

INR 4931 / WST 4930: CONFLICT, GENDER & DATA

UNIVERSITY OF FLORIDA – SPRING 2025 – 3 CREDITS

Professor: Lindsey A. Goldberg, Ph.D. (she/her)

<u>CLASS INFORMATION</u>	<u>PROFESSOR INFORMATION</u>
Days: Tuesdays and Thursdays	Email: lindsey.goldberg@ufl.edu
Times: (T) 8:30–10:25 AM; (Th) 9:35–10:25 AM	Student Drop-In Hours: Mondays 9 AM–12 PM, or by appointment
Classroom Location: Matherly Hall (MAT) #006	Office Location: Anderson Hall (AND) #311

To schedule a meeting with me during Student Drop-In Hours, please use the following link:
<https://calendly.com/lindseyagoldberg/student-drop-in-hours>.

COURSE CATALOG DESCRIPTION

Investigates how the collection and analysis of data relate to understandings of gender, war, and violence. Introduces students to quantitative data and research methods, along with feminist theories of global conflict and political violence. Appropriate for advanced undergraduate students interested in gender dynamics and data analysis in international relations research.

FULL COURSE DESCRIPTION

This course explores how data collection and analysis relate to understandings of gender in global conflict. The field of international relations (IR) has a long history of misconstruing and minimizing the role of gender in conflict processes and presuming data science to be gender-neutral. This course challenges those assumptions and centers gender as an analytic framework and organizing principle that shapes international relations in meaningful ways. In this course, we will examine the gendered dynamics of armed conflict and political violence across the globe. We will also explore how feminist IR scholars have historically critiqued the quantitative study of armed conflict and political violence, developing a stronger understanding of feminist research methodologies. While students will learn about both qualitative and quantitative approaches to studying global conflict, we will mostly focus on quantitative data and methods of analysis. Students will apply what they learn through the completion of regular homework assignments, participation in class activities and discussions, and by conducting original research. Students will be evaluated throughout the semester based on their ability to critically reflect on the concepts, theories, and methodological approaches explored throughout the course, as well as their understanding of introductory data analysis skills.

COURSE GOALS

- ✓ To compare and evaluate different approaches to research across the IR discipline
- ✓ To research global conflict and political violence through a gender lens
- ✓ To compare and evaluate different sources and applications of conflict-related data
- ✓ To practice quantitative methods for analyzing conflict-related data

REQUIRED SOFTWARE

Students are required to use the data analysis software, Stata, in this course. Students can either access Stata through UF Apps (<https://info.apps.ufl.edu>) or purchase their own license directly from Stata (<https://www.stata.com/order/new/edu/profplus/student-pricing/>). If you choose to buy directly from Stata, you only need to purchase the “Student Single-User Basic Edition (BE) 6-month License” priced at \$48 for students. Once you purchase the license, Stata will email you the installation instructions. Although the UF Apps version of Stata is free, previous students have reported that it is not as user-friendly as the option you can purchase from Stata. As such, I recommend obtaining a personal Stata license for a smoother user experience.

COURSE ASSIGNMENTS

Attendance & Participation

Students are expected to arrive on time for class every day. 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>. Excused absences that abide by university policies will not be penalized. In such cases, students are expected to communicate with the professor about what they have missed and develop a plan for catching up in the course. Likewise, students are allowed two unexcused absences for any reason without penalty over the course of the semester. Any additional unexcused absences will result in a score of zero points for attendance and participation on the day of each unexcused absence. Students can earn up to three points for attendance and participation each day that the class meets. In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class activities or discussions related to those readings. If a student has any issues that prohibit them from participating in class, please contact the professor about finding ways to healthfully and successfully participate in this class. Participation will be evaluated based on the general criteria described below:

- **Unexcused Absence / Zero Participation:** *The student is not present to participate in the class and they do not follow university policies for excused absences. (0 points)*
- **Unsatisfactory Participation:** *The student is present but rarely offers comments and questions in class, nor do they demonstrate that they have completed and engaged with the assigned readings when given the opportunity to do so. Comments and questions like these may include (but are not limited to) sharing personal opinions, discussing examples from sources other than the course materials, and echoing other students’ remarks without expanding on them or drawing connections to the assigned readings. (1 point)*
- **Satisfactory Participation:** *The student is present and, when given the opportunity, regularly offers comments and questions that demonstrate completion and comprehension of the assigned readings. Their comments and questions may include (but are not limited to) summarizing the authors’ main arguments and findings, asking questions about the authors’ research methods, and comparing/contrasting current readings with previously assigned texts. (2 points)*
- **Excellent Participation:** *The student is present and, when given the opportunity, regularly offers comments and questions in class that demonstrate completion and critical analysis of the assigned readings. Such engagement may include (but is not limited to) presenting original ideas that expand on the authors’ arguments and findings, raising questions that critique the authors’ theoretical and methodological approaches, and drawing analytical connections between assigned readings and other research agendas. (3 points)*

While this class is intended to be a free space for students to share their honest thoughts and questions, I will not tolerate discriminatory, hateful, or antagonistic dialogue. It is okay to disagree with others, and I encourage students to embrace opportunities to exchange perspectives. However, those exchanges must be conducted with

respect for different backgrounds, identities, and beliefs and remain relevant to the content of this course. Failure to communicate respectfully in this class will, at minimum, result in receiving a failing grade for participation.

Reading Response Papers

Students are expected to write two reading response papers throughout the semester. The due dates for these assignments are designated in the course schedule. Reading response papers should be 4-5 pages long (double-spaced, 12-point font, 1-inch margins). For this assignment, students must select at least 3 readings that have been assigned up to the point in the semester when each paper is due and write an analytical response to those selected readings. The student should dedicate no more than one paragraph of the response paper to **summarizing** the assigned readings, and they should use the rest of the paper to **analyze** those readings. Students do not need to follow formal academic writing standards when completing this assignment (*Note: quotation marks and citations are always required when copying direct lines from the assigned readings*). First-person pronouns, casual language, and incomplete sentences are all acceptable. Likewise, students are encouraged to share their opinions and personal experiences while drawing connections between course content and their original ideas. Successful reading response papers will demonstrate clear completion and comprehension of the assigned readings, as well as thoughtful engagement with how the texts relate to each other, real-world events, and the students themselves. Students should avoid focusing too much on summarizing the texts or straying too far off-topic from the content of the assigned readings.

Below are some prompting questions you may want to consider as you write your reading response papers. These prompting questions are provided as inspiration, not as instruction. Students do not have to answer all of these questions to do well on this assignment.

- Do you find the authors' arguments convincing? Why, or why not?
- Do you agree with the conclusions the authors reach? Why, or why not?
- Do these readings connect (or disconnect) in an interesting way with/from other assigned readings?
- Do these readings connect (or disconnect) in an interesting way with/from contemporary world politics?
- Do you have an experience that connects with the readings in an interesting way?
- Do these readings challenge perspectives you have come across in other courses? If so, how?
- What assumptions are the authors' making in their research, and what are their significance?

Data Exercises

Students will complete four data exercises over the course of the semester. The due dates for these assignments are designated in the course schedule. These exercises are intended to evaluate students' understanding of the quantitative data literacy and analysis skills taught in class throughout the weeks leading up to each assignment, as well as to help students prepare to write their final research papers. Students are expected to use Stata to complete these exercises. Although students are allowed to help each other with these exercises, everyone is expected to complete and submit their own assignment reflecting their own individual effort. The general themes of these exercises are listed below:

- Data Exercise #1: Introduction to Stata: Reading & Summarizing Data
- Data Exercise #2: Research Design: Selecting & Combining Data

- Data Exercise #3: Linear Regression: Univariate & Multivariate Analysis
- Data Exercise #4: Logistic Regression: Analyzing Binary Outcomes

Final Research Paper

Your total grade on the Final Research Paper is constituted by multiple assignments. 75% of your Final Research Paper grade is determined by the final paper you submit; 5% is determined by your completion of the Research Paper Questionnaire; and 20% is determined by your participation in the Research Paper Workshop.

Students are expected to conduct original research that they will present in their final paper for this class. The due date for the final research paper is designated in the course schedule. The final research paper must be 10-12 pages in length (double-spaced, 12-point font, 1-inch margins). Students are expected to follow formal academic writing standards, cite their references, and include a bibliography at the end of their essay (Note: *the bibliography does not count toward the length of the paper*). Students may choose any research topic that is related to gender and global conflict / political violence. They are expected to develop a clear research question that they then analyze using the theoretical and methodological approaches covered throughout the semester. Successful research papers will clearly apply the material covered throughout the semester while developing and empirically evaluating an argument related to gender and global conflict / political violence. Students' final research papers will be assessed using the following general criteria:

- Is there a coherent research question framing the paper? Does the paper regularly stray away from or lose sight of the research question? Does the reader have a clear sense of how the student has answered/addressed the research question by the end of the paper?
- Does the student provide a theoretical argument that is grounded in existing research on relevant topics? Does the reader have a clear sense of how the student has developed their arguments / where their ideas have come from based on the research the student discusses?
- Does the student describe their data in enough detail that the reader can clearly understand what it is the student is specifically analyzing? Does the student discuss the strengths and weaknesses of this data in their paper?
- Is the student's methodology for analyzing the data clear and reasonable? Does the student explain not only *how* they analyze the data, but also *why* they chose this approach? Does the student discuss the strengths and weaknesses of this methodology in their paper?
- Are the student's findings connected to the analysis they conduct? Does the reader have a clear sense of how the student found these results based on the research presented? Does the student discuss the importance of their findings and suggestions for future work based on their research?

Research Paper Questionnaire (5% of the Final Research Paper grade)

Students are expected to identify the research question they plan to explore in their final paper by the due date designated in the course schedule. Students will share this information by answering the questions provided in the Research Paper Questionnaire. This assignment will be graded as pass or fail based on whether the student has provided clear responses to all of the provided questions. Students may change their research plans after completing this assignment, but they are encouraged to ask for additional feedback to ensure that any new plans continue to align with the expectations for the final research paper. The purpose of this assignment is to encourage students to begin working on their papers in a timely manner and to receive feedback on their plans of action before proceeding with their research.

Research Paper Workshops (20% of the *Final Research Paper* grade)

Students are expected to participate in an in-class Research Paper Workshop on the date designated in the course schedule. For this assignment, students must bring a completed rough draft of their final research paper to class. They will then exchange drafts with their peers and review each other's work using a feedback form provided by the professor. Participation in the research paper workshop will be graded as pass or fail, based on whether students come prepared with their rough drafts and participate by providing substantive feedback to their peers.

OVERVIEW OF COURSE ASSIGNMENTS		
Assignment	Due Date	Percentage of Overall Grade
Attendance & Participation	Whole Semester	20%
Reading Response Papers: (1) Paper #1 (2) Paper #2	(1) Friday, February 7 (2) Friday, February 28	25%
Data Exercises: (1) Exercise #1 (2) Exercise #2 (3) Exercise #3 (4) Exercise #4	(1) Tuesday, February 18 (2) Tuesday, February 27 (3) Tuesday, March 25 (4) Tuesday, April 15	25%
Final Research Paper: (1) Research Paper Questionnaire (2) Research Paper Workshop (3) Final Research Paper	(1) Friday, April 4 (2) Tuesday, April 22 (3) Tuesday, April 29	30%

GRADING

At the end of the semester, you will receive one of the letter grades listed below based on the total percentage points you earn throughout the course. Students should not contact the professor asking for their final grade in the class to be changed. The scoring criteria utilized throughout the semester is clearly stated in this syllabus, and students are expected to manage their efforts and expectations accordingly. I will round up a student's final grade in the class only if that student meets the following criteria:

- The student’s overall grade is less than 1% away from the next letter-grade range
- The student had no more than 2 unexcused absences throughout the semester

For more information about UF’s grading policies, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

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

PRELIMINARY COURSE SCHEDULE

The assignments and readings on this schedule are subject to change throughout the semester. Students will be given as much advance notice as possible if any changes are made. It is the responsibility of students to keep themselves apprised of any course changes by regularly attending class, checking their emails and Canvas notifications, and communicating with the professor.

Content Warning: Some of the material covered in this course might be triggering. Topics we will discuss include (but are not limited to) sexual violence, death, prejudice, and other forms of emotional and physical injury. Although I believe all of the assigned readings have notable educational value, I encourage students to prioritize their own mental wellbeing as they navigate this course. You do not have to stay in the classroom if any content is too upsetting, nor do you have to explain your emotional responses to anything in this course. However, whether you are physically present in class or not, you are responsible for learning the course material and meeting all assignment expectations, unless otherwise agreed upon with the professor.

WEEK 1: Introduction to the Course	
Tuesday, January 14	Thursday, January 16
<u>Assigned Readings:</u> <ul style="list-style-type: none"> • Course Syllabus 	<u>Assigned Readings:</u>

	<ul style="list-style-type: none"> • Sjoberg, Laura. 2015. "Seeing Sex, Gender, and Sexuality in International Security." <i>International Journal</i> 70(3): 434-453. • True, Jacqui. 2015. "Winning the Battle but Losing the War on Violence: A Feminist Perspective on the Declining Global Violence Thesis." <i>International Feminist Journal of Politics</i> 17(4): 554-572.
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WEEK 2: Theories of Interstate Wars	
Tuesday, January 21	Thursday, January 23
<p><u>Data Lab:</u></p> <ul style="list-style-type: none"> • Introduction to Quantitative Data 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Levy, Jack S. 1998. "The Causes of War and the Conditions of Peace." <i>Annual Review of Political Science</i> 1: 139-165. • Kaufman, Joyce P. 2022. "Chapter 2: Theoretical Overview," in <i>Introduction to International Relations: Theory and Practice</i> (Third Edition). Lanham, MD: Rowman and Littlefield.

WEEK 3: Theories of Civil Wars	
Tuesday, January 28	Thursday, January 30
<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Walter, Barbara. 2009. "Bargaining Failures and Civil War." <i>Annual Review of Political Science</i> 12: 243-261. • Walter, Barbara. 2017. "The New New Civil Wars." <i>Annual Review of Political Science</i> 20: 469-486. 	<p>NO CLASS (Dr. Goldberg out of town)</p>

WEEK 4: Feminists (Re)Theorize War and Violence	
Tuesday, February 4	Thursday, February 6
<p><u>Data Lab:</u></p> <ul style="list-style-type: none"> • Introduction to Stata 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Tickner, J. Ann. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists." <i>International Studies Quarterly</i> 41: 611-632.

	<ul style="list-style-type: none"> • True, Jacqui and Maria Tanyag. 2018. “Violence Against Women/Violence in the World,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge. • Gentry, Caron E. 2018. “Gender and Terrorism,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge.
<p><u>Homework:</u></p> <p>READING RESPONSE #1 (see assignment description for details)</p> <p><i>Due on Canvas by 11:59 PM on Friday, February 7th</i></p>	

WEEK 5: Women’s Participation in Political Violence	
Tuesday, February 11	Thursday, February 13
<p><u>Data Lab:</u></p> <ul style="list-style-type: none"> • Summarizing Data 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Gentry, Caron E and Laura J. Sjoberg. 2015. <i>Beyond Mothers, Monsters, Whores: Thinking About Women’s Violence in Global Politics</i> London, UK: Zed Books. Chapter 1 (pp.1-26). • Sjoberg, Laura J. 2010. “Women Fighters and the ‘Beautiful Soul’ Narrative.” <i>International Review of the Red Cross</i> 92(877): 53-68.

WEEK 6: Militarized Masculinities	
Tuesday, February 18	Thursday, February 20
<p><u>Data Lab:</u></p> <ul style="list-style-type: none"> • Selecting and Combining Data 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Duriesmith, David. 2014. “Is Manhood a Causal Factor in the Shifting Nature of War? The Case of Sierra Leone’s Revolutionary United Front.” <i>International Feminist Journal of Politics</i> 16(2): 236-254. • Higate, Paul. 2018. “Men, Masculinity, and Global Insecurity,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge. • Wegner, Nicole. 2021. “Helpful Heroes and the Political Utility of Militarized

Masculinities.” *International Feminist Journal of Politics* 23(1): 5-26.

Homework:

DATA EXERCISE #1 (see assignment description for details)

Due in class on Tuesday, February 18th

WEEK 7: The Quantitative vs. Qualitative Debate

Tuesday, February 25

Thursday, February 27

Data Lab:

- Selecting and Combining Data Cont.

Assigned Readings:

- Caprioli, Mary. 2004. “Feminist IR Theory and Quantitative Methodology: A Critical Analysis.” *International Studies Review* 6: 253-269.
- Parisi, Laura. 2009. “The Numbers Do(n’t) Always Add Up: Dilemmas in Using Quantitative Research Methods in Feminist IR Scholarship.” *Politics & Gender* 5(3): 410-418.
- Apodaca, Clair. 2009. “Overcoming Obstacles in Quantitative Feminist Research.” *Politics & Gender* 5(3): 419-425.

Homework:

READING RESPONSE #2 (see assignment description for details)

Due on Canvas by 11:59 PM on Friday, February 28th

WEEK 8: Gender and State Militaries

Tuesday, March 4

Thursday, March 6

Data Lab:

- Introduction to Linear Regression

Assigned Readings:

- MacKenzie, Megan and Nicole Wegner. 2022. “Militarism and Security,” in *Gender Matters in Global Politics* (Third Edition).
- Duncanson, Claire and Rachel Woodward. 2016. “Regendering the Military: Theorizing Women’s Military Participation.” *Security Dialogue* 47(1): 3-21.

Homework:

DATA EXERCISE #2 (see assignment description for details)

Due in class on Tuesday, February 27th

WEEK 9: Conflict-Related Sexual Violence

Substitute Instructor: Dilruba Tas, Ph.D. Student

Tuesday, March 11

Thursday, March 13

Data Lab:

- Linear Regression Cont.

Assigned Readings:

- Nordås, Ragnhild and Dara Kay Cohen. 2021. "Conflict-Related Sexual Violence." *American Review of Political Science* 24: 193-211.
- Boesten, Jelke. 2017. "Of Exceptions and Continuities: Theory and Methodology in Research on Conflict-Related Sexual Violence." *International Feminist Journal of Politics* 19(4): 506-519.

WEEK 10: Spring Break

NO CLASS

No assigned readings. Enjoy your break! :-)

WEEK 11: Gender and Armed Rebellion

Tuesday, March 25

Thursday, March 27

Data Lab:

- Introduction to Logistic Regression

Assigned Readings:

- Loken, Meredith. 2024. *Women, Gender, and Rebel Governance During Civil Wars*. (Chapters 1,3, and 4)

Homework:

DATA EXERCISE #3 (see assignment description for details)

Due in class on Tuesday, March 25th

WEEK 12: Gender and Peace Negotiations

Tuesday, April 1

Thursday, April 3

Data Lab:

- Logistic Regression Cont.

Assigned Readings:

- True, Jacqui and Yolanda Riveros-Morales. 2019. "Towards Inclusive Peace: Analysing Gender-Sensitive Peace Agreements 2000-

	<p>2016.” <i>International Political Science Review</i> 40(1): 23-40.</p> <ul style="list-style-type: none"> • Henshaw, Alexis. 2020. “Female Combatants in Postconflict Processes: Understanding the Roots of Exclusion.” <i>Journal of Global Security Studies</i> 5(1): 63-79. • Thomas, Jakana L. 2023. “Sisters Are Doing It for Themselves: How Female Combatants Help Generate Gender-Inclusive Peace Agreements in Civil Wars.” <i>American Political Science Review</i> 1-17.
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Homework:

RESEARCH PAPER QUESTIONNAIRE (see assignment description for details)

Due on Canvas by 11:59 PM on Friday, April 4th

WEEK 13: Gender and Peacekeeping Operations	
Tuesday, April 8	Thursday, April 10
<p><u>Data Lab:</u></p> <ul style="list-style-type: none"> • Logistic Regression Cont. 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Karim, Sabrina. 2018. “Gender and Peacekeeping,” in <i>Routledge Handbook of Gender and Security</i>. London, UK: Routledge. • Jennings, Kathleen M. 2019. “Conditional Protection? Sex, Gender, and Discourse in UN Peacekeeping.” <i>International Studies Quarterly</i> 63: 30-42.

WEEK 14: Gender and National Security	
Tuesday, April 15	Thursday, April 17
<p><u>Data Lab:</u></p> <ul style="list-style-type: none"> • Visualizing Data 	<p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> • Marion Young, Iris. 2003. “The Logic of Masculinist Protection: Reflections on the Current Security State.” <i>Signs</i> 29(1): 1-25. • Duriesmith, David. 2018. “Manly States and Feminist Foreign Policy: Revisiting the Liberal State as an Agent of Change,” in <i>Revisiting Gendered States: Feminist Imaginings of the State in International Relations</i>.

- Saleh, Layla. 2015. “(Muslim) Woman in Need of Empowerment: US Foreign Policy Discourses in the Arab Spring.” *International Feminist Journal of Politics* 18(1): 80-98.

Homework:

DATA EXERCISE #4 (see assignment description for details)

Due in class on Tuesday, April 15th

WEEK 15: Research Paper Workshop

Tuesday, April 22

Thursday, April 10

Homework:

Come to class on Tuesday, April 22nd prepared with a rough draft of your research paper (see RESEARCH PAPER WORKSHOPS assignment description for details).

NO CLASS (University Reading Day)

WEEK 16: Finals Week

FINAL RESEARCH PAPER (see assignment description for details)

Due on Canvas by 11:59 PM on Tuesday, April 29th

Thank you for your hard work this semester. Enjoy your break! :-)

COURSE POLICIES

Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. 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.’” It is your responsibility to avoid plagiarism, cheating, and dishonesty. Follow the link below to review UF’s policy on academic integrity:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

In this course, papers and other assignments should be your own work. Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the professor.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Visit <https://disability.ufl.edu/get-started/> to get started

with the Disability Resource Center. It is important for students to share their accommodation letter with their professor and discuss their access needs as early as possible in the semester.

Communicating with the Professor

The best way to communicate with me is via email (lindsey.goldberg@ufl.edu). If you send me an email, please allow 48 hours for me to respond before following up with me about your original message. I will often respond faster than 48 hours later. However, because I avoid checking my work emails in the evenings and on weekends, if you email me during those times, I may not see your message and respond to you right away. That being said, if you send me an email and do not get a response within a few days, please do follow up with me, as it's possible that I have not received or read your message.

Given my 48-hour communication policy, it is your responsibility to practice good time management and begin your assignments in a timeframe that allows you to reach out to me with any questions you may encounter along the way. For example, if an assignment is due by 11:59pm on Friday, you wait to begin the assignment until 5pm on Friday, and you email me a question about it that same evening, I cannot guarantee that I will read your email and answer your question before the assignment is due. Nonetheless, you would be held accountable to the original assignment due date/time.

To schedule a meeting with me during Student Drop-In Hours (see first page of syllabus for days/times), please use the following link: <https://calendly.com/lindseyagoldberg/drop-in-hours>.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under 2 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/>.

Late Work & Due Date Extensions

The late submission of an assignment will result in a deduction of ten percentage points per day it is late, unless alternative arrangements have been made with the professor. Due date extensions will be determined on a case-by-case basis and require the student to initiate communication with the professor about the need for an extension with as much advance notice as possible.

Recording

I will not be recording our class sessions. Regular attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes from the day of class you missed. For guidance on in-class recording, please visit <http://aa.ufl.edu/policies/in-class-recording/>. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University of Florida, 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: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives will be well-served by this course, that students’ learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, a strength, and a benefit for all. It is my intent to present materials and activities that are respectful of diverse genders, sexual orientations, dis/abilities, ages, socioeconomic statuses, ethnicities, races, cultures, perspectives, and other background characteristics. Your suggestions about how to improve the value of diversity in this class are encouraged and appreciated. Additionally, if I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

CAMPUS RESOURCES

Health, Wellness, and Safety

- [*Aid-a-Gator*](#): Visit for information about how to receive funding for unanticipated travel, additional technology requirements, or other needs related to an emergency situation.
- [*Center for Inclusion & Multicultural Engagement*](#): This organization advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.
- [*Counseling and Wellness Center*](#): If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF’s Counseling and Wellness Center (CWC). Visit for information on crisis services as well as non-crisis services. You can also call (352) 392-1575 for more information.
- [*GatorWell Health Promotion Services*](#): Visit for prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success. You can also call (352) 273-4450.
- [*Hitchcock Field & Fork Pantry*](#): This organization provides free non-perishable food items, toiletries, and fresh produce for UF students (and others) in need. There is also an online order form.
- [*Student Health Care Center*](#): Visit for 24/7 information to help you find the care you need. You can also call (352) 392-1161.
- [*UF Health Shands Emergency Room / Trauma Center*](#): Visit for more information about various medical resources. For immediate medical care, call (352) 733-0111, or go to the emergency room located at 1515 SW Archer Road, Gainesville, FL 32608.
- [*U Matter, We Care*](#): Visit for information about making healthcare appointments, reporting incidents of

bias, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more. Please call (352) 392-1575 or email umatter@ufl.edu to report a concern, and a team member will reach out to the student in distress.

- [University Police Department](#): Visit for information on victim services and how to submit tips to the police. Call (352) 392-1111, or call 9-1-1 for emergencies.

Academic Support

- [Career Connection Center](#): Visit for career assistance and counseling services. Located in Reitz Union (Suite 1300), or call (352) 392-1601.
- [CLAS Academic Resources](#): Visit for more information about general studying skills and tutoring. Located in Broward Hall, or call (352) 392-2010. To make an appointment, call (352) 392-6420.
- [E-learning Technical Support](#): Visit for computing assistance. You can also contact the Help Desk by calling (352) 392-4357 or emailing helpdesk@ufl.edu.
- [Library Support](#): Visit for more information about various ways to receive assistance with respect to using the libraries or finding academic resources.
- [Student Complaints, On-Campus](#): Visit for updated information and procedures for on-campus students.
- [Student Complaints, Online](#): Visit for updated information and procedures for online students.
- [Writing Studio](#): Visit for help with brainstorming, formatting, and writing papers. Located at 2215 Turlington Hall, or call (352) 846-1138.

ACKNOWLEDGEMENT OF INDIGENOUS LAND & SOVEREIGNTY

The University of Florida is located on the homelands of the Muscogee (Este Mvskokvlke), Timucua, Seminole (simanó-li) peoples, and many more Nations who traded and migrated through these lands and waters that we now call Gainesville. The main campus sits on the original lands of the Potano people, a Timucua-speaking society that was victimized by colonial disease and violence. Their legacy includes advocating for the natural world, farming practices that heal the earth, and connecting to indigenous plants and wildlife through deep respect and conservation. Native peoples are not a relic of the past but continue to thrive in the state of Florida and elsewhere. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, the violence that was used to remove them, and the histories of dispossession that have allowed for the growth of this institution since 1853. Consistent with the university's commitment to diversity, equity and inclusion, understanding the historical and current experiences of Native Nations will help inform the work that we do and foster a more just educational environment.