

IDS2935: The Promised Land: Immigrants and Refugees

Quest 1: Identities

I. General Information

Class Meetings

Fall 2023

35 students, 0 GTAs, no break-out sections

Mon. Tue. Thu (Periods TBA)

Instructor

Roy Holler – royholler@ufl.edu

Office location: 1120 Turlington Hall

Office hours: TBA (and by appointment)

Phone: (352) 273-3765

Course Description

According to the International Rescue Committee, there are 120 million displaced people in the world. Each of them has a name, a family, a story, a life to live. This course aims to delve into the questions and realities of these transnational movements and identities from the specific viewpoint of Israel, which itself was founded as a refugee state. Our discussions will foster a broad understanding of displacement and resettlement by focusing on the migration shifts to and from Israel, exploring the fundamental human needs for belonging, grounding, and stability, and how these interact with current global movements of people and identities.

Through analyzing works of literature, film, fine arts, and theater, we will explore the concepts of home and homeland, displaced bodies and forced removal, and the dynamics of exile and return. As we chart the history of the region and delve into the complex relationships between Jews and Arabs, we will pose critical questions: How do individuals and communities navigate large waves of immigration? How do factors like race, class, ethnicity, and religion influence global migration and displacement? How do immigrants preserve their identities when

pressured to assimilate into mainstream culture? What demographic changes and conflicts emerge with mass immigration?

Concluding the semester, we will turn our attention back to the United States to reflect on local migration issues affecting Florida. The course will end with a final creative project: a "news hour" that includes audio/visual recorded documents, reports, and interviews about the state of refugees on campus and in the neighboring communities.

Quest and General Education Credit

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

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

All readings, works and required viewing will be available in Canvas.

Recommended: *The Little Seagull Handbook*, ISBN-13: 978-0393911510

Recommended website for writing support: OWL // Purdue Writing Lab @ eww.owl.purdue.edu

II. Graded Work

Description of Graded Work

1. List of Graded Work

Assignment	Description	Requirements	Points
Reading Journal	Through course website. Self-reflection/free-write responses to the assigned weekly readings.	200 words weekly (10-15 min to complete each week)	200 – 20%
Short response paper	2-page paper to show understanding and basic implementation of exile and homelands in a critical framework. (This assignment will count towards the Writing Requirement.)	500 Words (1-2 hours to complete)	100 – 10%

Analytical Essay	Comparative, 6-page paper analyzing course themes through literary analysis of two works from the syllabus. Students will use a given question bank or a topic of their choice. (This assignment will count towards the Writing Requirement.)	1500 Words (3-5 hours to complete)	200 – 20%
Recorded Final Project	A segment in the class project – a videotaped interview.	Audio Visual interview/narrative (5 min in total length. 1 hour to interview, 2 hours to write script, 2 hours to edit)	30%
Oral + written Presentation of Final Project	Introduction to individual projects, discussing directions, research methods, production, and outcome of final project.	Short presentation and written overview (2 min presentation. 1 hour to prepare)	100 – 10%
Participation	Class discussion and group work.	Active participation	100 – 10%

Written work submitted in this course will be thoroughly evaluated, and students will receive their papers with extensive feedback in respect, but not limited to: grammar, punctuation, clarity, coherence, and organization. Feel free to contact me, or the UF’s Writing Studio (www.writing.ufl.edu) for further instruction and consultation in regards to effective writing.

Grading Scale

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

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

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

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Student shows convincing range and quality of knowledge, having thoroughly read the assigned material in preparation for class discussion. (9-10 pts.)	Student seems informed on the subject, having done minimal preparation for class discussion. (6-8 pts.)	Student is almost never prepared for class, exhibits very little or no knowledge of the assigned material/topics covered. (1-5 pts.)
Thoughtful: Shows evidence of having understood and considered issues raised.	Student proactively contributes to class by offering relevant ideas and asking leading questions more than once per class. (9-10 pts.)	Student contributes to class by offering somewhat relevant ideas and asking content questions once per class. (6-8 pts.)	Student rarely or never contributes to class discussion or group projects. (1-5 pts)
Considerate: Takes the perspective others into account.	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others. (9 – 10 pts.)	Student listens when others talk, both in groups and in class. (6 – 8 pts.)	Student does not listen when others talk, both in groups and in class. Student is distracted or interrupts when student speak. (1 – 5 pts.)

III. Annotated Weekly Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
<p>On average, students should expect to dedicate ~90 minutes in preparation for each class. This includes reading the assigned material (5 - 20 pages, 45-60 min) and writing a journal entry (30 min). Some at home film viewings might take longer time than usual (50 – 90 min), however, when films are assigned, no other readings will be required for that day.</p>			
Week 1	Topic	Return to a Native Land	
	Summary	<p>We start the course thinking about global immigration. Through a range of readings and short films (about global immigration, Afro-Caribbeans, Ugandans, Mexicans, Philipinos and Jews), students will be introduced to the historical, social, and political factors that shape the immigrant experience, including the emotional and spiritual dimensions of displacement, the complexities of identity formation in a multicultural world, and the social and political implications of migration and diaspora.</p>	
	Readings/Works	<ul style="list-style-type: none"> - Short Films (6 to 10 min each): We are the Immigrants (2017), Through the Wall (2016), George and Grace’s Story (2017), and Right to Care (2017). - Seyla Benhabib “Strange Multiplicities: The Politics of Identity and Difference in a Global Context” (1997, 20 pages) - Aimé Césaire, <i>Notebook of a Return to a Native Land</i> (1939) (Poem, 5 pages) 	
	Assignment	Reading Journal	1/10
Week 2	Topic	The Jewish Diaspora - Who is a Jew?	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	We will establish an understanding of Jewishness, Jewish lives, and Jewish life in the diaspora. We will think about Jewish identities, their relationship with the host communities of Europe, America, and North Africa, and explore the reasoning behind gender switching in conservative religious societies.	
	Readings/Works	<ul style="list-style-type: none"> - A. B. Yehoshua "Who is a Jew?" (2011) (Op-Ed, 5 pages) - <i>Fiddler on the Roof</i>. 1971. Selections. (In class screening) - Judah Halevi, "My Heart in the East," "Zion, Do You Wonder?" (12th Century), (1 page) - Jean Paul Sartre, "Anti-Semite and the Jew" (1946) (Selections, 15 pages) 	
	Assignment	Reading Journal	2/10
Week 3	Topic	"My heart is in the East, and I am at the edge of the West"	
	Summary	The state of Jews in exile worsens. Adolf Hitler and the Nazis are set to destroy all Jewish population, among other minorities and refugees. This week we will review the grave dangers of displacement and see how the age-old longing of the Jewish people for Zion inspired other displaced communities in Europe and the Americas.	
	Readings/Works	<ul style="list-style-type: none"> - Itzhak Katzenelson, "The Song of the Murdered Jewish People." (1945), (Poem, 7 pages) - Uri Zvi Greenberg. <i>Streets of River</i>. Selections (Poetry, 5 pages) 	
	Assignment	Reading Journal	3/10
Week 4	Topic	Return to a Native Land	
	Summary	As Jews begin mass migrating to Israel, they face various new challenges. Zionism did not just move Jewish people to Israel, but also wished to recreate the Jewish body as strong and resilient. How was the move to Palestine framed to generate interest from Jewish communities in the United States? How do Jewish immigrants react to demands of assimilation? We will try to answer these questions by comparing immigration narratives in the old world (Hazaz) and the new world (<i>Hester Street</i>).	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	Early Zionist Films (pre-State). Screening in class. Haim Hazaz, "The Sermon" (1944) (20 pages). <i>Hester Street</i> (1975)	
	Assignment	Short Response Paper Due	1/1
Week 5 Sep. 20	Topic	On Forced Removal	
	Summary	In the following weeks we will look at the removal of people from their homes against their will, either by force, coercion, or other tactics against which the evictees are not in a position to challenge to evictor.	
	Readings/Works	Lea Goldberg, <i>Lady of the Castle</i> (1947) (Play in three acts, pg. 247-314) Hannah Arendt. "We the Refugees" (1943) (10 pages)	
	Assignment	Reading Journal	4/10
Week 6 Sep. 27	Topic	Independence and Exile	
	Summary	For the Jews, the 1948 War is often referred to as the "War of Independence," a rightful fight to preserve the newly founded Jewish state. For the Arabs residing in Palestine, the aftermath of that war is called the Nakbah (catastrophe), symbolizing the day when many lost their homes and became refugees.	
	Readings/Works	<i>Hill 24 Doesn't Answer</i> . Selections. Screening in class. <i>Khirbat Khizeh</i> (1978) (50 min). Dahn Ben-Amotz, <i>The Refugees</i> . (Feuilleton, with commentary. 2 Pages).	
	Assignment	Reading Journal	5/10

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 7 Oct. 4	Topic	Immigrants vs. Natives	
	Summary	In this section we will review the many facets of the immigrant's traumatic post-war experiences. Jewish refugees had to find their way to their countries of origin, or to start over in foreign lands. What happens when the traumatic past is too strong to overcome, and the local make rehabilitation of the refugee impossible? How are contemporary refugees are accepted by the United States, our Nation of Immigrants?	
	Readings/Works	Dahn Ben-Amotz, <i>To Remember, To Forget</i> . (1968), (Novel, pages 3 – 45). <i>Aviya's Summer</i> (1988, 95 Min)	
	Assignment	Reading Journal	6/10
Week 8	Topic	Maabarot, Refugee Camps and Development Towns	
	Summary	Fleeing persecution and prejudice, Jews from Arab and Muslim countries migrated to Israel in masses, only to face more hardships and discrimination. The young nation was incapable to absorb the hundreds of thousands of immigrants and housed them in refugee camps at the heart of the barren Negev desert. How do such beginnings effect the acclimation and assimilation of the immigrant?	
	Readings/Works	Ella Shohat, " <i>Sephardim in Israel: Zionism from the Standpoint of Its Jewish Victims.</i> " (1988) (pg. 5-30). <i>Sallah Shabbati</i> . (1965) Selections. Screening in class. Tikva Levi, "By the Rivers of Babylon" (poem, 1 page) <i>Bread</i> (1986, 84 minutes)	
	Assignment	Reading Journal	1/1

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 9	Topic	“What is a Homeland? It is where nothing like this happens”	
	Summary	Palestinian refugees are defined as “persons whose normal place of residence was Palestine during the period 1 June 1946 to 15 May 1948, and who lost both home and means of livelihood as a result of the 1948 conflict.” Over 5.5 million Palestinian refugees are registered with UNRWA. We will ask why do refugees flee their homelands and how are native lands perceived in the memories of exiled indigenous people.	
	Readings/Works	Ghassān Kanafānī, <i>Returning to Haifa</i> (Novella, pg. 150-196). (Selections from film adaptation will be screened in class). Shira Stav. “Nakba and Holocaust: Mechanisms of Comparison and Denial in the Israeli Literary Imagination” (2012, 85-98)	
	Assignment	Midterm Paper	7/10
Week 10	Topic	The Melting Pot: Politics of Space	
	Summary	This week we will explore the politics of belongingness and homelands, through physical of bodies in space, and we will do it quite literally – through watching a modern dance piece. What happens when two opposing identities claim an ownership on the same location? When different religions, cultures, powers, share a single motherland? Is coexistence attainable, or is it only a myth?	
	Readings/Works	A.B. Yehoshua, “Defining who is an Israeli” (2011), (Op-ed, 4 pages) Mahmoud Darwish, “I Come From There,” “Passport” (poetry, 3 pages) Hillel Kogan, <i>We Love Arabs</i> (2021), (Modern dance, 55 min).	
	Assignment	Reading Journal	8/10
Week 11	Topic	Nomads: A Constant Migration	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	The Bedouin are a nomadic Arab tribe who have been roaming the desert regions of the Levant for centuries, migrating seasonally to sustain their herds. What are the challenges of constant migration in a bordered world? How do nomadic communities are seen in the eyes of nation state? What is the relationship between a nomadic tribe and the neighboring communities?	
	Readings/Works	<i>Sand Storm</i> (2016, 87 min) "Contestant No. 2," <i>Wide Angle</i> (2009, 55 min)	
	Assignment	Reading Journal	9/10
Week 12	Topic	The African Exodus	
	Summary	The Ethiopian immigration to Israel brought challenges and questions about the plausibility of assimilation in the Jewish state that are extremely unique. On a local scale, the Jews of Ethiopia encountered many hardships, racism, and questioning of their Jewish identity. Working through theories of African American double consciousness, we will discuss what it means to be the only group of Africans who migrated to a mostly homogenic, white country, due to religious affiliation.	
	Readings/Works	Amnon Mantver, "It Takes a Generation—Absorption from the Israeli Perspective Arnon Mantver" (2010), (97-103) Dalia Betolin-Sherman, "Circle of Friends" (2013) (short story, 5 pages) Bazi Gete, <i>Red Leaves</i> (2014), (film, 88 min)	
	Assignment	Reading Journal	10/10
Week 13	Topic	The Florida Connection	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	In 2022, Florida lawmakers voted for a bill aimed at keeping undocumented immigrants out of the state, expending a 2019 that banned “sanctuary cities.” How do such legislative action effect the 770,000 undocumented and unauthorized people living in the state? What is the impact of immigration on the state of Florida? What are the immigrants’ ties to the state? What is public opinion on local immigration legislation and initiatives? We will discuss the above questions and learn about Florida’s Boward Transitional Center and the state’s immigration history.	
	Readings/Works	<i>Infiltrators</i> (2019, 1h 35min)	
	Assignment	Reading Journal	11/10
Week 14	Topic	Legal and Illegal: Global migration, Asylum Seekers, and Non-Jewish Refugees	
	Summary	As we wrap up the semester, we will look at global migration dynamics. We continue focusing on Africa, a continent on the move, but this time we will learn about non-Jewish migrants and asylum seekers. Will those who crossed the Sinai desert, fleeing war, abuse and torture, find safe haven in a country which originated as a refugee state? How do restrictive migration and refugee policies, racism, gender roles, economic hardships, and legal marginalization affect the tens of thousands of East African migrants living in Israel?	
	Readings/Works	<i>Manpower</i> (2014, 88 min) Gilad Ben-Nun, “The Israeli Judiciary and the African Migration Challenge.” <i>White Eye</i> , (2020, 10 min)	
	Assignment		12/10 (makeup)

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 15/16	Topic	Final Project Showcase	Recorded project + Presentat ion
	Summary	Students will share and present their final projects, recorded projects (interviews, stories, personal narratives) which will be edited into a class newshour.	
	Readings/Works	n/a	
	Assignment	Recorded interview/narrative accompanied with a 200 word overview	
		Reading Journal	

V. Student Learning Outcomes (SLOs)

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- **Identify, describe, and explain** the concept of global immigration, diasporas, exile, displacement, and the meaning of homelands or motherlands, as presented in art, film, and literature, broadly, and more specifically, as illustrated in the Jewish historical and cultural production. **(Quest 1, H, N). Assessments:** Class participation, journal entries, comparative papers and final project.
- **Identify and critique** how migration and displacement influence global systems, through the preceptive of the Israeli state, and how immigration impacts local politics and populations. **(Quest 1, H). Assessments:** Class participation, journal entries, comparative papers and final project.
- **Explore and apply** how mass waves of immigration create and reshape human systems in the Middle East, from an Israeli and Palestinian perspective, to better understand the intersection of transnational movement of bodies and how this shapes people's lives around the globe. **(Quest 1, H, N). Assessments:** Class participation, journal entries, comparative papers and final project.

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

- **Analyze and Evaluate** literary, historical and visual narratives by and about exiles, immigrants, refugees and displaced individuals, that depict the experience and help us construct a critical approach to our own feeling of belongingness and experiences of privilege and prejudice. **(Quest 1, H, N)** Class participation, journal entries, short and comparative papers and Final Project.
- **Connect** the complex relationships between how unique models of international migratory systems are influenced and altered by variants like religion/culture/ethnicity/race/class and gender. **(Quest 1, H, N)** Class participation, journal entries, short and comparative papers and Final Project.

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

- **Develop and present** their own findings in writing and through experiential projects that apply the experience of local migrant communities or individuals, to better express their own backgrounds and realities, engaging with other lived experiences. **(Quest 1, H)** Class participation, journal entries, short and comparative papers and Final Project.

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

- **Explore** one's own connection and identification with the refugee experience, and (re)assess the intellectual and cultural framework that constructs our personal and political views. **(Quest 1, H)** Class participation, journal entries, short and comparative papers and Final Project.
- **Review** how narratives of immigration and exile can help students create approaches and strategies promoting justice and equality to local and global minorities and migrant sub-groups

(Quest 1, H, N). Assessments: Class participation, journal entries, comparative papers and final project.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Instead of writing a final paper, students in the course will produce a recorded “news hour,” surrounding our course theme. I have a professional background in journalism – I was a culture reporter in the Israeli Army Radio, and media reporter for “Yedioth Ahronot,” the largest circulating newspaper in Israel. I also wrote a weekly op-ed column in the paper, and these are experiences that I bring with me to the classroom. Each student will investigate a topic of their interest and produce a recorded (audio/visual) report/interview/personal narrative, or any related stories they find on campus or in their surrounding communities. This project will help students utilize the foundation they received in the literature and histories of migration, thinking about and dealing with their contemporary realities of immigrants and refugees.

2. Details of Self-Reflection Component

Through the duration of semester, students will work on a self-reflective journal in which they will respond to the assigned readings through their own personal perspective. The journal is designed to promote students’ understanding of global migration and Jewish migration, and topics which relate to the politics of Israel and the region. Many students are immigrants, international students, or are first generation to immigrant parents, and self-reflection helps them students tap into their lives and their privileges/prejudices. Through reading and writing about narratives of migration, students (re)assess the intellectual, socio-political and cultural framework that construct their own lives, realities and backgrounds. Successful completion of a journal entry will require students to critique contemporary realities and events. Other prompts will encourage students to make excursions on their own, writing reports about what they learned, their overall experience, drawing parallels with the material we study in class.

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.