

**IDS 2935-(25114)1WD1**  
**Las Américas: Comida y conflicto**  
**(International designation)**

*M W F Period 6 (12:50-1:40)*  
*Anderson 32*



Mayan Millenary Market in Chichicastenango, Guatemala. Photo by Perry Grone on Unsplash.

INSTRUCTOR INFORMATION			
Instructor	Email	Office	Office Hours
Antonio Sajid López	antoniosajid@ufl.edu	3-A Dauer Hall	Mon: 9:00-10:30 Wed: 9:00-10:30 Or by <b>appointment</b>
Kathryn Dwyer Navajas	navajas@ufl.edu	3-D Dauer Hall	Mon: 8:20-9:20 Wed: 1:50-2:50 Fri: 11:35-12:35

**STATEMENT ON LANGUAGE USE IN THE CLASSROOM**

This course will be taught in Spanish, although some of the texts that we will study are in English. Approximately 14.59% (5,700) of UF students are Hispanic and many of them speak Spanish. Any student with a 3 or higher on AP Spanish, 4 or higher on IB Spanish, A or AS level AICE or dual enrollment credit for SPN 1120/1121 is qualified to enroll in this course.

Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication in the target language in order for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that

language educators and their students use the target language as exclusively as possible at all levels of instruction. However, this is not a Spanish course, so while all instruction and many texts will be in Spanish, you may use Spanish or English or a combination of both languages in class and in writing. The main goal is for you to fully engage the material and express yourself intellectually, including translingually, if that allows you the greatest breadth of expression.

### **COURSE GOALS AND OBJECTIVES**

This course uses literature, film, art, music, and a variety of historical texts, both written and visual, to examine conflicts regarding the use of natural resources, specifically food production, in México, Central America and the Caribbean, at two key moments: the colonial period and the twentieth century. From Columbus's initial assessment of the profitability of natural and human resources that he encountered, to contemporary negotiations of trade deals involving agricultural products, conflict and war have shaped the land, the people, and the cultures in the region. We will focus on four products with a bloody history: sugar, bananas, coffee, and corn, to understand the local struggles, foreign interventions, and their aftermaths, including waves of migration.

This course is designed to deepen your curiosity, knowledge, and commitment to cultural and linguistic competence by using well-known foods produced in Mexico, Central America and the Caribbean to explore both the beginning of those industries in the aftermath of conquest and their consolidation during the twentieth century, two periods marked by the intense conflict of cultures and economic systems that still inform international relations today. You will apply what you learn about products you consume every day to the choices you make as a consumer and resident of a country rethinking the circumstances of production and commerce.

This is a hybrid course, combining twice a week face-to-face classes with once-a-week asynchronous online work. Every encounter is focused on the written and spoken exchange of ideas. You will be engaged through class discussion with the instructors and with your classmates, as well as through feedback from the instructors on your written work. Both instructors will be present but will take turns leading each class session. They will share grading and keep office hours at different times so that you have greater access, and both are equally involved in shaping the content and direction of the course.

This course encourages student initiative and insight by providing opportunities for reflection and choice. The e-portfolio requires you to reflect on your trajectory of learning and what it means in your personal, academic, and professional lives here at UF and beyond. Experiential learning is a core element, which you will experience in class via live virtual exchange with people in the countries and industries we study and via dialogue with someone from those countries and/or in those industries here in Florida, and the process of reflection on those encounters, or through local community-based service learning. Scaffolded into the course are many stages of dialogue between you and the instructors as you consider and develop your final project.

Course SLOs	Quest SLOs			
	Content	Communi- cation	Critical Thinking	Connecti on
You will identify, describe and explain the history of conflict and food production in the Caribbean and Central America	✓			✓
You will analyze and evaluate essential questions about the human condition through reading, class discussion, reflections, and final projects		✓	✓	
You will interview community members and connect what you learn to what you have studied.		✓	✓	✓
You will make connections between current global economic practices, international relations, history, and your own role as consumers and citizens.			✓	✓
You will improve your communication skills in two languages, in dialogue with others and in writing and reading, making you a more competent global citizens.	✓	✓	✓	✓
You will learn to reach beyond easy explanations to seek more complex truths by studying the ideas that informed food production and conflict in this hemisphere.	✓	✓	✓	✓

### QUEST 1 DESCRIPTION, THEME, ESSENTIAL QUESTIONS, AND STUDENT LEARNING OUTCOMES

#### Quest 1 Courses

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition
- Present different arts and humanities disciplines' distinctive elements, along with their biases, and influences on essential questions about the human condition
- Require you to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work
- Enable you to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in your undergraduate degree programs

**Quest 1 Theme: War and peace:** What is the nature of human conflict, whether it is physical or confined to words and ideas? How do communities manage, resolve, and remember conflicts?

This theme examines political, social, or cultural conflicts at the local, subnational, or international level. Topics may include what causes conflicts, how conflicts evolve, how conflicts are represented, conceptualized and remembered; what ethical questions arise in and from conflicts; how people seek to

mitigate conflicts, resolve them and promote dialogue, and how communities cope with the aftermath of conflicts.

The conflicts that have shaped the Americas have roots in language, religion, and race, but most especially in conflicting views about the ownership and use of natural resources. While we will touch on the Quest themes of justice and power as well as nature and culture, the essential questions regarding war and peace will be our focus, since the conflicts we will study have involved words, ideas and force.

**The essential questions** explored in this course are:

- Who has a voice and who does not in deciding how natural resources are to be used? What is the process by which decisions are made about how to use natural resources? What are the criteria for deciding how to use natural resources?
- What happens when cultures are in conflict regarding the use of natural resources? How do perceptions about the other group inform efforts to mediate or resolve conflicts? How are cultural values wielded or reframed to support outcomes in which one group prevails over the other?
- How do countries cope with the aftermath of conflicts?
- What are the short and long-term impacts of dispossession and of concentrating the control of resources?

**QUEST 1 STUDENT LEARNING OUTCOMES (SLOs)** At the conclusion of the Quest 1 course, you will be able to:

- identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content)
- analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking)
- develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication)
- connect course content and experiences to your planned intellectual development at UF and beyond (Connection)

You will do critical readings of texts, make connections between them, and study the values and motives of the cultures that produced them. You will also locate yourself in relation to the conflicts: how understanding or ignorance of those conflicts affects your life and choices. By filling in some of the silences in your education to date, you will come to understand more about the conflicts that still resonate today in the United States.

#### **HUMANITIES OBJECTIVES AND SLOs DESCRIPTION**

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. You will learn to

identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

#### **Humanities SLOs:**

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

### **INTERNATIONAL DESIGNATION**

This course also fulfils the International requirement for the general education subject area by:

- Promoting the development of your global and cultural awareness through the examination of cultural, economic, geographic, historical, political, and/ or social experiences and processes that characterize the contemporary world
- Providing opportunities to reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate your own and other people's understanding of an increasingly interconnected world. You will consider possible answers to essential questions that you will face as critical, creative, and thoughtful adult navigating the complex and interconnected realities in this corner of the Americas, where conflict has shaped and continues to shape the people of Mexico, Central America and the Caribbean, regional relations, and the lived reality of those who migrate to the USA from those countries.
- Expanding your cultural and linguistic competence in Spanish, your understanding of the motives for current Spanish-speaking migration to the US, and your awareness and engagement with those communities in Florida.

### **Materials**

**Required:** Harvest of Empire: A History of Latinos in America. Juan González (Penguin Books, Revised Ed. 2011)

**All other reading selections and materials will be available on Canvas, easily found on line, or on reserve in the library.**

### **ASSESSMENT**

#### **Grade Scale and Policies**

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C(S) = 76-73

C-(U) = 72-70

D+ = 69-67

D = 66-63

D- = 62-60

E = 59-0

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

## Graded Course Components

- Quizzes: 15%
- VoiceThreads: 15%
- Interview = 20%
- E-Portfolio = 20%
- Final Project = 20%
- Preparation & participation = 10%

### Quizzes

To maximize the interactive time in class meetings, it is important to read, understand and be fully prepared to engage the ideas in the assigned readings and visual texts before coming to class. With that in mind, before each class meeting there will be a quiz that allows you to demonstrate your understanding of the material we will engage in class.

### VoiceThreads

Voice Thread activities allow you to consider, discuss and build on ideas we touch on in class. Each VoiceThread will include material to study and opportunities to express your thoughts and engage the thoughts of your classmates. There will be an initial deadline for offering your thoughts, and then a later deadline for responding to the ideas of others.

### Interview (Experiential Learning Component)

You will do a 20-30-minute interview with someone involved in food production, preparation, trade, or commerce of products from the Caribbean, Central America or Mexico (farmworker, farm owner, intermediary, supermarket worker or manager, restaurant owner or worker, cook, caterer, etc.) Ideally this person would be from one of the countries we study or involved in the foods we study. The interviewee can be someone local in Gainesville or from the students' hometown. We can suggest possible resources in Gainesville. You will provide a selfie with the interviewee in the context of the interview to establish authenticity. The student will be graded on:

1. The process work:
  - Prepared interview questions informed by the essential questions regarding conflict, the material we have studied, and the interviewee's work
  - extensive notes taken during or after the interview, which can be recorded for audio but not video
  - comments on other students' work on a discussion board in Canvas
2. The recorded analysis of the interview:
  - in a 3-4 minute video in Canvas the student analyzes and contextualizes something s/he learned in the interview, connects that to the essential questions and to the key elements, biases or influences that shape contemporary thinking with regards to food and conflict. This is not a video of the interview but rather a video of the student analyzing the ideas and issues that came up in the interview. See rubric for more details.

## E-Portfolio

The e-portfolio will include an “about me” page, three reflections, the 5-minute video described above, and a page about the final project, including images if applicable.

## Final Project

Early in the semester each student will choose one of the options below and on the dates indicated in the calendar submit a proposal and a progress report before submitting the final project. Students will indicate which final project they will do and why, what resources they have and what more they might need, and it will include a timeline for completing their project. They will then get feedback and guidance from the instructors. Students are strongly encouraged to use Spanish in their project in order to broaden their linguistic competence but will not be penalized for choosing English or a combination of Spanish and English.

### 1. Creative writing

- a. Illustrated Poetry Book. An illustrated collection of at least twelve poems. The collection should have an academic introduction. The book will be presented the last week of classes.
- b. Theater Play (script and presentation). A short play (20 minutes) that explores one of the topics studied in class. The play must have at least two characters. The written work must be accompanied by an academic introduction. The play will be presented in front of the class during the last week of the semester.
- c. Illustrated Storybook for Children. A storybook that addresses one of the conflicts studied in class. All sections of the book should be illustrated. The project will be presented the last week of classes.

### 2. Visual arts

- a. Small collection of paintings or drawings (minimum of six) in any medium. The collection must explore some of the topics of the course. Each unit must be accompanied by a story or written explanation. The project will be presented the last week of classes.
- b. Collection of conceptual photography- Conceptual photography is the art of producing diverse meanings based on the contraposition of objects and subjects in a specific space. The collection, of at least twelve conceptual photographs, must explore some of the topics of the course. Each photograph must be accompanied by a story or explanation. The project will be presented the last week of classes.

### 3. Academic Essay & Poster

An academic research paper on a topic related to the class, a minimum of 6 pages (8 max.), in Times New Roman 12, double spaced. It will be presented during the last week of the semester by means of an academic poster.

### 4. Service & Advocacy

If you are already doing active weekly service work in the immigrant or farmworker community or advocacy work on social justice issues that impact farmworkers, you can do bi-weekly reflections on the issues involved, their connection to what we are studying, and to your own evolution in thinking.

\*Rubrics will be available in Canvas.

### **Attendance, Preparation for the Class, Active Participation and Make-ups**

You are expected to come to class prepared to actively engage the ideas in the assigned materials, having already completed the corresponding homework assignments. The participation grade depends on several factors, including participation in class discussions and activities in small groups, preparation of homework assignments, and collegiality toward classmates and instructors.

Your preparation and participation will be evaluated during the 3<sup>rd</sup> week of the semester in order to understand what our expectations are, but we will not count that grade. You will subsequently be evaluated three times using the same rubric, and those grades will count. All grades will be recorded in Canvas and you will receive feedback using a Canvas version of the rubric found at the end of this document.

Attendance is required and will be recorded daily. Absences are excused based on university policy. You will be allowed three unexcused absences for which no documentation or excuse is required. Three late arrivals and or early departures will count as one unexcused absence. After the third unexcused absence, one percentage point per absence will be deducted from your final grade.

In the case of university-approved absences, you must provide official documentation to your instructor WITHIN ONE CALENDAR WEEK of the absence in order to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused. Any work missed due to excused absences will be handled on a case-by case basis. Assignments may not be made up due to unexcused absences. Late work is not accepted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.



## Calendar

*\*This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.*



Photo by Nathan Dumlao on Unsplash

Día		Temas	Lecturas	Hacer antes de clase
enero				
M	5	Introducción al curso	Introduction to the course	
V	7	Módulo 1: The New World: Comercio y crítica	Carabelas (Arjona)	Subir a Canvas un video de 1 minuto: Yo me presento
L	10	Módulo 1: The New World: Comercio y crítica	Colón Montesinos Las Casas	Leer 1. Colón 2. Montesinos 3. Las Casas <b>Prueba 1</b>
M	12	La Resistencia: Anacaona, Hatuey, Enriquillo, etc.	<i>Biografía de un Cimarrón</i>	Leer <i>Biografía de un cimarrón</i> <b>Prueba 2</b>
V	14	<b>VoiceThread: Uparela, Fernanda Bretones Lane</b>		
L	17	Feriado: Dr. Martin Luther King, Jr.		
M	19	Módulo 2: Azúcar	Conquista y capitalismo	Leer 1. Harvest of Empire: Cap 1 2. Sugar: A Global History <b>Prueba 3</b>  <a href="#">ePortfolio: Site and Home Page</a>
V	21	<b>VoiceThread: Harvest of Empire Siglo XIX</b>		Leer Harvest of Empire: Cap 2
L	24	Módulo 3: Poder y patriarcado		Leer 1. Harvest of Empire: Cap 3 <b>Prueba 4</b>
M	26	Módulo 4: Azúcar: El siglo XX	<i>Tiempo muerto</i>	Leer <i>Tiempo Muerto</i> <b>Prueba 5</b>
V	28	<b>VoiceThread: Las fotos de Jack Delano</b>		
L	31		<i>Tiempo Muerto</i>	<b>Enviar propuesta para el proyecto final</b>
febrero				
M	2	Módulo 5: Azúcar y raza	<i>Luis Pie</i>	Leer <i>Luis Pie</i> <b>Prueba 6</b>
V	4	<b>Reflexión 1: Una industria ética?</b>		
L	7	Módulo 6: Azúcar y lucha	The Price of Sugar	Ver el documental: The Price of Sugar <b>Prueba 7</b>
M	9	Módulo 7: Banano: La industria bananera	Neruda <i>La United Fruit Co.</i>	
V	11	<b>VoiceThread: Banana Rules</b>		
L	14		<i>Tiempo recio</i>	Leer <i>Tiempos recios</i> <b>Prueba 8</b>
M	16	Módulo 8: Banano: Complot y resistencia	<i>Tiempo recio</i>	
V	18	<b>VoiceThread: Análisis de propaganda</b>		
L	21	Módulo 9: Banano: Silencio y realidad	García Márquez: <i>Cien años de soledad</i>	Leer el capítulo de <i>Cien años de soledad</i> <b>Prueba 9</b>
M	23	<b>Cómo hacer la entrevista y el comentario</b>		

V	25	<b>Reflexión 2: ¿Qué he aprendido?</b>		
L	28	Coalition of Immokalee Workers: un encuentro		Ver los videos sobre la CIW <b>Prueba 10</b>
<b>marzo</b>				
M	2	Reflexión grupal en clase		
V	4	<b>VoiceThread: El fragmento del documental 500 años</b>		<b>Enviar borrador del proyecto final</b>
<b>5-13 Spring Break</b>				
L	14	Módulo 10: Café: La Apropiación de tierras	Producción cafetalera y poder político en Centroamérica	<b>Enviar la entrevista y el comentario</b> Leer Producción cafetalera y poder político en Centroamérica <b>Prueba 11</b>
M	16	Módulo 11: El hambre como estrategia coactiva	Coffeeland: One Man's Dark Empire and the Making of Our Favorite Drink	Leer Coffeeland: pp. 140-147 y 158-170 <b>Prueba 12</b>
V	18	<b>VoiceThread: El café de comercio justo</b>		
L	21	Módulo 12: Café: El comercio justo	Coffee and Community	Leer Coffee and Community (pp. 55-79) <b>Prueba 13</b>
M	23	Módulo 13: Gente de maíz	Corazones de Maíz: La milpa náhuat y el totonakú	Ver <i>Corazones de Maíz: La milpa náhuat y el totonakú</i> <b>Prueba 14</b>
V	25	<b>VoiceThread: Catherine Tucker: El comercio justo (con la lectura)</b>		
L	28	Módulo 14: NAFTA	Gálvez: Eating NAFTA	Leer Eating NAFTA <b>Prueba 15</b>
M	30			<b>Enviar el Proyecto final</b>
<b>abril</b>				
V	1	<b>VoiceThread El video sobre NAFTA/ Daniela Núñez de Alvarez Stransky</b>		
L	4	Visita de Daniela De Fex Wolf: La soberanía alimentaria		
M	6	Módulo 15: Recapitulación	Who Gets to Eat?	Leer Who Gets to Eat? <b>Prueba 16</b>
V	8	<b>VoiceThread: Enrique Cervantes y El Bonito Tianguis</b>		
L	11	Comida, conflicto y un mundo mejor: una reflexión grupal		
M	13	Presentación del proyecto final		
V	15	<b>Reflexión 3: El conocimiento y el protagonismo</b>		
L	18	Presentación del proyecto final		
M	20	Presentación del proyecto final		<b>Enviar el ePortfolio</b>

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## Textbook

González, Juan. **Harvest of Empire: A History of Latinos in America.** (NY: Penguin Group, 2011)

\*Other readings and videos may be assigned on Canvas at the teachers' discretion.

## UNIVERSITY POLICIES

### Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### Accommodations

Students 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.

### Course Evaluations

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/>.

### Academic Integrity

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://sccr.dso.ufl.edu/process/student-conduct-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.

### In-Class Recording

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.

## UNIVERSITY RESOURCES

### **Health and Wellness**

- *U Matter, We Care*: [umatter@ufl.edu](mailto:umatter@ufl.edu); <https://umatter.ufl.edu>; 392-1575
- *Counseling and Wellness Center*: <https://counseling.ufl.edu/>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <https://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

### **Academic Resources**

- *E-learning technical support*: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu); <http://helpdesk.ufl.edu/>; 352-392-4357
- *Career Connections Center*: Reitz Union Suite 1300; <https://career.ufl.edu/>; 392-1601
- *Library Support*: <https://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 2215 Turlington Hall; <https://writing.ufl.edu/writing-studio/>; 846-1138

## PROCEDURE FOR CONFLICT RESOLUTION

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the (Under)Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<https://ombuds.ufl.edu/>; 392-1308) or the Dean of Students Office (<https://dso.ufl.edu/>; 392-1261). For further information refer to the Student Honor Code and Student Conduct Code webpage (for residential classes) or <https://distance.ufl.edu/getting-help/student-complaint-process/> (for online classes).