

**CLA 1011 Democracy in Theory and Action (class number: 21787)  
Spring 2025**

**General Education: Humanities, Writing Requirement (2000 words)  
[Note: A minimum grade of 'C' is required for General Education Credit]**

**Time: Tuesday Per. 6 and Thursday per. 5-6  
Venue: Tuesday in TUR2318, Thursday in TUR2303**

**Instructor:**

Dr Ifigeneia Giannadaki, Associate Professor and Cassas Chair in Greek Studies

**Web:** <https://florida.academia.edu/IfigeneiaGiannadaki>

**Office:** Dauer Hall 143

**Office hours:** Tuesday 9-10am, or by appointment.

**E-mail address:** giannadaki.if [at] ufl.edu

**Course Description**

This course will showcase the lively dialogue between ancient democracy and modern, tackling some of the most pressing issues of our times, including the limits of political participation and the real power of the people, the elitism of politics and distrust of modern politicians, the limits of free speech and the role of the press/media in modern politics and in shaping public opinion. This dialogue between democracy ancient and modern will be discussed from comparative approach of democratic principles, political institutions, civic rights, limits of political participation, and criticisms to the democratic government, in the ancient world and in our times. These topics are also essential to approach both political history and political theory: evolution as against stability, freedom and equality, law and popular sovereignty, cultural ideals and practice.

Finally, through a wealth of topics to be discussed and debated in the classroom, the course concludes by asking interconnected, timely and pressing questions, relevant to all modern democratic societies: is after all the democracy a good or a defective constitution? Are there better alternatives? Or is there room for political reform?

**Course Catalogue Summary**

The birth and evolution of democracy and its revival—democracy in theory and action. The lively dialogue between ancient democracy and modern through a comparative analysis, tackling some of the most pressing issues, such as limits of political participation and free speech, the role of the press/media, and elitism in politics.

**Writing Requirement**

The course confers 2,000 words toward the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

**The University's Humanities and General Education Requirements**

The course fulfils the UF Quest 1 requirements and 3 credits of the Humanities [General Education](#) requirement.

## Weekly Schedule

*(Subject to adjustment as needed at the discretion of the instructor for the benefit of the students)*

There are three hours of instruction each week.

### Week 1: 13-17 Jan

**Introduction/class administration**

### Week 2: 20-24 Jan.

**Athenian democracy: fundamental principles and political ideology.**

Required reading:

[Aristotle] *The Constitution of the Athenians* 5-11 (Solon), 20-22 (Kleisthenes)

Hansen, M. H. 1999 *The Athenian Democracy in the Age of Demosthenes*, pp.55-85

**Quiz 1 due Friday**

**NB. Monday 20 Jan.: Holiday, no class**

### Week 3: 27-31 Jan.

**Athenian democracy and modern democracies: major differences and similarities**

Required reading:

Thucydides, Book 2, chapters 34-46.

Hansen, M. H. 2005 'Direct Democracy Ancient and Modern', 45-70.

**Quiz 2 due Friday**

### Week 4: 3-7 Feb.

**Political institutions: the Assembly, the Council and the Courts.**

Required reading:

Carey, C. 2017 *The Democracy of Classical Athens*, 57-77.

Wolpert, A. and Kapparis K. 2011 *Legal Speeches from Democratic Athens*, pp.ix-xxix.

Optional reading:

Hansen, M. H. 1999 *Athenian Democracy in the Age of Demosthenes*, pp. 141-160, 246-265

**Quiz 3 due Friday**

### Week 5: 10-14 Feb

**Political institutions in the modern democracies. Rule by the people?**

Required reading:

Dahl, R. 2005 'What Political Institutions does Large-scale Democracy Require?', *Political Science Quarterly* 120, 187-197.

**Quiz 4 due Friday**

**Deadline for abstract submission: 14 Feb. 11:59PM**

### Week 6: 17-21 Feb.

**Athenian legal system in comparison with modern civil law and common law systems**

Required reading:

Demosthenes 22 *Against Androtion*

Dainow, J. (1966) 'The Civil Law and the Common Law: Some Points of Comparison'. *The American Journal of Comparative Law*, 15(3), 419-435

**Quiz 5 due Friday**

**Week 7: 24-28 Feb.**

**Political leaders, political participation, and control of political power; accountability, checks and balances then and now.**

Required reading:

Lysias 16 *For Mantitheos*

Optional reading:

Sinclair, R. K. *Democracy and Participation in Classical Athens*, pp. 34-47.

**Quiz 6 due Friday**

**Week 8: 3-7 Mar**

**Review and exam 1**

**Exam 1: 7 Mar. 2024**

**Week 9: 10-14 Mar. Politics: (not) a woman's job? Women's political rights: ancient Greek political thought and the position of women in the 21<sup>st</sup> century.**

Required reading:

Norris, P. and Inglehart, R. (2001) 'Women and Democracy: cultural obstacles to equal representation', *Journal of Democracy* 12, 126-40.

**Quiz 7 due Friday**

**Week 10: 17-21 Mar.**

**Spring Break: no classes**

**Week 11: 24-28 Mar.**

**Freedom of speech in Classical Athens (*parrhesia*) and today. The role of the Press in representative democracy.**

Required reading:

Plato, *Apology*

Herman, E. S. & Chomsky, N. 2002 *Manufacturing Consent: The Political Economy of The Mass Media*, chapter 1: pp. 1-37.

Optional reading: Khan, A., Brohman, K., & Addas, S. (2022). The anatomy of 'fake news': Studying false messages as digital objects. *Journal of Information Technology*, 37(2), 122–143.

**Paper submission due: Friday 28 Mar. 11:59PM**

**Week 12: 31 Mar.-4 Apr.**

**State record-keeping and access to information in the ancient Greek world and the era of the ‘social media politics’**

Required Reading:

Marwick, A. and Lewis, R. 2017 [Media manipulation and disinformation online](#), *Data and Society*, pp. 4-39

Optional reading:

Sickinger, 1999 ‘Literacy, Documents, and Archives in the Ancient Athenian Democracy’, *The American Archivist* 62, 229-246

**Quiz 8 due Friday**

**Week 13: 7 -11 Apr.**

**Criticisms to the Athenian democracy.**

Required Reading:

Pseudo-Xenophon, *The Constitution of the Athenians* and Cartledge 2009, pp. 140-2 (Appendix 2)

Optional Reading:

Sinclair, R. K. 1988 *Democracy and Participation in Classical Athens*, ‘The critics of the Athenian democracy’, pp. 191-218.

**Quiz 9 due Friday**

**Reflective Essay due: 11 Apr. 11:59PM**

**Week 14: 14-18 Apr.**

**Criticisms to representative democracy. Is after all the democracy a defective constitution?**

Required reading:

Brennan (2017) *Against Democracy*, pp. 182-203.

**Quiz 10 due Friday**

**Week 15: 21-23 Apr.**

**Review, Exam**

**Exam 2: 23 Apr.**

**Required Books and Readings**

*Required book chapters and articles are provided on Canvas ([if published/available as e-books](#)) and/or in the Course reserve for this course in Library West, in hard copies. **It is responsibility of the students to access the resources available in the libraries of the University of Florida, or buy their own copies of books, if they so wish.***

**NB. It is students’ responsibility to prepare the required readings in time.**

**Readings** (i.e. required articles and chapters from the following books)

- Brennan, J. 2017. *Against Democracy*, pp. 182-203.
- Brennan, J. 2021. 'Alternatives to Democracy', in *Debating Democracy: Do We Need More or Less?*, Oxford, 94-132.
- Carey, C. 2017. *The Democracy in Classical Athens*, Bloomsbury.
- Cartledge, P. 2016. *Democracy: A Life*, Oxford University Press.
- Dahl, R. 2005. 'What Political Institutions does Large-scale Democracy Require?', *Political Science Quarterly* 120, 187-197.
- Dainow, J. 1966. 'The Civil Law and the Common Law: Some Points of Comparison'. *The American Journal of Comparative Law* 15, 419-435
- Fung, A. 2021. 'Is Democracy too much trouble in a pandemic?', pp. 169-81.
- Hansen, M. H. 1999. *The Athenian Democracy in the Age of Demosthenes*, Bristol Classical Press.
- Hansen, M. H. 2009. 'Direct Democracy Ancient and Modern', in *The Ashgate Research Companion to the Politics of Democratization in Europe*, pp. 37-54.
- Herman, E. and Chomsky, N. 2002 *Manufacturing Consent: The Political Economy of the Mass Media*, Pantheon Books.
- Lijphart, A. 2001. 'Democracy in the 21st century: Can we be optimistic?' in *European Review*, 9, 169-184.
- Marwick, A. and Lewis, R. 2017. 'Media manipulation and disinformation online' in *Data and Society*.
- Mayer, T.-Wagner, M. 2020. 'The rise of populism in modern democracies', in the *Oxford Handbook of Political Representation in Liberal Democracies*, pp. 563-576
- Norris, P. and Inglehart, R. 2001. 'Women and Democracy: cultural obstacles to equal representation', *Journal of Democracy* 12, 126-40.
- Wolpert, A. and Kapparis, K. 2011. *Legal Speeches from Democratic Athens*, Hackett Publishing, pp.ix-xxix.

**Source Materials**

Important Source Materials (available online at no additional cost; all links to source materials will be available on Canvas; the same applies to PowerPoints and other course materials):

- Thucydides, *History* book 2, chapters 34-46
- Demosthenes, speech 22 (*Against Androtion*)
- Lysias, speech 16 (*On Behalf of Mantiheos*)
- Plato, *Apology*
- Pseudo-Xenophon, *The Constitution of the Athenians*

**Required Referencing Style for Writing Assignments:** students must use the APA reference and citation style in their writing assignments. It is students' responsibility to consult the suggested books on style and referencing and familiarize themselves with the required citation style for their assignments. Available here: <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

**Recommended Writing Guide and Information about Citations**

Strunk, William and White, E.B. 2014 *The Elements of Style*. 4<sup>th</sup> edition, Pearson Education Limited.

**Citation Management Guide from UF Libraries**

<https://guides.uflib.ufl.edu/citationsoftware>

**Writing Studio**

It is also highly recommended to take advantage of the rich resources offered by the **University 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 (<https://writing.ufl.edu/writing-studio/>) or in 302 Tigert Hall for one-on-one consultations and workshops.

## Grading

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Completion credit.

Grades for the Course will be calculated through evaluation of the following assignments:

1. 10 on-line quizzes = 25% (The lowest score will be dropped.)
  2. first exam = 15%
  3. second exam = 15%
  4. Attendance = 10%
  5. Paper = 25% (i.e. 10%=abstract submission; 15%=paper submission)
  6. Reflective essay = 10%
- TOTAL = 100%

## Grading Scale

I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
E	< 61.0 %	to 0.0%

More information on UF grading policy is [available here](#).

## Assignments

1. 10 online quizzes (online submission via Canvas link)
2. Exam 1 (on paper, in class)
3. Exam 2 (on paper, in class)
4. Attendance

Attendance Grading: Attendance will be taken using “Roll Call” in Canvas. Your grade is based on the number of times you attend, divided by the number of times our class meets.

Up to three unexcused absences are allowed; over three unexcused absences will incur grade deductions, as per 'Roll Call Attendance' policy. It is students' responsibility to cover the material missed because of unexcused absences. No make-up work will be offered as a result of an unexcused absence. See 'Make Up Work' and 'Accommodations'.

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/UGRD/academic-regulations/attendance-policies/>

NB. Participation in the lectures and seminars (groupwork, in-class discussions etc) is highly encouraged for the enhancement of critical skills and better understanding of the topics discussed over the semester.

5. **Paper** (online submission via Canvas link): a) abstract submission and b) paper submission

TOPIC:

Students will submit an analytical paper on 'Democracy,' based on their own original thesis in response to one of the themes below. The length is 1,900 words minimum and 2,000 words maximum, exclusive of notes. The paper must incorporate at least three course readings; no additional reading or research is required.

Suggested themes:

- What are the major challenges facing democracy today? At least three challenges must be discussed.
- How does social media affect democracy, democratic procedures, or institutions? Discuss at least three different elements.
- Freedom of speech and fake or malicious speech online. Major problems and possible solutions. At least three of them must be discussed.
- Accountability in Athenian democracy and in representative democracies: major similarities and differences.
- The Athenian courts and their role in the direct democracy.

**Citation and reference style:** APA. Students must familiarize themselves with the referencing style. Available with examples of references here: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>. Style and Mechanics are part of the assessment rubric.

**a) Abstract submission:** students are required to present a detailed abstract of 300 (min.)-350 (max.) words, strictly, offering an adequate outline of the main arguments of their paper. The abstract must include the bibliography in the appropriate format.

**Format:** Times New Roman, font size 12, line spacing: 1.5, normal margins.

**Word limit:** 300 (min)-350 (max) words *excluding* bibliography.

**Reference style:** APA. Students must familiarize themselves with the referencing style. Available with examples of references here: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

For the detailed assessment criteria for writing work, see the Writing Assessment Rubric for this course.

**NB. THIS IS NOT A DRAFT, IT IS A COMPLETE ABSTRACT OF YOUR PAPER! DO NOT SUBMIT UNFINISHED WORK (e.g. incorrect style, unfinished content, generalities/ mere notes) OR BULLET-POINT LISTS!**

**b) Submission of paper:** students are required to **submit their paper of 1,900 (min.)-2,000 (max) words. Word limit includes footnotes BUT excludes bibliography.**

The paper must show evidence that **feedback given on the abstract has been considered.** The detailed criteria for assessment of writing assignments in the course are illustrated in the Writing Assessment Rubric.

**Format:** Times New Roman, font size 12, line spacing: 1.5, normal margins.

**Citation and reference style:** APA. Students must familiarize themselves with the referencing style. Available with examples of references here: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>. Style and Mechanics are part of the assessment rubric.

6. Reflective essay: **350 (min.)-400 (max.) words** (online submission via Canvas link)

### **TOPIC**

#### **Democracy and access to alternative sources of information**

**a. Locate two articles** of this year (2025) e.g. from the New York Times, Wall Street Journal, The Economist, or other ‘reliable’ news outlets (i.e. *signed articles, including their sources and evidence for their reporting*), reporting on the **same issue** on **one** of the following topics:

- Corruption and the role of the Press
- Misinformation and fake news
- Artificial Intelligence and democracy
- Accountability of political figures

**b. Compare the two articles you have selected on the following points and discuss briefly your findings:** a) present briefly the ‘facts’, b) identify the journalist’s sources/evidence - can they be verified?, c) discuss the ‘framing’ of the facts and the viewpoint of the journalist. D) Which article of the two would you trust most and why?

c. Your work should be presented **as a short reflective essay of 350 (min)-400 (max) words**, consisting of a short introduction, main body (answering to the set questions above) and a short conclusion. *Students may not submit a ‘bullet point’ type of response/outline for this assignment. The word count excludes bibliography (i.e. the two chosen articles).*

**Format:** Times New Roman, font size 12, line spacing: 1.5, normal margins.

**Citation and reference style:** APA. Students must familiarize themselves with the referencing style. Available with examples of references here: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>. Style and Mechanics are part of the assessment rubric.

You can consult the following site for discussion of the same facts from different viewpoints in various media outlets: <https://www.allsides.com/unbiased-balanced-news> Links to an external site.



**NB Required readings are due each Wednesday; online quizzes are due on Fridays, as per schedule. It is students' responsibility to cover the reading and submit their answers to the quizzes **IN TIME**. Students must also ensure that they have reliable internet connection and appropriate hardware to access the online quizzes or use the University's facilities.**

### General Writing Assessment Rubric

**This rubric will be used for all writing assignments for this course** (exams, essay, paper). Column 'Unsatisfactory' illustrates the deficiencies and problems of a writing assignment which will lead to a failing grade 'E'. The elements in column 'Satisfactory' illustrate the various positive qualities which lead to marks A-D depending on the quality of these elements in the students' papers. **Each of the five elements of a writing assessment (i.e. content, organization etc) will be graded in the scale of 0-20 points. The total number of points (out of 100%) will equal the grade for the assignment.**

**Example:** a paper received the following number of points for each of these five elements. *Content: 17/20, organization/coherence: 20/20, argument/support: 16/20, style: 19/20, mechanics 20/20*. Therefore, the grade to this writing assignment is  $(17+20+16+19+20)= 92\%$

0-20 points	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.

### Student Learning Outcomes

Reflecting the curricular structures of **Quest 1 and these Gen Ed designations**, after taking Democracy in Theory and Action, students will be able to:

1. Identify, describe, and explain the historical processes involved in the passage of humanity into the era of social and political organization under democratic constitutions, and of the history of political thought from ancient Greece to modern times, political power and justice, socio-political inquiry, rational quest, experimentation and the study of democracy in action from a comparative viewpoint for the benefit of human communities diachronically, as well as the flourishing of human communities under democratic organization. (*Content SLOs for Gen Ed Hum, and Q1*).
  - *Objective will be accomplished by: reading theoretical scholarship on democracy (required readings of secondary literature and source materials), ancient and modern, on a weekly basis, as specified in the thematic arrangement of the course in the Syllabus; group discussions over the themes to be explored, in seminars (one seminar/week); highly participatory lectures (two each week), seeking maximum engagement between the instructor and the learner, over the learning process.*
  
2. Analyze and evaluate some important culture texts from the early Greek political theorists, historians and active politicians, as well as some comparable key-texts on modern political thought and democratic government, using established practices appropriate to the arts and humanities (*Critical Thinking*).

- *Objective will be accomplished by: Lectures on the assigned readings (modern bibliography and primary sources) and guided question and answer over the highly participatory lectures (two lectures/week).*
3. Analyze and evaluate how political thought and analysis (and critique) of democratic government initially developed in Greece and explain how their employment can be applied to significantly understand modern socio-political and economic organization and development of modern societies of the western world (*Critical Thinking*).
    - *Objective will be accomplished by: In class lectures and discussion, readings, weekly quizzes, writing assignments.*
  4. Analyze and evaluate essential questions about the progress of humanity on the basis of socio-political organization under democratic government from a comparative perspective. (*Critical Thinking*).
    - *Objective will be accomplished by: weekly lectures, weekly quizzes, written assignments.*
  5. Observe and evaluate the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs. (*Communication*).
    - *Objective will be accomplished by: in class discussions, guided visit to Harn Museum (tour and talk); personal reflection essay (experiential learning)*
  6. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (*Critical Thinking*).
    - *Objective will be accomplished by: in class participatory lectures, group discussions in seminars, Harn Museum visit (tour and talk), personal reflection essay (experiential learning)*
  7. Develop and present clear and effective responses to essential questions about the political thought in action, democracy ancient and modern, and other relevant humanities disciplines intersected during the course into the course (*Communication*).
    - *Objective will be accomplished by: in class discussions, writing assignments paper, personal reflection essay (experiential learning), and written exams.*
  8. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (*Connection*).
    - *Objective will be accomplished by: in class discussions (lectures, seminars), paper, Harn Museum visit (tour and talk), personal reflection essay (experiential learning)*

### **UF student honor code, original work, and plagiarism**

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 (<http://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 in this class.

Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately: <https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9>  
If you have any questions, please ask your instructor.

**Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.**

### **Class Attendance and Make-up 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 Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction as they perceive it in this course—**considering their attendance and participation levels and opportunities they actively took to engage in the learning process and fulfil the course requirements**—by completing course evaluations online via GatorEvals. Guidance on how to give **feedback in a professional and respectful manner is available at** <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they **receive from GatorEvals**, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

### **Important Student Wellness Resources**

*U Matter, We Care:*

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:*

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*Sexual Assault Recovery Services (SARS)*

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### **Honors Academic Resources**

Honors Program, 201 Walker Hall, 352-392-1519

Quick questions for an Honors advisor? Email [advisor@honors.ufl.edu](mailto:advisor@honors.ufl.edu)

Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/ufhonorsadvising>

### **Materials and Supplies Fees**

There are no additional fees for this course.

## Course Policies

*(It is students' responsibility to familiarize themselves with the Course and University Policies and comply with them at all times)*

1. It is responsibility of the students to consult the Canvas shell of the class ahead of each session and complete the required work, as published on Canvas.
2. Students are expected to check their email correspondence regularly to ensure that they receive critical correspondence, updates, etc communicated by the instructor.
3. If a student misses a lecture or seminar, it is the student's responsibility to find out the material taught from the Canvas shell, ask their classmates for any notes, and cover the material of the lecture/seminar missed during a given absence.
4. **Attendance is required for this course.** The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.
5. **Class demeanor:** Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.
6. There will be no make-up work except in extraordinary and documented cases. I must have written documentation within 24 hours for any medical or other emergencies which result in a missed test or late essay. **Late submission for any non-legitimate reason beyond reasons that the university recognizes as legitimate (e.g. sudden illness, family emergencies etc) will be penalized by deducting 30% of the grade of the late assignment, i.e. submission within 24 hours from the missed deadline:** e.g. if a student submits an assignment from a minute passing the deadline until 24 hours after the deadline, and their assignment was granted a 70%, their final mark after penalty is 40% (70-30%). **Submissions beyond the 24 hours will be marked with a 'zero' on the gradebook. Missed assignments for non-legitimate reasons will be also marked with a 'zero' on the gradebook.**
7. **Any disruptive behavior which affects the delivery of the lecture by the instructor or the attention or performance of students in group-work will not be tolerated, as per University rules (see the Orange Book). The students are strongly encouraged to read the Orange Book:** <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>
8. If you are experiencing difficulties which have an impact on your academic performance in the course—for example, if your performance was poor in the first exam—you must arrange for an appointment with the instructor, at your earliest convenience.