

# IDS 2935: Human Rights in Latin America

## Quest 1: Justice and Power

### I. General Information

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#### **Class Meetings**

- Semester and year: Fall 2024
- T periods 7-8 (1:55-3:50) and R period 8 (3:00-3:50)
- Location T MAT 006, R AND 0021

#### **Instructor**

- Dr. Carmen Martínez Novo
- 382 Grinter Hall
- T 4-5 pm, R 2-3 pm or by appointment
- m.martineznovo@ufl.edu

#### **Course Description**

Catalog description:

Explores the historical development of the idea of human rights with a focus on Latin America using an interdisciplinary approach grounded in the humanities and social sciences. Students develop their own ethnographic research using qualitative and interpretive methods to gather evidence and reach reasoned conclusions.

Detailed Quest course description:

What are the rights that all humans are expected to share? When, where and how did the idea of human rights start and how did it evolve? How is the concept of human rights applied or neglected in Latin America? What challenges have Latin Americans faced in claiming and implementing human rights?

This class explores theoretical and empirical debates on human rights in Europe and the Americas with a particular focus on Latin America from the perspectives of history, anthropology, literary theory, and political science. Once students acquire a solid foundation on the topic, they apply what they have learned to a team based mini ethnography on a human rights problem of their choice affecting Latin America or the Latino community. Students identify a

researchable question that pertains to human rights in these communities and use qualitative and interpretive methods to gather evidence and reach reasoned conclusions. Students learn through first-hand experience the ethical dimensions of doing research and how research can have an impact on society. Finally, they compare Latin American and Latino understandings of human rights to the perspectives found in the Global North.

## Quest and General Education Credit

- Quest 1
- Humanities
- International (N)
- Writing Requirement (WR) 4000 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

Lynn Hunt. 2007. *Inventing Human Rights: A History*. New York: Norton. (required).

All other readings will be available in Canvas

Materials and Supplies Fees: n/a

## Recommended Writing Guide and Information on Citations:

Strunk, William, and Elwyn B. White. 2014. *The Elements of Style*. Pearson, Boston.

Citation Management Guide from UF Libraries:  
<http://guides.uflib.ufl.edu/citationsoftware>.

## II. Graded Work

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### Description of Graded Work

**-Class attendance:** Attendance to the class is expected. The instructor will take attendance every day via a signature page. Student absences will be recorded. Students may miss up to two classes without a penalty. Two percentage points will be subtracted per additional class missed without reasonable justification. If the student misses more than 5 classes without justified caused the student will be asked to withdraw from the class or will fail the class is withdrawal is no longer possible.

### 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>

**-Class participation:** 5 %. Every Thursday the Professor will take note of the students who have participated in class that week. Participation must be informed by the required readings. The professor will encourage those who have remained quiet to participate the following week.

-A student with regular and high-quality class participation will get 5 points for participation. High quality is understood as participation that is always informed by the assigned readings, that gets the main point of the readings and is able to make connections and that considers alternative points of view. A student with scattered and medium quality participation will get 2.5 points. Medium quality is understood as participation that is only part of the time informed by the class readings or informed only by part of the assigned readings, that is not able to identify well the main points, that only partially makes connections between readings or that only partially considers other points of view. A student with less participation or participation that is most of the time not informed by the materials, who is not able to identify the main ideas or make connections between readings or that is disrespectful of the perspectives of others will get 1 or less points (see also rubric for schematic information regarding quality in participation). The instructor will accommodate students who find it difficult to speak in public. Opportunities will be provided for those students to practice in smaller groups or to produce alternative assignments.

**-In-Class discussion** of the readings for one day: 10% (due on a day of choice throughout the Fall 2024 Semester).

**-In-Class group presentation of research on human rights:** 15%, due one day between weeks 15-16.

**-Mid-term essay** (1000 words, an analysis of the theory and history of human rights): 15 % (counts towards WR), due on week 5, session 10.

**-Second essay** (1000 words, an essay discussing and connecting the readings of weeks 10-14): 15 % (counts towards WR), due on week 15, session 29.

**-Final essay** (2000 words, an analysis of a human rights problem of choice that includes, statement of theme, bibliography, qualitative research, discussion and conclusion): 30 % (counts towards WR), This assignment is staggered throughout the course. The statement and justification of the theme is due on week 6, session 12. The bibliography summary and analysis is due on week 11, session 22, the summary and analysis of interviews or other qualitative research is due on week 13, session 26. The final document that puts together the different sections and reviews them for coherence and effective writing is due on week 16 (finals week). Students will receive feedback on their writing in each of the sections and on the final complete paper through the canvas speed grader comments function.

-The final essay will consider peer and instructor feedback collected at the group presentation. The professor will return additional feedback to students via canvas speed grader.

**-Class assignments:** 10 % (due throughout the Fall 2024 semester as listed in the schedule).

-Discussion of readings: students will be graded based on the following elements: knowledge and analysis of the reading, effectiveness of the oral presentation.

-For group project (presentation of group research) the group should make clear the contribution of each individual student to the overall project. Students will not be penalized for other students who are less active. Less engaged students will receive a lower or failing grade in the group project depending on their performance. The professor will take notes and grade each student individually after the group presentation based on the following criteria: 1. The quantity and quality of the bibliography consulted, 2. The quality and coherence of the research methods, 3. The depth of analysis, relevance of the findings, quality of reasoned conclusions, 4. The self-reflection component focusing on how doing this research relates to the student’s previous life-experiences and how the research has changed or not their thinking.

## 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	UNSATISFACTORY
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. (student gets 2-3 percentual points in mid-term and second essay and 4- 6 percentual points in final essay)	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. (student gets less than 2 percentual points in mid-term and second essay and less than 4 percentual points in final essay)

<p><b>ORGANIZATION AND COHERENCE</b></p>	<p>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. (student gets 2-3 percentual points in mid-term and second essay and 4- 6 percentual points in final essay)</p>	<p>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. (student gets less than 2 percentual points in mid-term and second essay and less than 4 percentual points in final essay)</p>
<p><b>ARGUMENT AND SUPPORT</b></p>	<p>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. (student gets 2-3 percentual points in mid-term and second essay and 4- 6 percentual points in final essay)</p>	<p>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. (student gets less than 2 percentual points in mid-term and second essay and less than 4 percentual points in final essay)</p>
<p><b>STYLE</b></p>	<p>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. (student gets 2-3 percentual points in mid-term and second essay and 4- 6 percentual points in final essay)</p>	<p>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. (student gets less than 2 percentual points in mid-term and second essay and less than 4 percentual points in final essay)</p>
<p><b>MECHANICS</b></p>	<p>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. (student gets 2-3 percentual points in mid-term and second essay and 4- 6 percentual points in final essay)</p>	<p>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. (student gets less than 2 percentual points in mid-term and second essay and less than 4 percentual points in final essay)</p>

- 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 Rubric\*

	<p><b>High Quality</b></p>	<p><b>Average</b></p>	<p><b>Needs Improvement</b></p>
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<b>Amount of participation</b>	<b>Participates at least once a week</b>	<b>Participates every other week</b>	<b>Does not participate or participates on rare occasions</b>
Informed: Shows evidence of having read the assigned materials before class.	Shows evidence of having read all the assigned readings.	Shows evidence of having read only part of the materials.	Does not participate or participates but comments are off the point due to lack of reading.
Thoughtful: Shows evidence of having understood and considered the issues raised.	Demonstrates understanding of the main issues in the readings and is able to connect and compare between readings.	Shows partial understanding of the main concepts and/or has difficulty making connections between readings.	Does not identify the main ideas and is not able to connect between readings.
Considerate: Takes the perspective others into account.	The student listens to others and acknowledges and seriously considers their point of view.	The student is only partially able to listen or consider the point of view of their peers.	The student is unpolite or disruptive.
	5 points	2.5 points	1 or less points

\* Participation rubric will be used every week. See class participation in page 3 for additional information.

Group Research Project Rubric

	High quality	Average	Needs improvement
Bibliographic research	Students use adequate number of high-quality academic sources (3 points)	Students use less sources or the sources are of mixed quality (2 points)	Students use few sources, or the sources are not of sufficient academic quality (less than 2 points)
Methods	The methods are well thought and appropriate to answer the research questions and the strategy is feasible (3 points)	The methods only partially answer the research questions or are not completely feasible (2 points)	The methods fail to answer the research question or cannot be implemented (less than 2 points)
Analysis and findings	Students use the bibliography and qualitative research to do thoughtful analysis and reach insightful conclusions (3 points)	Students' struggle to connect the readings and qualitative research and to find answers to their questions (2 points)	Students are not able to link their bibliographic research and qualitative methods to reasonable findings for their research questions (less than 2 points)
Conclusions	Conclusions are persuasive to the reader (3 points)	Conclusions are relatively persuasive (2 points)	Conclusions do not summarize well what the student has learned on the research topic (less than 2 points)
Aesthetics and effectiveness of presentation	The audience (professor and peers) find the presentation effective and pleasant (1.5 points)	The audience finds the presentation relatively effective and pleasant (1 point)	The presentation is not effective: it has too much writing, it is too long, it does not use visuals well. (less than 1 point)

Self-reflection	Students relate the research to their own life experiences and detail how their thinking has evolved after doing the research (1.5 points)	Students partially relate the research to their own experience and learning process (1 points)	Students are not able to make connections between the research and their own life-experiences and learning processes (less than 1 point)
Points (will be assigned to each individual student)	15	10	8 or less

### III. Annotated Weekly Schedule

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#### Weeks and Sessions:

#### 1<sup>st</sup> Topic: Historical and Conceptual Foundations of Human Rights

Description: In this section we learn the origins of the human rights concept in 18<sup>th</sup> century Europe and the United States, how it developed historically and what and whom it came to include and exclude.

#### Week 1

##### Session 1

Introduction to the class

##### Session 2

Lynn Hunt. 2007. *Inventing Human Rights: A History*. Norton.

Introduction (pp. 15-34)

#### Week 2

##### Session 3

Hunt, Chapter 1: “Torrents of Emotion.” pp. 35-69. This reading focuses on the development of the concept of empathy through literature, and particularly through the novel, in 18<sup>th</sup> century Europe and the United States.

##### Session 4

Chapter 2: “Bone of their Bone: Abolishing Torture” pp.70-92. This reading focuses on the development of distaste for torture and respect for the body in Europe and the United States.

**Assignment: Organization of the class in groups of four or five students for research project.**



### **Week 3**

#### **Session 5**

Chapter 2: “The Public Spectacle of Pain.” pp. 92-112.

#### **Session 6**

Chapter 3: “They have set a great example: Declaring Rights.” pp. 113-145. This reading focuses on human rights declarations in the French and American Revolutions.

### **Week 4**

#### **Session 7**

Chapter 4: “There will be no end of it: The consequences of declaring.” pp. 146-175

### **2<sup>nd</sup> Topic: Limits and Difficulties for the Implementation of Human Rights**

Description: This section explores the difficulties for the implementation of human rights, who was excluded from them and how they came to claim their rights. We will consider how ideologies such as nationalism, authoritarianism and scientific racism conflicted with human rights doctrine in certain circumstances.

#### **Session 8**

Chapter 5 “The Soft Power of Humanity.” pp. 176-196. This reading focuses on the development of scientific racism in early twentieth century Europe and the United States.

**Assignment: Questions for first essay distributed (1000 words analyzing the theory and history of the human rights concept).**

### **Week 5**

#### **Session 9**

Chapter 5 “Socialism and Communism, World Wars and the Limits of Empathy” pp. 196-214. This reading examines the development of the Universal Declaration of Human Rights in a context of US influence but with participation of the socialist and nonaligned blocks.

#### **10**

**Class does not meet. First essay due in canvas.**

### **Week 6**

#### **Session 11**

**Assignment: in class group work and tutorials aimed to find a researchable human rights question based on Latin America or Latinx Communities.**

#### **Session 12**

**Assignment: upload in canvas and bring a 1-page proposal draft with the research question, its relevance, and your proposed qualitative methods to answer it.**

Brief class presentations and collective discussion of group research questions. Discussion of the difficulties of finding a relevant and genuine research question on human rights. Exploration of the feasibility of the proposed projects in terms of existing bibliography, methods and access to subjects or other primary sources.

### **3<sup>rd</sup> topic: Human Rights. The Latin American and Caribbean Experience**

Description: In this section we discuss the challenges to human rights that Latin American populations have confronted, how they have responded and how they have understood and

claimed their rights. These understandings will be contrasted to how rights are understood and implemented in the United States.

### **3a: Southern cone dictatorships and their aftermath**

#### **Week 7**

##### Session 13

Jean Franco. 1987. "Gender, Death and Resistance: Facing the Ethical Vacuum." *Chicago Review* 35(4), pp. 59-79. (a classic work in memoriam of the passing of Jean Franco in 2022).  
14 Do not come to class.

**Assignment, watch the film *Argentina 1985* by director Santiago Mitre released in 2022 and upload your reaction in canvas. The time needed to watch the film is 2 h and 20 minutes.**

#### **Week 8**

##### Session 15

Pamela Constable and Arturo Valenzuela. 1993. "The culture of fear." From *A Nation of Enemies: Chile Under Pinochet*. New York: Norton. pp. 140-165.

##### Session 16

Francesca Lessa. 2021. "Remnants of truth. The role of archives in human rights trials for Operación Cóndor." *LARR* 56(1), pp. 183-199.

### **3b: Dictatorship, war and their legacy in Central America**

#### **Week 9**

##### Session 17

Victoria Sanford. 2008. "From Genocide to Femicide: Impunity and Human Rights in 21<sup>st</sup> Century Guatemala." *Journal of Human Rights* 7, pp. 104-122.

18 Do not come to class.

**Activity: conduct a virtual tour of the Museo de la Memoria y los Derechos Humanos in Chile and write a reaction informed by the readings of weeks 7, 8 and 9 and the information you found online. You may also conduct virtual tours of museums dedicated to memory in Peru, Colombia, Argentina.**

#### **Week 10**

##### Session 19

Jo-Marie Burt. 2021. "The Justice We Deserve: War Crimes Prosecutions in Guatemala." *Latin American Research Review*, pp. 214-232.

### **3c: Violence in Mexico**

#### **Session 20**

Mariana Mora. (2017) "Ayotzinapa and the Criminalization of Racialized Poverty." *PoLAR* 40(1), pp. 67-85.

### 3d: Women's and LGBTQ+ Struggle for Rights and Reactions in Latin America

#### Week 11

##### Session 21

Javier Corrales. 2020. "The Expansion of LGBT Rights in Latin America and the Backlash." In the Oxford Handbook of LGBT and Sexual Diversity Politics. Oxford University Press. pp. 185-200.

22 Do not come to class.

**Assignment: upload a brief literature review on your research topic (read 2 academic articles, write 1-2 pages per person).**

#### Week 12

##### Session 23

Cecilia Menjivar. 2022. "Blocking the Law from Within: Familyism Ideologies as Obstacles of Legal Protections for Women. LARR 58(3), pp. 501-518.

or

**Flavia Biroli and Mariana Caminotti. 2020. "The Conservative Backlash Against Gender in Latin America." Politics and Gender 16, pp. 1-38.**

### 3e: Challenges to Human Rights in Cuba

#### Session 24

In class screening of video Patria y Vida (with Yotuel, Gente de Zona, Maikel Osorbo and El Funky) (5 minutes).

Discussion of the video with help of two brief readings:

Lilian Guerra. 2021. The Return of Cuba's Security State. New York Times. Opinion Section. Guest Essay, May 27, 2021 (2 pages).

Michael Bustamante. 2021. "11 J, Patria y Vida, and the not so new Cuban culture wars." American University, Center for Latin American and Latino Studies, pp. 1-7.

#### 4<sup>th</sup> topic: Human Rights: The Latino Undocumented Experience

Description: In this section we learn about human rights issues that affect Latino immigrants to the United States. More specifically, we focus on the undocumented experience.

#### Week 13

##### Session 25

Jason de Leon, "Better Hot than Caught: Excavating the Conflicting Roles of Migrant Material Culture." American Anthropologist, 2012, pp. 477-495.

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No class meeting. Instead,

**Assignment: upload a summary of your interview(s) or observations on your research topic (1-2 pages).**

## Week 14

### Session 27

Roberto Gonzales and Leo Chavez. 2012. "Awakening to a nightmare: abjectivity and illegality in the lives of undocumented 1.5 generation Latino immigrants in the United States." *Current Anthropology* 53(3): pp. 255-281.

Or

Karla Cornejo Villavicencio. 2020. *The Undocumented Americans*. "Ground Cero." pp. 31-56.

**Assignment: questions distributed for a 1000-word essay covering the readings of weeks 10-14.**

### 7<sup>th</sup> topic: Student Presentations

Description: In this section we learn collectively from and discuss student research, including the research process, the difficulties encountered in the process, the findings, the lessons learned. Students are expected to provide feedback to their peers and to integrate peer feedback to their own project in their final essay. Instructor's feedback on student presentations regarding the bibliography, the research process, the analysis and the findings should also be integrated in the final papers. Students will be given guidelines for conducting peer feedback.

Session 28

Student presentations.

## Week 15

Session 29

Student presentations.

**Assignment: please upload the 1000-word essay discussing content taught in weeks 10-14.**

Session 30

Student presentations.

Week 16 (finals)

31 Do not come to class

**Upload final research essay including instructor and peer feedback.** Students will receive a grade and feedback on their writing via canvas before or by the end of finals week. The writing will be evaluated based on content, organization, coherence, effectiveness, style, grammar and punctuation. Please see rubric of research paper for more information on how this assignment will be graded.

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

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

- Identify, describe, and explain the history and theory of human rights as it originated in Europe and the United States in the second half of the 18<sup>th</sup> century and as it has been appropriated, transformed, and experienced by Latin Americans.
- Evaluate the challenges for the implementation of human rights globally and in a Latin American and US Latino context.
- Examine how anthropology, history, cultural studies, and literature tackle human rights issues theoretically and methodologically using different perspectives and viewpoints.
- Assignments that address this objective: Class readings, class discussions, midterm essay, final essay.

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

- Develop a clear and researchable question that pertains to human rights and that affects Latin American or Latinx populations.
- Investigate your question using ethnographic and interpretive methods appropriate for the humanistic social sciences and humanities.
- Reach reasoned and documented conclusions to solve human rights conundrums.
- Assignment: Team based mini ethnography on human rights question of choice. Final essay discussing the question, bibliography, methods, findings and conclusions linking the research findings with debates in the bibliography.

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

- Develop a team based oral presentation analyzing the research question, methods, the difficulties and process of doing research, and the findings.
- Produce a written document that conveys the research question, the background, the debates, the research process, the findings, and the conclusions reached.
- Produce a written document that describes the history, theory and terminology of the concept of human rights.
- Assignments: final essay, mid-term essay, presentation of team research, oral discussion of readings for one day.

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

- Apply the central human rights concept of empathy to conduct research and produce writing that facilitates identification with victims of human rights abuses.
- Solve the ethical dilemmas and difficulties of doing research on sensitive, controversial issues by designing and researching a human rights question of choice.
- Evaluate how academic debates and activism on human rights have impacted policy and human well-being in Latin America and the United States.
- Assignments: readings, discussions, team-based research on human rights in Latin America, mid-term paper and final paper.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

Students in this class, organized in small groups of four students and informed by class readings and discussions, will choose a research question that pertains to human rights in Latin America or in Latinx communities. They will read a few academic pieces to create a background for their question. Then, they will come up with feasible qualitative methods to answer their question (observation, interviews, written narratives, other sources). They will connect the findings from their qualitative data with the background bibliography and will come up with reasoned and documented analysis, findings, and conclusions. As noted in the schedule, two classes will be dedicated to present student proposals for research question and methods. The instructor and peers will provide feedback to each group. On the basis of this feedback students will submit a written proposal in the date stated in the schedule. Students will receive additional instructor feedback on this proposal and will have to change it as necessary. If needed, groups are welcome to make an appointment with the instructor to talk about their proposed research and methods.

The assignment is scaffolded during the semester. First, each student in a group reads two articles on the topic and they put together a mini-literature review. Then, they design and conduct an experience of participant observation, one or two interviews, locating and finding narratives or other sources and summarize these findings in a written document. Subsequently, they put together the whole project in an oral presentation that receives feedback from the class. Finally, they write a personal final essay using the bibliography (should also include class readings), qualitative data, analysis, and conclusions. The final paper must consider the professor's and class' feedback to the oral presentation and the professor's feedback to the previous partial written assignments. The professor will provide useful feedback on content and writing style to students via the canvas speed grader.

### 2. Details of Self-Reflection Component

Students will consider the role of the individual in working toward informed solutions to human rights problems. To that end, the study of humanities/social sciences would equip students to assume such a role.

In addition, students will examine the difficulties of doing research on sensitive topics and the importance of the humanities and social sciences in creating the necessary environment of empathy to strengthen human well-being. They will also understand the conditions under which understandings of human rights have excluded sectors of the population or have been difficult to implement. They will work towards informed solutions or reasonable strategies to solve or ameliorate these problems. Finally, students will reflect on their own life-experiences and personal points of view and whether and how the course materials have changed their thinking.

## VI. Required Policies

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### 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.