Spirit of the Laws</i> in <i>Commerce, Culture and Liberty</i>, ed. Clark, pp. 288–306; Jean-Jacques Rousseau, <i>Discourse on the Origins and Foundations of Inequality among Men</i> in <i>Princeton Readings in Political Thought</i>, ed. Mitchell Cohen (Princeton, 2018), pp. 280–297.
Week 4	<ul style="list-style-type: none"> • Topic: Capitalism, Revolution, and Democracy • Summary: What economic systems work best for democratic societies? How did Jefferson differentiate the ways that Europeans and Americans thought about the economy? What is the division of labour? What is good about free trade, and what is wrong with monopolies? • Required Reading (39 pages): Thomas Paine, <i>Common Sense</i> (1776) in <i>American Political Thought: A Norton Anthology</i>, eds. Isaac Kramnick and Theodore J. Lowi (New York, 2018), pp. 102–112 ('Thoughts on the Present State of American Affairs'); Thomas Jefferson, <i>Notes on the State of Virginia</i> (1784), in <i>American Political Thought</i>, ed. Kramnick and Lowi, pp. 298–306; Adam Smith, <i>The Wealth of Nations</i>, in <i>Princeton Readings in Political Thought</i>, ed. Cohen, pp. 298–316.

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Reading Quiz
Week 5	<ul style="list-style-type: none"> • Topic: Government, Civil Society, and the Market • Summary: Can the market enhance community ties? What is the best way to preserve freedom and liberty in a market system? What is the role of government in the marketplace? • Required Reading (45 pages): Adam Smith, <i>The Theory of Moral Sentiments</i>, in <i>Modern Political Thought: Readings from Machiavelli to Nietzsche</i>, ed. David Wootton (Indianapolis, 1996), pp. 535–550; Edmund Burke, <i>Reflections on the Revolution in France</i>, in <i>Princeton Readings on Political Thought</i>, ed. Cohen, pp. 336–342; Edmund Burke, <i>Thoughts and Details on Scarcity</i> (November 1795), in <i>Reflections on the Revolution in France and Other Writings</i>, ed. Jesse Norman (2017), pp. 815–839; Benjamin Constant, “The Liberty of the Ancients Compared with That of the Moderns,” in <i>Political Writings</i> (Cambridge: Cambridge University Press, 1988), 309-328. • Short Paper (due)
Week 6	<ul style="list-style-type: none"> • Topic: American Capitalism • Summary: Is there a unique American approach to capitalism? Has our culture produced a different capitalist system from that, for instance, in Europe? What are the origins of those differences? • Required Reading (40 pages): Alexander Hamilton, <i>First Report on Public Credit</i> (1790), <i>American Political Thought</i>, eds. Isaac Kramnick and J. Lowi, pp. 255–262; Alexander Hamilton, <i>Report on Manufactures</i> (1791), in <i>American Political Thought</i>, ed. Kramnick and Lowi, pp. 267–277; Henry Carey, <i>A Harmony of Interests, Agricultural, Manufacturing and Commerce</i> (New York, 1851), pp. 227–229; Alexis de Tocqueville, <i>Democracy in America</i>, eds. and trans. Harvey Mansfield and Delba Winthrop (Chicago, 2002), pp. 506–529; Andrew Jackson, <i>Bank Veto Message</i> (1832), in <i>American Political Thought</i>, pp. 361–365.
Week 7	<ul style="list-style-type: none"> • Topic: Marxism • Summary: We will discuss the theory of history that Marx spelled out in <i>The Communist Manifesto</i> and in <i>A Contribution to the Critique of Political Economy</i>. Marx argued that free labor was “wage slavery.” Do you agree? What problem did Marx have with the concept of “equal right”? • Required Reading (26 pages): Karl Marx, <i>Revolution Against Capitalism</i>, in <i>Princeton Readings in Political Thought</i>, ed. Cohen, pp. 428–454. • Reading Quiz
Week 8	<ul style="list-style-type: none"> • Topic: Capitalism and the State • Summary: Is it important for the state to insure an equal distribution of goods among its citizens? What is the argument for a minimalist state and against distributive justice? How did Rawls define justice? How did Rawls think equality might be achieved? • Required Reading (42 pages): John Rawls, <i>A Theory of Justice</i>, in <i>Princeton Readings in Western Civilization</i>, ed. Cohen, pp. 685–708; Robert Nozick, <i>Anarchy, State and Utopia</i>, in <i>Princeton Readings in Western Civilization</i>, ed. Cohen, pp. 709–717; John Paul II, <i>Laborem excereans</i> (1981) and <i>Centesimus annus</i> (1991), in <i>Pope John Paul II: A Reader</i>, eds. Daniel Kendall, Jeffrey LaBelle and Gerald O’Collins (New York, 2007), pp. 196–198, 208–214.

Week	Topics, Homework, and Assignments
Week 9	<ul style="list-style-type: none"> • Topic: Culture and Capitalism • Summary: What is culture's proper role in capitalist societies? Does a certain culture promote a socialist rather than a capitalist system? Is there a "spirit of capitalism" and is it connected with a "Protestant ethic," as Weber argues? • Required Reading (47 pages): Matthew Arnold, <i>Culture and Anarchy</i>, in <i>Norton Anthology of English Literature</i>, ed. Stephen Greenblatt <i>et al.</i> (New York, 1993), pp. 1404–1410; John Stuart Mill, <i>Chapters on Socialism</i> in idem, <i>Essays on Economics and Society</i>, ed. J.M. Robson (Toronto, 1967), pp. 705–711, 737–753; Max Weber, 'Puritanism and the Spirit of Capitalism', in <i>The Essential Weber: A Reader</i>, ed. Sam Whimster (2004), pp. 25–34; Leo XIII, from <i>Rerum Novarum</i> (1878), in <i>Western Civilization</i>, ed. George H. Knoles and Rixford K. Snyder (New York, 1968), pp. 669–677. • Reading Quiz
Week 10	<ul style="list-style-type: none"> • Topic: Imperialism and Entrepreneurialism • Summary: How is imperialism related to capitalism? How did Lenin define imperialism? Why is the entrepreneur so important to capitalism's success? • Required Reading (52 pages): Joseph Schumpeter, 'The Instability of Capitalism', in idem, <i>Essays</i>, ed. Richard Clemence (New Brunswick, NJ, 1989), pp. 47–72; V.I. Lenin, from <i>Imperialism, the Highest Stage of Capitalism</i>, in <i>Great Issues in Western Civilization</i>, eds. Brian Tierney, Donald Kagan and L. Pearce Williams (New York, 1968), II, pp. 358–356; V.I. Lenin, <i>Bolshevism</i>, in <i>Princeton Readings in Political Thought</i>, ed. Cohen, pp. 481–493; Joseph Schumpeter from <i>Imperialism and Social Classes</i>, in <i>Great Issues in Western Civilization</i>, eds. Tierney <i>et al.</i>, II, pp. 387–393.
Week 11	<ul style="list-style-type: none"> • Topic: Individualism and Capitalism • Summary: Does the concept of individualism and self-interest conflict with the workings of democracy, and how is this conflict manifested in an economic system? We will look at the writings of fascist political leader Mussolini, of the philosopher Simone Weil, and the economics John Maynard Keynes. • Required Reading (52 pages): Carl Schmitt in Anton Kaes <i>et al</i> (eds.), <i>The Weimar Republic Sourcebook</i> (Berkeley, 1994), 334–338, 342–344; Benito Mussolini, <i>Fascism</i> in <i>Princeton Readings in Political Thought</i>, ed. Cohen, pp. 540–544; Simone Weil, 'The Power of Words', in <i>Simone Weil: An Anthology</i>, ed. Sian Miles (1986), pp. 238–258; John Maynard Keynes, 'The End of Laissez-Faire' (1926), in John Maynard Keynes, <i>Essays in Persuasion</i> (London, 1963), pp. 312–322. • Assignment: Longer Paper (due)
Week 12	<ul style="list-style-type: none"> • Topic: Socialism vs. Capitalism • Summary: Why does Hayek think that socialism leads to serfdom? What are prices, and what knowledge do their contain or signal? What are the dangers of a centralized price control system? • Required Reading (20 pages): F.A. Hayek, <i>The Road to Serfdom</i>, in <i>Princeton Readings in Economic Thought</i>, ed. Cohen, pp. 558–562; F.A. Hayek, 'Prices as a Code', in <i>Political Thought</i>, eds. Michael Rosen and Jonathan Wolff (Oxford, 1999), pp. 216–218; Sir William

Week	Topics, Homework, and Assignments
	Beveridge, <i>New Britain</i> , in <i>Twentieth-Century Europe</i> , eds. John Boyer and Jan Goldstein (Chicago, 1987), pp. 503–515.
Week 13	<ul style="list-style-type: none"> • Topic: Capitalism and Social Justice • Summary: Is there anything inherently just in a capitalist system? What, according to Hayek, is social justice? What role do the intellectual elite serve in capitalist societies? • Required Reading (57 pages): F.A. Hayek, <i>Law, Legislation and Liberty. Volume 2: The Mirage of Social Justice</i> (Chicago, 1976), pp. 62–96 (Chapter 9: ‘Social’ or Distributive Justice); Joseph Schumpeter, <i>Capitalism, Socialism and Democracy</i> (New York, 1942), pp. 61–62, 72–86, 131–163. • Reading Quiz
Week 14	<ul style="list-style-type: none"> • Topic: The End of Capitalism and the Rise of the Managerial State • Summary: Does capitalism inevitably create the conditions for its own extinction, albeit in such a way that it does not produce socialism yet something altogether different? If so, what class will replace the bourgeoisie? We will present the thesis of the managerial revolution, probing its social, economic, and political consequences and the failures of the right and the left to grasp its significance. • Required Reading (52 pages): James Burnham, <i>The Managerial Revolution: What is Happening in the World</i>, Ch. I-II, VI-X; Christopher Lasch, <i>The True and Only Heaven: Progress and its Critics</i>, (New York: W.W. Norton and Company, 1991) • Assignment: “Capitalism on Campus” debates
Week 15	<ul style="list-style-type: none"> • Topic: Capitalism and Pop Culture • Summary: What current elements of popular culture offer commentary on the nature of capitalism? Can we see theories of capitalism debated publicly and informally in our culture? • Required Reading: none. This week our Experiential Learning Activity will involve each student bringing to class their “Capitalism on Campus” debate. For example, See this "Keynes vs. Hayek" rap video. • Assignment: “Capitalism on Campus” debates

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 history and underlying theories of capitalism in early modern Europe, its rise in American by the late nineteenth century, and nineteenth and twentieth century critical debates concerning the marketplace and its impact on society (H). **Assessments:** In-class reading quizzes, midterm paper.
- Identify, describe, and explain the origins of debates in Western Civilization concerning the acquisition of goods and their distribution in society (Quest 1, H). **Assessments:** In-class reading quizzes, midterm paper.

- Identify, describe, and explain how the value and virtues of the market society resulted in new forms of social organization in Europe and America from the eighteenth century forward (Quest 1, H). **Assessments:** In-class reading quizzes, reading quizzes, short and long papers.

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

- Evaluate the extent to which Christian virtues are at odds with capitalist virtues; evaluate theories on the moral effects of luxury and commerce (Quest 1, H). **Assessments:** Reading quizzes, short and long papers.
- Analyze primary documents, situate them in historical and literary context, and develop critical interpretations of their significance to the emergence of modern conceptions of economic inequality. (Quest 1, H). **Assessments:** Reading quizzes, short and long papers.
- Evaluate multiple perspectives on the causes and consequences of economic inequality, and on the effects of property ownership (Quest 1, H). **Assessments:** Reading quizzes, short and long papers.

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

- Develop and articulate in writing clear and effective responses to central questions about the historical development of the belief that market relations had a positive moral effect on people, a transformation from ancient and medieval suspicions of the market's deleterious effects. (Quest 1, H). **Assessments:** Short and long papers.
- Communicate orally and in writing the significance of the debates regarding free market operations vs. government responsibility for monetary and fiscal policy as two models of capitalist systems (Quest 1, H). **Assessments:** Active class participation, reading quizzes, short and long papers.

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

- Connect course themes such as justice, property ownership, and market structures such as monopolies to their own intellectual, personal, and professional development at UF and beyond (Quest 1). **Assessments:** "Capitalism on Campus" debate and presentation, reading quizzes, short and long papers. (R)
- Reflect on their own experience identifying a contemporary issue concerning marketplace dynamics in a capitalist society (Quest 1). **Assessments:** "Capitalism on Campus" debate and presentation.
- Reflect on how the battle for the organization of society according to the principles of capitalism and free trade is visible in their own society or political organization today (Quest 1). **Assessments:** "Capitalism on Campus" debate and presentation.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

You will write your own "Capitalism on Campus" debate, exploring two sides to the argument as to whether or not capitalism is a just system. Your debate can be in the form of a song, a poem, a rap song, a dialogue, or even a Superbowl ad. Your "debate" must articulate the pros and cons of a capitalist system as you see it in practice somewhere at UF (sports team or events, food service, volunteer or community groups, student council, curriculum, transportation, dorms or housing, etc). You must reference at least 3 of our course readings, by quoting them somewhere in your "debate." This will count as 15% of your overall course grade. You will be graded on the coherence of your debate: that is, does each argument make sense and is one clearly contradicting the other (5%); presentation of your debate: that is, is it clearly communicated, is the presentation visually and aurally appealing and easy to follow (5%); and does it adequately employ at least 3 of our course readings (5%). See more details of the assignment and grading rubric on Canvas. See an example of one such debate concerning the economic philosophies of Keynes vs. Hayek as a [boxing match](#).

2. Details of Self-Reflection Component

Self-reflection is built into many of the assignments, primarily through the reading quizzes, the analytic essay assignments, and the "Capitalism on Campus" debate assignment. 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>

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.