

IDS 2935: What Is America For?

Section: 1EZ1

Quest 1: The Examined Life

Term: Spring 2024

Locations: Matherly 0006 (T); Matherly 0005 (R)

Times: T Periods 8-9 (3-4:55pm); R Period 9 (4:05-4:55pm)

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Office: CSE E576

Office Hours: Mondays, 1-2pm; Wednesdays, 1-3pm

Course Description:

The modern philosopher David Hume argued that “man, born in a family, is compelled to maintain society, from necessity, from natural inclination, and from habit.” We are all born into a particular political society. Good citizenship demands that we pursue the good of that political society. To do that, we must understand what that society is meant to achieve. In this class, we will explore this essential question: what is America for?

This is a discussion-driven course. Together, we will reflect on how we, as rational and political animals, share and pass on a particular way of life. We will ask how we can rightly claim that there is one American way of life and one way to live it out when we live in a pluralistic society. We will ask whether American identity and purpose have changed—or remained the same—over time. We will take a multidisciplinary approach to these questions, incorporating elements of philosophy, religion, history, political science, and literature. We will consider the roles of religion and culture, urbanism and ruralism, tradition and progress, and gender and the color line, as we grapple with this essential question of national purpose.

Readings:

No book is required for purchase in this course. All readings are available on Canvas. Please print out the readings and bring the printed copies of the readings to class.

Course Requirements:

Quizzes (35%)

The last period of each week (between Week 2 and Week 15) at the beginning of class, the professor will give students a **quiz** on the week's readings. Each quiz will consist of five multiple choice questions worth two points each. Quizzes are worth a total of 140 points for the semester.

Exams (25%)

There will be two in-class **exams** (February 27, April 4) in which students will answer two of three short essay questions provided by the professor. Each short essay, which will be handwritten, should consist of 4-5 paragraphs. Each exam is worth 50 points each (25 points per short essay). Exams are worth a total of 100 points for the semester. Please see the essay grading rubric below for more information.

Final Essay (12.5%)

Each student will submit a hardcopy of their **final essay**, in-person, on the last day of class (April 23). In this essay, the student will defend a thesis approved by the professor in a meeting during office hours by April 1st. The essay should be double-spaced, in Times New Roman 12 pt. font, with 1-inch margins on all sides. It should include a cover letter, with the student's name, the title of the essay, the date of submission, the name of the professor, and the name of the class. The essay must be between 1,000 and 1,500 words. The final essay is worth 50 points. Please see the essay grading rubric below for more information.

Experiential Learning – Public Lecture Reflection Paper (12.5%)

Students must attend a lecture given on campus and write a two-page **self-reflection paper** that must be submitted by March 28. Students should reach out to the professor, first, to confirm that the lecture is fitting for this assignment. The paper should be double-spaced, in Times New Roman 12 pt. font, with 1-inch margins on all sides. Students should type their name, the date, the name of the class, and the name of the assignment on the top left corner of the page, single-spaced. The self-reflection paper should provide 1) a detailed explanation of the event, its purpose, and its content, and 2) a thoughtful analysis of how the event relates to course material and 3) reflection on how the event and course material have contributed to your personal intellectual journey. The self-reflection paper is worth 50 points (12.5% of the total grade).

Attendance and Participation (15%)

Each student is expected to be present and active in class. Because this is a discussion-driven course, each student should come to class prepared to discuss the assigned readings. Participation is worth 60 points (15% of the total grade.) Please see the participation grading rubric below for more information. Students who are uncomfortable speaking in class should reach out to the professor as soon as possible.

Attendance Policy: For all planned absences, students must inform the professor as early as possible prior to class. For unplanned absences, due to accidents or emergencies, the student should contact the professor as soon as conditions permit. For information on what qualifies as an acceptable reason for missing class, please see [Attendance Policies < University of Florida \(ufl.edu\)](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/). Students who have excessive absences will receive a warning from the professor and may receive a failing grade.

Grading Scale:

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

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 Rubrics:

Essay Writing Rubric:

	Excellent (90-100%)	Good (80-89%)	Average (70-79%)	Insufficient (60-69%)	Unsatisfactory (below 60%)
Content: Does the student exhibit accurate knowledge of the source material? Does the student refer to at least three sources covered in class in the proper context?					
Organization and Coherence: Is the essay structured in such a way that the reader can easily follow along? Is there a clearly stated thesis and a logical progression of ideas?					
Argument and Support: How persuasive is the student's argument? Does the student provide strong or weak support in the text?					
Style: Does the student make appropriate use of words, sentence-structure, and tone?					
Mechanics: Is the essay free from error in spelling, punctuation, and grammar?					

Participation Rubric:

	Excellent (90-100%) (18-20 pts)	Good (80-89%) (16-17 pts)	Average (70-79%) (14-15 pts)	Insufficient (60-69%) (12-13 pts)	Unsatisfactory (below 60%) (0-11 pts)
Knowledgeable: Attends class and provides evidence of having completed the assigned work.					
Thoughtful: Participates in class discussion and defends arguments well in both in-class discussion and exams.					
Civil: Is respectful and attentive in class discussion.					

Schedule:

Week 1: Foundational Texts: Colonial Era

Description: We will discuss foundational charters explaining the purposes of the Massachusetts and Connecticut colonies. And we will analyze an early American sermon that considers the nature and purpose of the human person.

January 9: Introduction
Readings to be consulted in class:
Mayflower Compact (1620), in *The American Republic: Primary Sources*, ed. Bruce Frohnen (Indianapolis, 2002), p. 11.
Connecticut Fundamental Orders (1639), in *The American Republic*, pp. 12–14.

January 11: Massachusetts Body of Liberties (1641), in *The American Republic*, pp. 15–22.

Cotton Mather, ‘A Man of Reason’, in *American Sermons*, ed. Michael Warner (New York, 1999), pp. 227-245.

Week 2: Foundational Texts: Declaration of Independence

Description: We will continue to ponder the nature of the human person and the role of religion and reason in the pursuit of virtue. We will do so by analyzing sections of Franklin's *Autobiography*. We will also consider the place of rights-protections in a good society.

January 16: Benjamin Franklin, 'On the Improvement of Self and Society' and 'On George Whitefield' from 'The Autobiography,' in *Benjamin Franklin: Writings* (New York, 1987), pp. 643-70

January 18: The Virginia Bill of Rights (1776) and the Declaration of Independence (1776), in *The American Republic*, pp. 157-58; 189-191.

Week 3: Foundational Texts: The Constitution

Description: We will weigh the importance of the Preamble of the Constitution against the Bill of Rights. The Bill of Rights, ten amendments added by the first U.S. Congress, did not appear in the original text of the Constitution. Is the purpose of government the protection of rights or the promotion of happiness?

January 23a: James Madison, *Federalist* Nos. 10 and 63, in *The Federalist* (Indianapolis, 2001), pp. 42-49, 325-332

January 23b: Thomas Jefferson, 'Letter to James Madison, December 20, 1787,' in *Thomas Jefferson: Writings* (New York, 1984), pp. 914-18

James Madison, 'Letter to Thomas Jefferson, October 17, 1788,' in *James Madison: Writings* (New York, 1999), pp. 418-23

'Centinel,' 'Letter I,' in *The American Republic*, pp. 309-313

January 25: The Constitution of the United States of America, Preamble and the Bill of Rights, in *The American Republic*, pp. 234, 349-50

George Washington, 'Inaugural Address,' in *National Archives* (archives.gov) (3 pages)

Week 4: Competing Narratives

Description: Was the United States founded in 1620, 1776, or 1787? And what do these potential founding dates tell us about the purpose of the American experiment in self-government and the role of the states in that project? This week will include a literary analysis of Hawthorne's short story, "The May-Pole of Merry Mount."

January 30a: Alexis de Tocqueville, 'On the Point of Departure and Its Importance for the Future of the Anglo-Americans,' in *Democracy in America* (New York, 2004), pp. 31-51

January 30b: Nathaniel Hawthorne, 'The May-Pole of Merry Mount,' in *What So Proudly We Hail: The American Soul in Story, Speech, and Song*, eds. Amy A. Kass, Leon R. Kass, and Diana Schaub (Wilmington, DE, 2018), pp. 145-154

February 1: James Madison, 'To Thomas Jefferson, October 24, 1787,' in *James Madison: Writings*, pp. 142-157.

'Madison. Friday June 8th' in *The Records of the Federal Convention of 1787*, ed. Max Farrand, Volume 1 (New Haven, 1966), pp. 164-169

The Alien and Sedition Acts (1798), Virginia Resolutions (1798), and Kentucky Resolutions (1798) in *The American Republic*, pp. 396-402.

Week 5: The Individual and the State at the Dawn of the Civil War

Description: Southern political actors wanted to protect their interests against the actions of Northern states. They portrayed the protection of states' (or minority) rights as a matter of justice. Northerners, meanwhile, perceived Union as a means by which to unleash the freedom of the individual.

February 6a: John C. Calhoun, 'The Fort Hill Address: On the Relations of the States and Federal Government,' in *Union and Liberty: The Political Philosophy of John C. Calhoun* (Indianapolis, 1992), pp. 367-400.

February 6b: Calhoun, 'Speech on the Introduction of His Resolutions on the Slave Question,' in *Union and Liberty*, pp. 511-521.

February 8: Abraham Lincoln, 'Speech at New Haven, Connecticut,' in *Abraham Lincoln: Speeches and Writings, 1859-1865* (New York, 1989), pp. 132-150.

Week 6: America's Refounding?

Description: Did Abraham Lincoln refound America according to its original ideal or did he do something more radical? Lincoln's speeches, with their references to the natural equality attested to in the Declaration of Independence, inspired the use of equal rights language to promote reform. This week, we will also analyze a poem by Herman Melville, depicting unity after war.

February 13a: Lincoln, 'Annual Message to Congress, December 3, 1861,' in *Abraham Lincoln: Speeches and Writings, 1859-1865*, pp. 279-296.

Lincoln, 'Address at Gettysburg, Pennsylvania, November 19, 1863,' in *Abraham Lincoln: Speeches and Writings, 1859-1865*, p. 536.

Lincoln, 'Second Inaugural Address, March 4, 1865,' in *Abraham Lincoln: Speeches and Writings, 1859-1865*, pp. 686-687.

February 13b: Herman Melville, 'Lee in the Capitol,' in *What So Proudly We Hail*, pp. 622-628

February 15: Frederick Douglass, 'What to the Slave is the Fourth of July,' in *Princeton Readings in Political Thought*, ed. Mitchell Cohene (Princeton, 2018), 411-426.

Elizabeth Cady Stanton, 'Declaration of Sentiments and Resolutions,' in *American Political Thought*, ed. Michael S. Cummings (Los Angeles, 2015), pp. 248-251.

Week 7: Who Is Our Brother's Keeper?

Description: With the North's victory in the Civil War, there was a rise in wealth accumulation eventually leading to inequality and urban blight. Who, in this case, is responsible for helping the least among us? Should it be women, leading the temperance movement, wealthy individuals, guided by the principle of noblesse oblige, or the government, led by the knowledge class?

February 20a: Jane Addams, 'Women's Conscience and Social Amelioration,' in *The Jane Addams Reader*, ed. Jean Bethke Elshtain (New York, 2002), pp. 252-63

February 20b: Orestes Brownson, 'The Woman Question,' in *The Works of Orestes A. Brownson*, vol. 17, ed. Henry F. Brownson (Detroit, 1885), pp. 381-417

February 22: Andrew Carnegie, 'Wealth,' in *American Political Thought*, ed. Cummings, pp. 359-367.

Lester Ward, 'Plutocracy and Paternalism,' in *Lester Ward and the Welfare State* (New York, 1967), 178-186.

Week 8: Classical Liberalism and Progressivism

Description: In the early twentieth century, Americans took for granted that the United States, the land of the free, promoted the ideal of individual betterment, especially in material terms. Was it best to achieve this aim through individual initiative or government action?

February 27a: **In-class Exam**

February 27b: Herbert Hoover, 'Campaign Speech, New York, October 22, 1928,' in *The Two Faces of Liberalism: How the Hoover-Roosevelt Debate Shapes the 21st Century*, ed. Gordon Lloyd (Salem, MA, 2006), pp. 35-38

Herbert Hoover, 'Campaign Speech, St. Louis, November 2, 1928,' in *The Two Faces of Liberalism*, pp. 39-47

February 29: Herbert Croly, *The Promise of American Life* (excerpt), in *American Political Thought*, ed. Cummings, pp. 449-458.

Franklin D. Roosevelt, 'Presidential Nomination Address, Democratic National Convention, July 2, 1932,' in *The Two Faces of Liberalism*, pp. 95-104

Louis Hartz, *The Liberal Tradition in America* (New York, 1955), pp. 3-33

Week 9: The Role of Tradition in American Life

Description: FDR suggested that the breaking of tradition is part of the American way of life, but even breaking traditions is a tradition of sorts. What is tradition supposed to accomplish and what is its role in American society? This week we will engage in literary analysis of two short stories pertaining to American holiday traditions.

March 5a: Tocqueville, 'On the Philosophic Method of the Americans,' in *Democracy in America*, pp. 483-89

March 5b: Russell Kirk, 'The Problem of Tradition,' in *A Program for Conservatives* (Chicago, 1954), pp. 294-312

Eugene Genovese, *The Southern Tradition* (Cambridge, 1994), pp. 12-40

March 7: O. Henry, 'Two Thanksgiving Day Gentlemen,' in *The Trimmed Lamp* (Garden City, NY, 1926), pp. 50-59

Ring Lardner, 'Old Folks' Christmas,' in *The Best Short Stories of Ring Lardner* (New York, 1957), pp. 138-148

Week 10 Spring Break

Week 11: Family, Education, and Place

Description: Whatever America is for, surely there are traditions to promote the achievement of society's purpose. Is the goal of education to free people from manual labor, from family and neighborhood, to become part of the knowledge class? Or is the goal of education passing on tradition, instilling the value of work, and exhibiting loyalty to family and neighborhood?

March 19a: Booker T. Washington, 'Democracy and Education,' in *What So Proudly We Hail*, pp. 516-524.

W.E.B. Du Bois, 'The Talented Tenth,' in *The Souls of Black Folk* (New York, 2014), pp. 203-223.

March 19b: Wendell Berry, 'Economy and Pleasure,' in *The World-Ending Fire: The Essential Wendell Berry* (Berkeley, 2017), pp. 268-281.

Wendell Berry, 'The Future of Agriculture,' in *The World-Ending Fire: The Essential Wendell Berry*, pp. 333-335.

March 21: Willa Cather, 'The Best Years,' in *Willa Cather: Stories, Poems, and Other Writings* (New York, 1992), pp. 728-757

Week 12: The Rural and Urban Divide

Description: Does commitment to America's purpose entail a commitment to city or country values? Does it require that we "think big" or "think little?"

March 26a: Wendell Berry, 'Nature as Measure,' in *The World-Ending Fire: The Essential Wendell Berry*, pp. 59-64.

Wendell Berry, 'Rugged Individualism,' in *The World-Ending Fire: The Essential Wendell Berry*, pp. 265-267.

John Taylor, 'the Pleasures of Agriculture,' from *Arator: Being a Series of Agricultural Essays, Practical and Political* (Indianapolis, 1977), pp. 313-317.

March 26b: Tocqueville, 'Why the Ideas of Democratic Peoples about Government Naturally Favor the Concentration of Power,' in *Democracy in America*, pp. 789-792.

Wendell Berry, 'Think Little,' in *The World-Ending Fire: The Essential Wendell Berry*, pp. 48-58.

March 28: John P. Chamberlain, 'Principles of Decentralization,' from *Land and Liberty: The Best of Free America*, ed. Allan C. Carlson (New York, 2019), pp. 64-69.

Angeline Bouchard, 'Metropolis versus Province,' in *Land and Liberty*, pp. 57-63.

Stoyan Pribichevich, 'Modern Leviathan,' in *Land and Liberty*, pp. 83-87.

Experiential Learning Public Lecture Report Due at the Beginning of Class on March 28

Week 13: Religion and Pluralism in American Life

Description: When there are so many people, from so many backgrounds, inhabiting the United States, how can we say there is one religion, one way of life, one common good, one thing America is for, while at the same time protecting minority rights?

April 2a: Richard Rorty, 'Religion as Conversation-Stopper,' *Common Knowledge*, 1 (1994), pp. 1-6.

Robert Bellah, 'Civil Religion in America,' in *The Robert Bellah Reader*, pp. 225-245.

April 2b: Allen Tate, 'Religion and the Old South,' in *Reactionary Essays on Poetry and Ideas* (New York, 1968), pp. 167-190.

April 4: **In-Class Exam**

Week 14: Modern Malaise and the Search for Identity

Description: What Tocqueville described as American “restlessness” combined with the “death of God” and existential meaninglessness in the twentieth century. Is the search for meaning and identity something that is private or something that must be accounted for in our shared public political lives?

April 9a: Joseph Wood Krutch, *The Modern Temper* (New York, 1929), pp. 3-26.

April 9b: Michael Novak, *Will it Liberate? Questions about Liberation Theology* (excerpt), in *American Political Thinking: Readings from the Origins to the 21st Century*, ed. Robert Isaak (Orlando, 1994), pp. 639-652.

April 11: Willmoore Kendall, ‘Conservatism and the Open Society,’ in *The Conservative Affirmation* (Washington, D.C., 1963), pp. 100-120.

Week 15: American Culture

Description: A culture is developed through common practices and beliefs. It shapes our judgments about what to value, who to praise and who to blame, how to develop and sustain institutions. Has American culture built from the bottom-up or from the top-down? Does it prioritize theory or practice? And what is the place of masculine and feminine values within our culture?

April 16a: Robert Bellah, ‘Is There a Common American Culture?,’ in *The Robert Bellah Reader*, pp. 319-332.

Robert Bellah, ‘Citizenship, Diversity, and the Search for the Common Good,’ in *The Robert Bellah Reader*, pp. 303-318.

April 16b: C. Wright Mills, ‘Letter to the New Left,’ in *The Politics of Truth: Selected Writings of C. Wright Mills* (New York, 2008), pp. 255-265.

Richard Rorty, ‘A Cultural Left,’ in *The Achieving our Country: Leftist Thought in Twentieth-Century America* (Cambridge, 1998), pp. 73-107.

April 18: Theodore Roosevelt, 'Manhood and Statehood,' in *What So Proudly We Hail*, pp. 674-680.

bell hooks, *Feminism is for Everybody: A Passionate Politics* (excerpt), in *American Political Thought*, ed. Cummings, pp. 751-757.

Week 16: The Path Forward

Description: The answer to the question, "What is America For?" can help us determine whether America is on the right or wrong path, whether remains true to its founding mission and identity or not, how and in what way America can be conserved. And, as Franklin indicated in his *Autobiography*, we can use this understanding to work toward the improvement of ourselves and our society.

April 23: Patrick Deneen, 'Can America be Conserved?' in *Conserving America?* (South Bend, IN, 2016), pp. 1-12.

Analytical Paper Due at the Beginning of Class on April 23

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Quest and General Education Credit:

Quest 1

Humanities

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.

Student Learning Outcomes (SLOs):

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).*

- Students will be able to identify different foundational American political texts and explain how they have contributed to conceptions of American identity and purpose.
- Students will be able to identify, and explain the circumstances, of different stages in American political development, from the colonial period to the present.

- Students will be able to explain beliefs about American identity and purpose derived from different philosophical perspectives, including conservatism, liberalism, and progressivism.

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

- Students will analyze the question, “What is America For?”, through engagement with speeches, sermons, memoirs, short stories and treatises, written by different authors, with different perspectives, in different time periods.
- Students will grapple with the question of American identity and purpose, drawing from their own experiences and assigned texts, and must think for themselves as they reflect on this important subject.

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

- Students will communicate in class discussion and in written exams their understanding of arguments contained assigned course texts.
- Students will practice the art of civil discourse by respectfully engaging with authors and fellow students with whom they disagree on moral, religious, cultural, and political matters.
- Students will practice persuading others, through well-reasoned discourse and writing, what America is for and why.

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

- Students will reflect on fundamental human questions—particularly on moral, social, and political matters—that will help one live an examined life, whether one pursues a career in law, journalism, medicine, divinity, engineering, business, or any number of other careers.

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.