

WST2612: Social Science Perspectives on Gender and Sexuality

Sections 220L and 2612 (See discussion below.)



Spring 2021

Instructor

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Office: 102 Ustler Hall (*I will not be working in my campus office this semester.*)

Office Hours: (via Zoom) Wednesdays and Thursdays from 11:30am to 12:30 am. And by appointment.

Graduate Teaching Assistant:

Ms. Priya Gurjar, MA student in the Center for Gender, Sexualities, and Women's Studies Research.

Email: Please contact through Canvas.

Office Hours: TBA.

Course Description

This course, offered through the Center for Gender, Sexualities, and Women's Studies Research, focuses on social science perspectives on gender and sexualities. I am a sociologist, so I will emphasize sociological perspectives on gender. When studying gender from a sociological perspective, we recognize that gender is not only an important dimension of individual identity but also a major dimension of the social structure. In this course we will look at sociological theories of gender, the way gender acts as an organizing principle in our everyday lives, the role of gender in our social institutions (e.g., education, work, family, media, religion, and politics), and how gender inequality is created and experienced. When we examine gender, we must also consider race, social class, and sexuality. This approach is what we call an *intersectional perspective*. In this class we will examine the ways in which gender intersects with these other categories to produce different gendered experiences, and therefore different forms of inequality within U.S. society.

Course Format

There are two sections of this course that are combined in Canvas and will meet at the same time. **All students are expected to attend class sessions** on Mondays periods 3 and 4 (9:35 to 11:30 am) and Wednesdays period 4 (10:40 to 11:30am).

Section 220L meets on-line only on Mondays (periods 3-4) and Wednesdays (period 4). Those enrolled in this session **may not attend on-campus class sessions** for this course, due to Covid-19 precautions.

Section 2612 meets on campus Mondays (periods 3-4 in FLG 270) and on-line during 4th period on Wednesdays. (See the schedule at the end of the syllabus. Quizzes and group work will be conducted via Canvas or Zoom.) If you are enrolled in this section, **you may participate in the on-line section. In order to attend class in person, you must be officially cleared by the University on a weekly basis, follow all Covid-19 required procedures (i.e., wear masks in all campus buildings, socially distance in classrooms, and stay home if you have been exposed to people who have Covid-19 and/or if you are experiencing any Covid-19 symptoms yourself.)** In order to participate in class discussions, you must **bring to class a lap-top, tablet, or phone that will enable you to log-on to Zoom**. This is necessary for you to participate in class discussions so that students who are taking the class on-line are able to read your comments or questions. More information will be posted on the Canvas web-site.

Student Learning Objectives

At the end of this course, you will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

Content: Demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline.

Communication: Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Content-Specific Objectives

- 1) Learn basic sociological concepts and theories through their application to the study of gender.
- 2) Recognize that observed differences in women's and men's lives are influenced by societal forces; that is, the social construction of gender in everyday lives.
- 3) Understand the ways in which women's and men's life experiences vary by race, ethnicity, social class, sexual identity, and age Explore the ways in which gender is built into social institutions, such as the family, the economy, government and politics, and the mass media.
- 4) Examine the ways in which gender, along with race, ethnicity, and social class, shapes the distribution of valued resources, power, and privilege in ways that systematically tend to benefit white men over white women and BIPOC women and men.

General Education and Writing Requirements

This course is a **Social and Behavioral Sciences (S)** subject area course in the UF General Education Program. (It also satisfies a **Diversity** requirement.) **It also fulfills a 2000-word writing requirement.** Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Students Requiring Accommodations

Please do not hesitate to ask for accommodation for a documented disability. Students requesting accommodation must first register with the Dean of Students Office: <https://disability.ufl.edu>. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask me or Priya if you would like any assistance in this process.

Required Text

***Questioning Gender: A Sociological Exploration*, by Robyn Ryle. Sage Publications.**

Please note that this course will be participating in the **UF All Access program**. UF All Access will provide you with your required materials *digitally* at a reduced price and will offer you the ability to pay using your student account. This option will be available starting one week prior to the semester starting and ending three weeks after the first day of class. Login at the following website and Opt-In to gain access to your required course materials:

<https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>

Assignments and Requirements

More information about each of these is available on the Canvas web-site.

1) Quizzes: There will be a quiz for each module of the course (except for Module 1 and Modul3 12). Each quiz will have 20 multiple choice and/or TF questions focusing on key terms, people, and ideas from the chapter. Each quiz will be worth 20 points. ***Quizzes are scheduled for the Wednesday class sessions during 4th period. You will access the quizzes through Canvas. The quizzes will be opened at 10:45 am and will close at 11:30 am.*** (If you are registered with the Disability Resource Center and have accommodations that allow you more time, please let me know as early as you can.)

Total points from this component: 200

2) Discussion Boards: I will post a discussion prompt for every module. You are asked to write a meaningful response to the prompt (i.e., your post is *clearly based on class materials assigned for the week* and is not based on your personal experience – unless the prompt specifically asks for that). You are also required to respond to at least one class mate’s post in a meaningful way (see the definition of meaningful in the previous sentence). The discussion boards will open on Wednesdays at noon. ***Original posts must be submitted no later than Fridays at noon. Responses to other people’s posts are due by Saturdays at noon.*** Please note that you can always post earlier than the day/time deadlines.

There will be 11 graded prompts. You are expected to reply to all of them, with the lowest score being dropped. Each discussion board (posts and responses) will be worth 20 points. Dimensions of evaluation will include the extent to which you provide clear links to the course material and the depth of the post.

Total points from this component: 200

3) Documentary Notes Sheets and Participation in Follow-Up Discussions: Documentaries are a core component of this course. You are required to carefully watch every one that is assigned. You will be provided with a note sheet to complete for each documentary. Note sheets will direct your attention to a number of key points that will help you apply key concepts and theoretical perspectives from the assigned materials in the module. You will submit your note sheets the night before they will be discussed in class. (Dates are provided on Canvas. Usually, documentaries will be discussed during Monday class sessions, so your note sheets must be submitted on Sunday nights. Please keep a copy for yourself.) Each sheet will be worth 20 points. Participation in the in-class discussion will be worth 5 points per documentary.

The total points from this component: 250

Your course grade will be based on a total of 650 points. The following chart shows you how many points are required for each letter grade.

Assignment Summary

Assignment	Points
Quizzes	200
Discussion Boards	200
Documentary Note “Cards”	200
In-Class Documentary Discussion	50
Total	650

Grade Scale and Value*

Grade Scale	Grade Value
650 and above = A	A = 4.0
585-603 = A-	A- = 3.67
565-584 = B+	B+ = 3.33
546-564 = B	B = 3.00
520-545 = B-	B- = 2.67
500—519 = C+	C+ = 2.33
481-499 = C	C = 2.00
455-480 = C-	C- = 1.67

*More information about grades and UF’s grading policies is available in the Undergraduate Catalog <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>.

NETIQUETTE AND COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats. Be on time. If you join the class session remotely, try and join the session at least 5 minutes before the class starts. Before your very first- class session, try joining about 10-15 minutes to make sure that everything works.

ACADEMIC ETIQUETTE: Regular attendance is expected. [No attendance will be taken, but weekly assignments will depend on knowledge from regular attendance]. Please remember that for onsite students arriving late or leaving early is disruptive to the class, especially so with COVID safety rules. For offsite/online students, please follow online learning etiquette (e.g., microphone off unless speaking).

Respect for opinions voiced in class is essential and I expect everyone to treat each other professionally. In order for us to learn from each other, we have to allow each other to make mistakes, and to offer unpopular positions for debate. However, name-calling, other forms of verbal harassment, sexual harassment and microaggressions will not be tolerated and will result in being asked to leave the class. Please also see description of assignments for further discussion of expectations about course participation.

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. A central part of the UF Honor Code is the Honor Pledge: “*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 by abiding by the Student 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.” Further information about the UF Honor Code and guidelines for Academic Honesty are [here](#). In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without

citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

STUDENT CONDUCT CODE AND SEXUAL HARASSMENT: This course also operates under UF’s Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see [UF policies regarding harassment](#). Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women’s Studies Research. This means I expect all participants to interact with peers “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

UF GENDER EQUITY: The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy. “Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality.” For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

Office of Victim Services : 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) Phone: (352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM- 5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24 hour helpline)

ACCOMMODATIONS: The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (0001 Building 0020-Reid Hall, accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available here. In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

COMMUNITY RESOURCES: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. Here are additional resources:

- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.
- UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

EXTRA COURSE FEES: There are no additional fees for this course.

ACADEMIC RESOURCES: The following are academic resources that may be helpful for completing this course:

- E-learning technical support - 352-392-4357 (select option 2) or email to Learning-support@ufl.edu. Student help FAQs
- Library support - Ask-a-librarian. Various ways to receive assistance with respect to using the libraries or finding resources
- Teaching Center -Broward Hall, (352) 392-2010 or 392-6420. Study skills workshops, study groups, and tutoring.

- [University Writing Studio](#) - 2215 Turlington Hall, (352) 846-1138, The [UF Writing Program](#) offers all UF students help in the ongoing process of becoming better writers. One-on-one tutoring, online tutoring, and workshops.
- [Career Connections Center](#) - 352-392-1601. Career assistance and counseling services.

Other Policies, Rules and Resources

Please see the end of the syllabus for policies related to Covid-19 and the HY-FLEX teaching/learning format

1. **Attendance and Make-up Policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

In the case of an absence due to participation in an official university activity, observance of a religious holiday, performance of a military duty, or any other university-approved absence (e.g., jury duty) which the student knows about in advance, the student is expected to notify the instructor of the conflict *before the assignment is due*, and if possible, at the start of the semester.

2. **Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

WEEKLY SCHEDULE

Links to readings (other than the textbook) and video clips are found on Canvas. If there is a discrepancy between this syllabus and the information presented in the modules on Canvas, please follow the information on Canvas.

PART I: Introduction – What Are the Most Important Questions to Ask about Gender and Sexuality?

Module 1: Defining Gender (January 11 – January 17)

READ: Chapter 1, Textbook

“In the news: Botched gender reveal sparks 10,000-acre wildfire in California,” Christina Marfice, Yahoo! Life, September 8, 2020.

WATCH: “Why gender equality is good for everyone, including men,” Michael Kimmel, TED Talk, 2015

WATCH: *Man for a Day* (documentary)

Module 2: Using Sociology to Study Gender (January 18 – January 24)

READ: Chapter 2, Textbook

“23 ways feminists have made the world better for women, Zerlina Maxwell, 2014.

WATCH: “We should all be feminists,” Chimamanda Ngozi Adichie, TED Talk

She’s Beautiful When She’s Angry (documentary)

Module 3: How Do Other Fields Study Gender? (January 25 – January 31)

READ: Chapter 3, Textbook

“How a group of gay male dancers is rethinking masculinity: These men are finding new stages on which to express their queerness, collapsing gender barriers in the world of dance,” David Ebershoff, *NY Times*, November 5, 2018.

WATCH: “Ballroom culture: The language of vogue,” TED Talk Ronald Murray, 2019.

“Legendary: 30 years of Philly ballroom.”

Rebels on Pointe (Documentary)

PART II: Gender in Our Everyday Lives

Module 4: How do We Learn Gender? (February 1 – February 14)

READ: Chapter 4, Textbook

“Racial socialization: How parents can teach their children about race,” American Psychological Association website.

“You’re not going to let that word hurt you,” Tara Bahrapour, *Washington Post*, August 4, 2017.

WATCH: “How to raise a black son in America,” Clint Smith, TED Talk.

The Mask You Live In (documentary)

Module 5: The Gender of Sexuality (February 15 – February 28)

READ: Chapter 5, Textbook

READ: “Heteronormativity: What it is and why it’s a problem,” Madilyn Smith, *Entity*, July 27, 2017.

WATCH: “How heteronormativity hurts LGBT/Queer people,” Rowan Ellis, Youtube.

How to Lose Your Virginity: Myths and Misogyny Around A Rite of Passage (documentary)

Module 6: Gender, Friendship, and “Dating” (March 1 – March 7)

READ: Chapter 6, Textbook

“We can write the scripts ourselves: Queer challenges to heteronormative courtship practices,” Ellen Lamont, *Gender & Society*, volume 31 (no. 5), pp. 624-646. 2017.

WATCH: *Love on the Spectrum* (documentary)

Module 7: Gender, Bodies, and Health (March 8 – March 21)

READ: Chapter 7, Textbook

“Exactly how much our appearance matters, according to our National Judgement Survey,” Daniel Pergament, *Allure*, February 11, 2016.

WATCH: “Women’s ideal body types throughout history,” *BuzzFeed* Video, 2015.

“Unusual beauty standards around the world,” BBC, 2020.

PART III: GENDER AND THE STRUCTURE OF OUR SOCIETY

Module 8: Gender, Marriage, and Families (March 22 – March 28)

READ: Chapter 8, Textbook

WATCH: “How Loving v. Virginia led to legalized interracial marriage,” *History Channel*.

“Supreme Court strikes down same-sex marriage ban,” *NBC Nightly News*, June 26, 2015.

Documentary TBA

Module 9: Gender and Work (March 29 – April 4)

READ: Chapter 9, Textbook

“Working mothers on the edge,” CBS News, October 4, 2020.

“EEOC case alleges rape in Florida’s strawberry fields,” Coalition of Immokalee Workers website, posted 2018.

WATCH: *Rape in the Fields* (documentary)

Module 10: Gender and the Media (April 5 – April 11)

READ: Chapter 10, Textbook

“Hollywood so white: Diversity report gives damning picture of US film industry,” Andrew Pulver, *The Guardian*, February 22, 2016.

“The man who began campaigning against #OscarsSoWhite 70 years ago,” *The Conversation*, February 23, 2016.

WATCH: *Miss Representation* (documentary)

Module 11: Gender, Politics, and Power (April 12 – April 18)

READ: Chapter 11, Textbook

“Power and Control Wheel,” National Center on Sexual and Domestic Abuse.

WATCH: “Sex trafficking in America,” *PBS Frontline*, 2019.

Enough (film)

Module 12: Course Wrap-Up (April 19 – April 21)

READ: “I let my child choose their own gender identity. The experience has been a gift for us both,” Kyl Myers, *Time* magazine, November 28, 2020.

WATCH: “Want gender equality? Let’s get creative,” Kyl Myers, TED Talk, September 27, 2016.

*** Classes end on April 21. There is no final for this course.**

Consider adding a Major in Women’s Studies

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women’s Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to **studying and transforming gender, race, class, sexualities and other systems of power**. The Women’s Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women’s Studies major consists of four core courses and six electives. It’s simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology have many courses that can double count). It’s also the perfect complement to pre-health studies. For more information, contact undergraduate coordinator Dr. Alyssa Zucker. Stop by her Fall office hours, Mondays and Thursdays 2-3:30 p.m. on [Zoom](#) or [email](#) for an appointment.

COVID-19 RELATED POLICIES

COVID-RELATED POLICIES AND REQUIREMENTS: In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Find more information in the [UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the [university attendance policies](#).
- Our class sessions *may* be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. *As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.*

HY-FLEX INFORMATION:

Due to the COVID-19 pandemic, UF is adopting a HyFlex model, short for Hybrid-Flexible, which combines online and onsite classroom-based instructional components. Classrooms equipped with HyFlex technology provide instructors the ability to teach in-person (onsite) and remote learners

(online) simultaneously and to record their lectures for their online sections while teaching face- to-face. In a HyFlex course, all learning content and materials are designed for both classroom and online learning environments and address all learning outcomes, regardless of the delivery medium. This way, whether a student attends class in a face-to-face environment, remotely through their computer, or by watching a recording if a recording is available, the learning objectives and outcomes will remain equivalent. (Source: [Teaching in a Classroom with HyFlex - Center for Instructional Technology and Training - University of Florida](#)). For more information on learning during the COVID-19 pandemic, refer to the UF Keep Learning website: [Keep Learning - eLearning - University of Florida](#).

What to expect during the class session? You have registered to attend the class sessions in person (onsite) or remotely (online). **If you are joining a class session remotely, please practice using Zoom ahead of time.** Plan to have access to a microphone, speakers or headphones, and a webcam. Most laptops should have all these components. In cases of slow Internet connectivity, **you can participate through your phone (audio only) by joining the Zoom meeting via a telephone number.** ([Keep Learning – eLearning – University of Florida](#)). If you are joining the class session onsite, it may be helpful to have a laptop computer to access material online during class. The URL to the live class sessions will be shared with students via email and also in the weekly modules. Zoom sessions will be recorded and the link posted in the module.

MINIMUM TECHNOLOGY REQUIREMENTS: The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Speakers or headphones
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Your instructor might request that you obtain the [Iclicker Cloud \(Reef\)](#) (free for students) to respond to polls and in-class quizzes
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

MINIMUM TECHNICAL SKILLS: To complete your tasks in this course, you will need a basic understanding of how to operate a computer, how to use Zoom, and how to use word processing software.

Zoom: Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>. See also the orientation module

TECHNOLOGY RESOURCES: For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.