

Quest 2: IDS 2935

World Agricultural and Environmental Policy

Spring 2024

I. Course Info

Class Detail

- Online Course (100% asynchronous), Material is provided on Canvas Online Learning Management System. No physical class meeting times are required, however, we will have a live discussion session offered at a variety of times of day the first week of class.

Instructor

- Dr. Jared Gars
- Office: 1123 McCarty Hall B
- Jgars87@ufl.edu
- Phone: 352-294-7692
- Office hours: Wednesdays 3:30 – 5:00, In person or on Zoom (Links in Canvas)

Teaching Assistant(s)

- Azhar Uddin, mdazharuddin@ufl.edu, Office hours TDB
- Ashley Wilder, ashleywilder@ufl.edu, Office hours TDB

Course Description

How can agricultural and environmental policy be used to address emerging food security and environmental threats around the world? This class explores those questions and will focus briefly on the historical development, the current situation, and the future outlook of the food and agriculture sector in various economies globally. Next, the course dives more deeply into the economic and trade environment surrounding agricultural policy, and brings insights from agronomy, environmental science, and international studies. As economies become more integrated globally, the success of the food and agriculture sector will rest upon comparative advantage. In that light, faculty who bring a wealth of experience from each region (Europe, Africa, Russia and former Soviet Union, South America, Oceania, and Asia) will team up to teach this course.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

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

Required Materials: All required materials will be provided on the website. In lieu of a textbook, there is a set of readings provided for each module. The readings should be treated like a required text, you are expected to read them. In addition to required readings, there will be optional readings listed that can be used to aid in your understanding of the issues presented. Lectures are provided online. These online modules contain video lectures and PowerPoint files that correspond with the lectures.

Course Format: Lectures will be viewed online. It is your responsibility to keep up with the lectures, so plan to spend at least 2-3 hours of viewing time per week which serves to replace normal class periods. In addition to the time spent watching the lectures, you are expected to work additional time to read the material provided and complete homework assignments. This class is asynchronous (we don't all watch the lecture at the same time), but it is not correspondence or self-paced (where you can do the work anytime before the end of the semester). Students are expected to log into Canvas, a password-protected authentication Learning Management System, at least three times per week, on separate days throughout the term.

Class Structure, Readings, etc.: In this class, you will be watching a series of lectures from instructors from around the world, as well as from Dr. Gars and Dr. House. They will be teaching you about the economic environment surrounding food and agricultural policy, production, consumption, and trade. Additionally, there are readings that will be posted on Canvas that will be a key part of homework assignments.

Participation policy: As ongoing collaboration and dialogue are essential for effective online courses, it is imperative that students participate regularly. Your participation is not graded, though your quizzes and discussion posts require that you watch the lectures and read the readings.

II. Graded Work

Description of Graded Work

Item	Frequency	Points per assignment	Total Points	Percentage
Homework	Weekly (see below for details)	40 per module	240	40%
Quizzes	Questions after most lectures (drop the lowest module grade)	40 per module	200	33.3%
Experiential Project	One per semester	100	100	16.6%
Syllabus Quiz	One per semester	15	15	2.5%
Introduction Post	One per semester	15	15	2.5%
Introduction Live Session	One per semester	30	30	5%
Total Possible			600	100%

Graded Components

Quizzes (200pts/600pts)

Quizzes will cover material from both the lectures and the readings. At the end of most lectures, there will be 1-3 questions. In total, there will be 20 questions per module (spread across the lectures and readings), for a total of 40 points. These will be available the entire time the module is open, and you do not have to complete them all at one time. *I suggest you watch a lecture, then answer the questions while the material is fresh.* Once you start any set of quiz questions, you will need to finish it during that sitting (maximum time 5 minutes per question). No make-ups are available because you have access to the quiz questions for the entire module, therefore sudden events should not prohibit you from taking any questions. Additionally, you are allowed to drop one quiz grade (in other words, one set of questions for one entire module). Quizzes are online, and you can access your notes while taking the quiz. However, you are not allowed to take the quiz with other students.

Homework and Reflection posts (240pts/600pts)

- For each Course Module, you must research and write a (1) quality response to topics that are related to both readings and lectures and (1) a reflection post on another student's response. **You must answer a minimum of 1 homework question and 1 reflection post per module (2 posts per module)** Deadlines for the homework

questions and reflection posts will be posted on the due dates document and the module pages. It is your responsibility to post in time, canvas will not remind you of the first deadline and 5 points per late post will be deducted (this only applies to the first deadline, no posts are accepted after the end of the module.)

- **Homework:** For this class homework is slightly different than what you might be used to. The first question is merely a starting point. Unlike typical homework, you do not all answer the same question. Once the initial question is answered, you need to do further research to determine what the next step is. This is why it is critical to READ other students posts before preparing your answer. You should read the boards, go research your response, post, and return to follow up.
- **Reflection posts:** Based on another student's homework posts for the prior week, answer the following questions. Include at least 2 references, 1 being from this week's lecture/reading and another from an external source. You are expected to answer the following questions: (1) What is one thing you learned in this post? (2) What was something you wish was discussed but wasn't? (3) What would you want to know more about this?
- In the first week of the module, you will make a homework post and in the second week of the module you will make a reflection post on another student's homework post. You can answer more than the minimum number, however, quality, not quantity, is graded. It is common for students to follow up on an initial answer with additional information as a result of postings by other students or the instructor. These follow up posts count toward the original answer (think of this as a chance to improve your grade), and not as a new answer. Take advantage of this opportunity to add to your posting. If the instructor, TA, or another student asks about your post, follow up. This means it is important to check back after you post your answer.
- Homework responses can be in response to the question posted by the instructor or to peer posts, or instructor follow-up threads. A grading rubric for homework is found below. *NOTE: The homework responses are turned in online and should be thought of as a discussion. This means you can't only participate at one point in time. You are expected to be online at least three times a week and should check the homework boards regularly.*
- In the homework, the **quality** of your responses is more important than the length of the answer. Contributions should be thoughtfully considered and based on one's personal reflections, observations from the readings, lectures, external research, and/or synthesis and consideration of the merits of other student's comments. Homework posts that repeat previous responses do not count. A homework post needs to contain your own analysis of the situation - merely cutting and pasting from a source (even with citation) is not enough to get credit. It is important to cite sources when posting, but please make sure you contribute why the other source is relevant to the discussion. **Please fashion responses using correct grammar and spelling. Important: Citations can be included as links in the post but should be formatted in Chicago style (this includes webpages as well). Please see [Chicago style](#) for reference on how to format your citations within the text and the reference section (if you include one) and there are also further directions and examples on the Canvas landing page.**
- I look for three basic things in each homework post: new information; response to other students/threads already posted; and your thoughts on the topics.
- Important note about grading of discussion boards: Although the TAs and I will be reading all posts to the discussion boards, for grading, we will randomly choose one of your two main posts to apply the rubric shown below. This means all posts need to be of the minimum quality you would like to receive a grade for.
- Although you will receive one grade per module for your homework and reflection posts, **there are two distinct deadlines.** This is done to help the discussion as it is much better when everyone participates throughout the module, not just on the last day or just on one day. From my past experience in this class, the more frequently you are on the homework boards, the more you will get from the class (both in learning experience and grading).

Homework post Grading information	Excellent	Good/Fair	Poor
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Content 8 pts possible	8 pts: Relates new content to what is being learned in class and cites sources.	4 pts: Includes outside information, but mainly as cut and paste, OR includes content, but mainly from lecture and readings.	0 pts: Does not bring in outside information.
Critical Analysis 6 pts possible	6 pts: Contains critical analysis. Adds own thoughts to the material and how it relates. Discusses and adds own opinions with explanations. Contains critical analysis. Adds own thoughts to the material and how it relates. Clearly connects the posting to text or reference points from previous readings, activities, and discussions.	3 pts: Adds opinions, but doesn't tie them to the information. Or post answers question but does not relate to the bigger picture.	0 pts: Only states opinion, doesn't support with facts, or doesn't state any opinions, just posts information. Or only repeats what has already been discussed.
Contribution 4 pts possible	4 pts: Furthers the discussion with questions or statements that encourage others to respond. Responds directly to other posts. (Uses phrases such as I agree, I disagree, adding to what xx says...)	2 pts: Participates, and sometimes interacts with others.	0 pts: Posts without interacting.
Professionalism 2 pt possible	2 pt: Posts with proper grammar, spelling, and citations. Does not wait until last minute to post.	1 pt: Some minor grammar, spelling, or citations errors.	0 pts: Does not use proper grammar, spelling, or citations. Does not read other posts.

1. Live Discussions (30pts/600pts) and Extra Credit (10pts/600pts)

- You are required to attend **a live session during the first week** of classes to learn about the class and be able to ask questions about expectations and the syllabus. There will be five scheduled sessions and you must attend at least one. Accommodations will be made for those that cannot attend and provide documentation.
- In the second half of the semester, we will offer additional live sessions on current topics related to class. You will be able to attend one for **extra credit (10 points)**.
- Grading for the live session will be based on your contribution to the discussion, as well as some questions I will ask during the discussion. I will not be lecturing about something you have already watched or read, I will be leading discussion, and this can only work if those in the "room" are prepared to "talk" (can use the chat function and type).
- You can attend more than one extra session (some students enjoy the "live" part of this and participate in more than required), however, this will not change your overall course grade.

2. Experiential Learning Project (100pts/600pts)

- Each student will turn in their own unique **experiential project** analyzing (addressing, describing, discussing) a topic related to international agriculture through the lens of food. In essence, during the first half of the semester,

you will go to one of the international restaurants or markets located in Gainesville (or your city if you are located off-campus) and pick a food to try. You can choose one that is already prepared, you can cook a dish, or choose something such as dates from Egypt or canned fish from Philippines. It is completely up to you as long as it involves experiencing food from one of the regions in the class. You will then develop a project that is based on the food or dish of your choice. You can also just discuss one ingredient in the food or dish. I am giving you the freedom to explore and choose the topic, as long as it relates to international agricultural, with a focus on the economic, policy, and food environment. This should cover any area of the world except for the US but must be about a topic we did not address in class (or have not yet addressed).

- You must provide a picture or video of you in the store or restaurant with the product. In your presentation, you must discuss your experience purchasing/cooking and consuming the product, which part of the product that you will be discussing.
- The project should further demonstrate the following:
 - The historical development of the food/ingredient and agricultural economy surrounding it in the country/region
 - Identify how location and socioeconomic factors relate to you chosen food/ingredient
 - Explain policy, government structures, or processes related to the food in the country/region
 - Explain the cultural aspects of the food/ingredient and compare this to different regions
- Regarding amount of work, think about the time you would spend writing a paper with a minimum of 5 peer-reviewed references, and that's more or less what I am suggesting you spend working on the project. It is worth 15% of your grade, so please take it seriously.
- With your creation, you will need to have audio and video components. You may use PowerPoint, but you are welcome to use other methods (such as a YouTube video) to provide the presentation. *Make sure that you present the inspiration behind the project and why you chose this food, and how it relates to the international agricultural topic and region of your choice (the content).*
- Your presentation will be posted on the class website for other students to view. Feel free to turn in your project anytime during the semester. The final project is due to be posted no later than **March 1**. You are also required to review at least five other student projects and rate them. The deadline to complete this portion of the assignment is **March 18**.
- If you do not want me to use your project in future semesters as an example, please notify me.

Grades for this project will be based on the following scale:	Points Possible
Creativity Student has taken a concept/idea and applied it in a way that is totally his/her own. The student's "personality/voice" comes through (the presentation is more than a PowerPoint or Prezi lecture with pictures inserted).	15
Content and coherence The project has a message and is coherent, rich in content, and informative to the observer (reader, listener, etc). The project should demonstrate the following: <ol style="list-style-type: none"> 3. The historical development of the food and agricultural economy of the region 4. Identify how location and socioeconomic factors relate to a current situation 5. Explain policy, government structures, or processes related to the region and topic 6. Explain how culture impacts the topic and compare this to different regions 	40

Rigor and Attention to Detail Appropriate information is used to build/create/prepare the project, and the sources are cited and referenced appropriately. Audio and/or visual components are included.	25
Explanation of Project Student clearly and sufficiently explained the meaning and inspiration behind her/his project.	10
Evaluation of Other Student Submissions Watch and evaluation at least five other student's submissions.	10
Total Score:	100

Grading Scale

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

Grading for AEB 3671	A	558+ points	A-	540 – 557 points	
B+	522 – 539 points	B	498 – 521 points	B-	480 – 497 points
C+	462 – 479 points	C	438 – 461 points	C-	420 – 437 points
D+	402 – 419 points	D	378 – 401 points	D-	360 – 377 points
E	Less than 360 points				

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 (Jan 8-Jan12)	<p>Topic: Getting Started Summary: You will attend one of the offered live lectures that introduces the content of the course and how to navigate Canvas to view the lectures and readings, complete quizzes, and post your homework and discussion posts.</p> <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Introduction post on discussion board (15 points) • Introduction live session (30 points) • Syllabus quiz (30 points)

<p>Weeks 2&3 (Jan 15-Jan 26)</p>	<p>Topic: European Union Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • The EU's agricultural policy - Europe's Farm Follies (pg. 1-11; The Economist, 2005) • Reading 2 - EU and US Agricultural Policies: Commonalities and Contrasts (pg. 7-9; Blandford and Matthews, 2019) • England's farmers braced for post-Brexit subsidy gap (pg. 1-7; Evans, 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)
<p>Weeks 4&5 (Jan 29-Feb 9)</p>	<p>Topic: Sub-Saharan Africa Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Agriculture in Africa: Transformation and Outlook (pg. 8-11; NEPAD 2013) • Sustaining African Agriculture: Organic Production (pg. 1-2; UNCTAD 2009) • EU chicken dumping starves Africa (pg. 1-5; Ward 2017) • "Agricultural Jihad": A Hungry Lebanon Returns to Family Farms to Feed Itself (pg. 1-3; Yee 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)

<p>Weeks 6&7 (Feb 12 – Feb 23)</p>	<p>Topic: Russian and the former Soviet Union Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Russia's Economic Crisis and its Agricultural and Food Economy (pg. 1; Liefert and Liefert 2015) • Explainer: Russia's Food War with West Could Hurt Russia the Most (pg. 1; Recknagel 2014) • Organic or Starve: Can Cuba's New Farming Model Provide Food Security? (pg. 1-8; Atwood 2017) • Russia Halts Wheat Exports, Deepening Fears of Global Food Shortages (pg. 1-4; Medetsky and Durisin 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)
<p>Week 8 (Feb 26-Mar 1)</p>	<p>Topic: Experiential project work week</p> <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Experiential project (100 points)
<p>Weeks 9&10 (Mar 4- Mar 22)</p> <p>Spring break (Mar 9 – Mar 16)</p>	<p>Topic: South America Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Why Your Orange Juice Might be from Brazil: Florida's Trees are Dying (pg. 1; Wernau, 2017) • China Wants Food. Brazil Pays the Price (pg. 1-10; Chen and Araújo, 2020) • Will a New NAFTA mean Better Food and Health for North Americans? (pg. 1-5; Jenkins, 2018) • A Fuel Shortage is Crippling Agriculture in Venezuela (pg. 1-10; Kurmanaev and Herrera 2019) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)

<p>Weeks 11&12 (Mar 25 – Apr 5)</p>	<p>Topic: Oceania Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook. Readings (in Canvas):</p> <ul style="list-style-type: none"> • Multinationals, farmers take emissions targets into their own hands (pg. 1-5; Foley, 2020) • Free Trade Agreements: New Trade Opportunities for Horticulture (pg. 2-8; Wainio and Krissoff, 2013) • COVID-19 and the Horticultural Sector: Addressing the Pending Labour Supply Shortfall (pg. 1-10; Sherrell and Howes, 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)
<p>Weeks 13&14 (Apr 8 – Apr 19)</p>	<p>Topic: Asia Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook. Readings (in Canvas):</p> <ul style="list-style-type: none"> • Rice in Japan: You are what you eat (pg. 1-10; The Economist, 2009) • India Continues to Grapple with Food Insecurity (pg. 2-8; Tandon and Landes, 2014) • Some US Farmers Boxed in by Coronavirus Outbreak (pg. 1-5; King, 2020) • Xi Declares War on Food Waste, and China Races to Tighten its Belt (pg. 1-4; Huang and Qin, 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)

IV. Student Learning Outcomes (SLOs)

Specific Course Objectives:

1. *Discuss the historical development* of the food and agricultural economy in *different regions* of the world.

Method of assessment: weekly quizzes

2. *Evaluate the current situation* of the food and agricultural economy in *different regions* of the world. Be able to *identify how geographic location and socioeconomic factors relate to the current situation* in the regions studied.

Method of assessment: experiential learning project and reflection posts

3. Critically discuss the outlook for the food and agricultural economy in different regions of the world.

Method of assessment: synchronous and asynchronous discussions

4. *Identify and explain policy, structure of related government and industries, and processes related to agriculture in each region studied.*

Method of assessment: homework posts and reflection posts

5. *Assess comparative advantage of different regions within the agricultural economy. Evaluate how culture impacts the agricultural industry and food consumption in different regions of the world and compare to the United States.*

Method of assessment: weekly quizzes, homework, discussions, and experiential learning project

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).*

Content: Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries. (I)

Content: Know key themes, principles, and terminology within agriculture, economics and policy. Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes related to economics and international trade in agriculture. (S)

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

Critical Thinking: Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries. (I)

Critical Thinking: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (S)

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

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively about topics in an international context. (I)

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively. (S)

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

Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Quest 2).

Recognize how you, as an individual, and you, as a part of a community, can personally contribute now and in your career to addressing food security, agricultural policy, and environmental issues (Gen Ed).

V. Quest Learning Experiences

1. Details of Experiential Learning Component

See experiential learning project (Section II. Graded Work).

2. Details of Self-Reflection Component

As discussed in the Homework and Reflection posts section, you will be reflecting on the information presented to you. There are 6 reflections assignments throughout the semester (one per module). These are occasions when you will examine what you think, why you think it, and what are the implications of your thoughts for yourself and for others. In your reflection posts, based on

another student's homework posts for the prior week, answer the following questions. Include at least 2 references, 1 being from this week's lecture/reading and another from an external source:

- What is one thing you learned in this post that you did not know?
- What was something you wish was discussed but wasn't?
- What would you want to know more about this?

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.