

CLA 1011 Democracy in Theory and Action
Fall 2024

General Education: Humanities, Writing Requirement (2000 words)
[Note: A minimum grade of 'C' is required for General Education Credit]

Time: MWF 3.00-3.50pm
Venue: TUR 2333

Instructor:

Dr Ifigeneia Giannadaki, Associate Professor and Cassas Chair in Greek Studies

Web: <https://florida.academia.edu/IfigeneiaGiannadaki>

Office: Dauer Hall

Office hours: Mondays 9-10am, Thursdays 10-11am; or by appointment.

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Course Description

This course will showcase the lively dialogue between ancient democracy and modern, tackling some of the most pressing issues of our times, including the limits of political participation and the real power of the people, the elitism of politics and distrust of modern politicians, the limits of free speech and the role of the press/media in modern politics and in shaping public opinion. This dialogue between democracy ancient and modern will be discussed from comparative approach of democratic principles, political institutions, civic rights, limits of political participation, and criticisms to the democratic government, in the ancient world and in our times. These topics are also essential to approach both political history and political theory: evolution as against stability, freedom and equality, law and popular sovereignty, cultural ideals and practice.

Finally, through a wealth of topics to be discussed and debated in the classroom, the course concludes by asking interconnected, timely and pressing questions, relevant to all modern democratic societies: is after all the democracy a good or a defective constitution? Are there better alternatives? Or is there room for political reform? In the course of this course, students will learn to think critically through the mastering of the respective themes outlined above (including political theory, political philosophy) through the analysis of literary and epigraphical evidence which lie at the heart of the Western canon. The course offers instruction in the history, key themes, principles and terminology, theories and methodologies used in the humanities. Ultimately, students will learn to identify and analyze key elements, biases, and influences that shape thought.

Brief course summary

What is democracy and in what ways has this form of government changed since its birth in ancient Athens? This course offers a comparative approach to democracy (ancient and modern), tackling some of the most pressing issues of our times, illustrating political history and political theory: political thought in action.

Writing Requirement

The course confers 2,000 words toward the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing

course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

The University's Humanities and General Education Requirements

The course fulfills the UF Quest 1 requirements and 3 credits of the Humanities [General Education](#) requirement. **A minimum grade of C is required for general education credit.**

Weekly Schedule

(Subject to adjustment as needed at the discretion of the instructor)

There are three hours of instruction each week.

Week 1: 22-23 Aug.

Introduction/class administration

Optional reading:

Orwell, G. 'Politics and the English Language'.

Week 2: 26-30 Aug.

Athenian democracy: fundamental principles and political ideology.

Required reading:

[Aristotle] *The Constitution of the Athenians* 5-11 (Solon), 20-22 (Kleisthenes)

Hansen, M. H. 1999 *The Athenian Democracy in the Age of Demosthenes*, pp.55-85

Quiz 1 due Friday

Week 3: 2-6 Sept.

Athenian democracy and modern democracies: major differences and similarities

Required reading:

Thucydides, Book 2, chapters 34-46.

Hansen, M. H. 2005 'Direct Democracy Ancient and Modern', 45-70.

Quiz 2 due Friday

2 Sept: holiday

Week 4: 9-13 Sept.

Political institutions: the Assembly, the Council and the Courts.

Required reading:

Carey, C. 2017 *The Democracy of Classical Athens*, 57-77.

Wolpert, A. and Kapparis K. 2011 *Legal Speeches from Democratic Athens*, pp.ix-xxix.

Optional reading:

Hansen, M. H. 1999 *Athenian Democracy in the Age of Demosthenes*, pp. 141-160, 246-265

Quiz 3 due Friday

Week 5: 16-20 Sept.

Political institutions in the modern democracies. Rule by the people?

Required reading:

Dahl, R. 2005 'What Political Institutions does Large-scale Democracy Require?', *Political Science Quarterly* 120, 187-197.

Dahl, R. 1998 'Varieties I: DEMOCRACY ON DIFFERENT SCALES', pp. 100-118.

Quiz 4 due Friday

Deadline for paper, first submission: 20 Sept. 11:59PM

Week 6: 23-27 Sept.

Athenian legal system in comparison with modern civil law and common law systems

Required reading:

Demosthenes 22

Dainow, J. (1966) 'The Civil Law and the Common Law: Some Points of Comparison'. *The American Journal of Comparative Law*, 15(3), 419-435

Quiz 5 due Friday

Week 7: 30 Sept.-4 Oct.

Political leaders, political participation, and control of political power; accountability, checks and balances then and now.

Required reading:

Lysias 16

Mulgan, R. (2003) *Holding Power to Account: accountability in modern democracies*, pp. 36-74.

Optional reading:

Sinclair, R. K. *Democracy and Participation in Classical Athens*, pp. 34-47.

Quiz 6 due Friday

Week 8: 7-11 Oct.

Review and exam 1

Exam 1: 11 Oct 2024 (on paper, in class)

Week 9: 14-18 Oct. Politics: (not) a woman's job? Women's political rights: ancient Greek political thought and the position of women in the 21st century.

Required reading:

Norris, P. and Inglehart, R. (2001) 'Women and Democracy: cultural obstacles to equal representation', *Journal of Democracy* 12, 126-40.

18 Oct: homecoming – No class

Week 10: 21-25 Oct.

Freedom of speech in Classical Athens (*parrhesia*) and today. Fake news: too much freedom of speech or lack of?

Required reading:

Plato, *Apology*; Herodotus *Histories* Book 5. 78, 92. α 1

Herman, E. S. & Chomsky, N. 2002 *Manufacturing Consent: The Political Economy of The Mass Media*, chapter 1: pp. 1-37.

Optional reading: Khan, A., Brohman, K., & Addas, S. (2022). The anatomy of 'fake news': Studying false messages as digital objects. *Journal of Information Technology*, 37(2), 122–143.

Quiz 7 due Friday

Week 11: 28 Oct.-1 Nov.

State record-keeping and access to information in the ancient Greek world and the era of the 'social media politics'

Required Reading:

Marwick, A. and Lewis, R. 2017 '[Media manipulation and disinformation online](#), pp. 4-39

Optional reading:

Sickinger, 1999 'Literacy, Documents, and Archives in the Ancient Athenian Democracy', *The American Archivist* 62, 229-246

Paper: second submission due: Friday 1 Nov. 11:59PM

Week 12: 4-8 Nov.

Criticisms to Athenian democracy and modern democratic states.

Required Reading:

Pseudo-Xenophon, *The Constitution of the Athenians* and Cartledge 2009, pp. 140-2 (Appendix 2)

Mayer, T. -Wagner, M. (2020) 'The rise of populism in modern democracies', in the *Oxford Handbook of Political Representation in Liberal Democracies*, pp. 563-576

Optional Reading:

Sinclair, R. K. 1988 *Democracy and Participation in Classical Athens*, 'The critics of the Athenian democracy', pp. 191-218.

Quiz 8 due Friday

Week 13: 11-15 Nov.

Is after all the democracy a defective constitution?

Required reading:

Brennan (2017) *Against Democracy*, pp. 182-203.

Quiz 9 due Friday

11 Noe.: holiday

Reflective Essay due: 15 Nov. 11:59PM

Week 14: 18-22 Nov.

Are there better alternatives to democracy in action? Brief review.

Optional Reading:

Brennan, J. (2021) 'Alternatives to Democracy', in *Debating Democracy: Do We Need More or Less?*, Oxford, 94-132.

<https://carrcenter.hks.harvard.edu/files/cchr/files/ai-and-democracy.pdf>

Quiz 10 due Friday

Week 15: 25-29 Nov. HOLIDAY: NO CLASSES

Week 16: 1-4 Dec. Review and Exam

Exam 2: 4 Dec.

Required Books and Readings

Required book chapters and articles are provided on Canvas (if published/available as e-books) and/or in the Course reserve for this course in Library West, in hard copies. It is responsibility of the students to access the resources available in the libraries of the University of Florida, or buy their own copies of books, if they so wish.

NB. It is students' responsibility to prepare the required readings IN TIME.

Cartledge, P. 2016 *Democracy: A Life*, Oxford University Press.

Hansen, M. H. 1999 *The Athenian Democracy in the Age of Demosthenes*, Bristol Classical Press.

Readings (i.e. required articles and chapters from the following books)

- Brennan, J. 2017 *Against Democracy*, pp. 182-203.
- Brennan, J. 2021 'Alternatives to Democracy', in *Debating Democracy: Do We Need More or Less?*, Oxford, 94-132.
- Carey, C. 2017 *The Democracy in Classical Athens*, Bloomsbury.
- Cartledge, P. 2016 *Democracy: A Life*, Oxford University Press.
- Dahl, R. 2005 'What Political Institutions does Large-scale Democracy Require?', *Political Science Quarterly* 120, 187-197.
- Dahl, R. 1998 'Varieties I: DEMOCRACY ON DIFFERENT SCALES', pp. 100-118.
- Dainow, J. 1966 'The Civil Law and the Common Law: Some Points of Comparison'. *The American Journal of Comparative Law*, 15(3), 419-435
- Fung, A. 2021 'Is Democracy too much trouble in a pandemic?', pp. 169-81.
- Hansen, M. H. 1999 *The Athenian Democracy in the Age of Demosthenes*, Bristol Classical Press.
- Hansen, M. H. 2005 'Direct Democracy Ancient and Modern', 45-70.
- Herman, E. and Chomsky, N. 2002 *Manufacturing Consent: The Political Economy of the Mass Media*, Pantheon Books.
- Lijphart, A. (2001) 'Democracy in the 21st century: Can we be optimistic?' in *European Review*, 9, 169-184.
- Marwick, A. and Lewis, R. 2017 'Media manipulation and disinformation online'.
- Mayer, T. -Wagner, M. 2020 'The rise of populism in modern democracies', in the *Oxford Handbook of Political Representation in Liberal Democracies*, pp. 563-576
- Mulgan, R. 2003 *Holding Power to Account: accountability in modern democracies*, pp.36-74.
- Norris, P. and Inglehart, R. 2001 'Women and Democracy: cultural obstacles to equal representation', *Journal of Democracy* 12, 126-40.
- Wolpert, A. and Kapparis, K. 2011 *Legal Speeches from Democratic Athens*, Hackett Publishing.

Source Materials

Important Source Materials (available online at no additional cost; all links to source materials will be available on Canvas; the same applies to PowerPoints and other course materials):

- [Aristotle] *The Constitution of the Athenians* 5-11, 20-22.
- Thucydides, *History* book 2.34-46
- Demosthenes, speech 22 (*Against Androtion*)
- Herodotus *Histories* Book 5. 78, 92. α 1
- Lysias, speech 16 (*On Behalf of Mantiheos*)
- Plato, *Apology*
- Pseudo-Xenophon, *The Constitution of the Athenians*

Required Referencing Style for Writing Assignments: students must use the APA reference and citation style in their writing assignments. It is students' responsibility to consult the suggested books on style and referencing and familiarize themselves with the required citation style for their assignments. Available here: <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

Recommended Writing Guide and Information about Citations

Strunk, William and White, E.B. 2014 *The Elements of Style*. 4th edition, Pearson Education Limited.

Citation Management Guide from UF Libraries

<https://guides.uflib.ufl.edu/citationsoftware>

Writing Studio

It is also highly recommended to take advantage of the rich resources offered by the **University 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 (<https://writing.ufl.edu/writing-studio/>) or in 302 Tigert Hall for one-on-one consultations and workshops.

Grading

Grades for the Course will be calculated through evaluation of the following assignments:

1. 10 on-line quizzes = 30% (The two lowest scores will be dropped.)
 2. first exam = 18%
 3. second exam = 18%
 4. Paper = 20% (i.e. 10%= abstract submission; 10%=final paper submission)
 5. Reflective essay = 14%
- TOTAL = 100%

Grading Scale

I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
E	< 61.0 %	to 0.0%

More information on UF grading policy is [available here](#).

Assignments

1. 10 online quizzes (online submission via Canvas link)
2. Exam 1 (on paper, in class)

3. Exam 2 (on paper, in class)
4. **Paper (2,000 words, strictly):** online submissions via Canvas links (abstract submission, paper submission).

TOPIC:

Considering the following sources discuss **two major problems/challenges** of **representative democracy**, in your opinion, **including** discussion of the role of social media/the Press and accountability of public officials, as well as **examples** from contemporary democracies, to illustrate your arguments. The following sources **must** be considered **along with other appropriate sources** from your **required bibliography** for this course (i.e. required readings which are available on Canvas under each week's 'Module').

- Brennan, J. (2016) *Against Democracy*, Princeton University Press.
- Dahl, R. (1998) 'Why Democracy', in Dahl (1998) *On Democracy*, Yale University Press.
- Marwick, A. and Lewis, R. (2017) 'Media manipulation and disinformation online'.

Citation and reference style: APA. Students must familiarize themselves with the referencing style. Available with examples of references here: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

- a) **Abstract submission:** students are required to present a **detailed abstract of 450-500 words, strictly, offering an adequate outline of the main arguments of their paper and adequate explanations/using examples. The abstract must include the bibliography used in the required reference style.**

Format: Times New Roman, font size 12, line spacing: 1.5, normal margins. Word limit: 450-500 words with bibliography.

Reference style: APA. Students must familiarize themselves with the referencing style. Available with examples of references here: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

The *main* aspects to be assessed in this submission are the following:

Ability to **research and consult with relevant and appropriate sources**; their ability to present their bibliography in the **required style**; their ability to **present in a clear and coherent way the main aspects of their paper in a form of detailed outline**, within the given length. Their ability to engage with the bibliography given in the required readings and the relevance of their thoughts (in the paper plan) directly addressing the topic.

The detailed criteria according to which all writing assignments are assessed are illustrated in the Writing Assessment Rubric for this course.

NB. THIS IS NOT A DRAFT, IT IS A COMPLETE FIRST VERSION OF YOUR ABSTRACT FOR THE PAPER! DO NOT SUBMIT UNFINISHED WORK OR ROUGH IDEAS ON PAPER (e.g. missing bibliographical references, incorrect style, partial description of content) OR DRAFTS!

b) **Submission of paper:** students are required to **submit their paper of 2,000 words in response to the topic**, in the **word limit** given and the **referencing style required** for this assignment. The paper **must show evidence that feedback** given on the first submission has been considered for **corrections/additions/adjustments in the structure/coherence of work, argument support, presentation, content of the paper, style, mechanics**. *The detailed criteria for assessment of writing assignments in the course are illustrated in the Writing Assessment Rubric.*

5. Reflective essay (**350-400 words, strictly**): online submission via Canvas link.

TOPIC

Democracy and the Press.

1. Locate two articles of this year (since June 2024) e.g. from the New York Times, Wall Street Journal, The Economist, or other ‘reliable’ news outlets (i.e. *signed articles, including their sources and evidence for their reporting*), reporting on the **same issue** on **one** of the following topics:

- Women in politics/representative democracies
- Freedom of speech and the role of mass media
- Fake news and democracy
- Accountability of politicians *in action*

Articles of past years may not be used for this assignment; failure to use appropriate sources for this assignment may result in losing marks (mechanics, content, argument support). See Writing Assignment Rubric below.

2. Compare the two articles you have selected on the following points and discuss briefly your findings: a) present briefly the ‘facts’, b) identify the journalist’s sources/evidence - can they be verified?, c) discuss the ‘framing’ of the facts and the viewpoint of the journalist. D) Which article of the two would you trust most and why?

3. Your work should be presented as a short reflective essay of 350-400 words MAXIMUM, consisting of a short introduction, main body (answering to the set questions above) and a short conclusion. *Students may not submit a ‘bullet point’ type of response/outline for this assignment. The word count excludes bibliography (i.e. the two chosen articles).*

You can consult the following site for discussion of the same facts from different viewpoints in various media outlets: <https://www.allsides.com/unbiased-balanced-news> Links to an external site.

NB Required readings are due each Wednesday; online quizzes are due on Fridays, as per schedule. It is students’ responsibility to cover the reading and submit their answers to the

quizzes IN TIME. Students must also ensure that they have reliable internet connection and appropriate hardware to access the online quizzes or use the University's facilities.

General Writing Assessment Rubric

This rubric will be used for all writing assignments for this course (exams, essay, paper). Column ‘Unsatisfactory’ illustrates the deficiencies and problems of a writing assignment which will lead to a failing grade ‘E’. The elements in column ‘Satisfactory’ illustrate the various positive qualities which lead to marks A-D depending on the quality of these elements in the students’ papers. **Each of the five elements of a writing assessment (i.e. content, organization etc) will be graded in the scale of 0-20 points. The total number of points (out of 100%) will equal the grade for the assignment.**

Example: a paper received the following number of points for each of these five elements. *Content: 17/20, organization/coherence: 20/20, argument/support: 16/20, style: 19/20, mechanics 20/20.* Therefore, the grade to this writing assignment is $(17+20+16+19+20)=92\%$

0-20 points	Satisfactory (Y)	Unsatisfactory (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

	only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Student Learning Outcomes

Reflecting the curricular structures of **Quest 1** and these **Gen Ed** designations, after taking Democracy in Theory and Action, students will be able to:

1. Identify, describe, and explain the historical processes involved in the passage of humanity into the era of social and political organization under democratic constitutions, and of the history of political thought from ancient Greece to modern times, political power and justice, socio-political inquiry, rational quest, experimentation and the study of democracy in action from a comparative viewpoint for the benefit of human communities diachronically, as well as

the flourishing of human communities under democratic organization. (*Content SLOs for Gen Ed Hum, and Q1*).

- *Objective will be accomplished by: reading theoretical scholarship on democracy (required readings of secondary literature and source materials), ancient and modern, on a weekly basis, as specified in the thematic arrangement of the course in the Syllabus; group discussions over the themes to be explored, in seminars (one seminar/week); highly participatory lectures (two each week), seeking maximum engagement between the instructor and the learner, over the learning process.*
2. Analyze and evaluate some important culture texts from the early Greek political theorists, historians and active politicians, as well as some comparable key-texts on modern political thought and democratic government, using established practices appropriate to the arts and humanities (*Critical Thinking*).
 - *Objective will be accomplished by: Lectures on the assigned readings (modern bibliography and primary sources) and guided question and answer over the highly participatory lectures (two lectures/week).*
 3. Analyze and evaluate how political thought and analysis (and critique) of democratic government initially developed in Greece and explain how their employment can be applied to significantly understand modern socio-political and economic organization and development of modern societies of the western world (*Critical Thinking*).
 - *Objective will be accomplished by: In class lectures and discussion, readings, weekly quizzes, writing assignments.*
 4. Analyze and evaluate essential questions about the progress of humanity on the basis of socio-political organization under democratic government from a comparative perspective. (*Critical Thinking*).
 - *Objective will be accomplished by: weekly lectures, weekly quizzes, written assignments.*
 5. Observe and evaluate the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs. (*Communication*).
 - *Objective will be accomplished by: in class discussions, guided visit to Harn Museum (tour and talk); personal reflection essay (experiential learning)*
 6. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (*Critical Thinking*).
 - *Objective will be accomplished by: in class participatory lectures, group discussions in seminars, Harn Museum visit (tour and talk), personal reflection essay (experiential learning)*
 7. Develop and present clear and effective responses to essential questions about the political thought in action, democracy ancient and modern, and other relevant humanities disciplines intersected during the course into the course (*Communication*).
 - *Objective will be accomplished by: in class discussions, writing assignments paper, personal reflection essay (experiential learning), and written exams.*

8. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (*Connection*).
 - *Objective will be accomplished by: in class discussions (lectures, seminars), paper, Harn Museum visit (tour and talk), personal reflection essay (experiential learning)*

UF student honor code, original work, and plagiarism

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 (<http://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 in this class.

Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately:

<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9>

If you have any questions, please ask your instructor.

Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.

Class 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 that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. **Students with disabilities should follow this procedure as early as possible in the semester and no later than 3 weeks ahead of the assignments impacted by those accommodations.**

Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction as they perceive it in this course—**considering their attendance and participation levels and opportunities they actively took to engage in the learning process and fulfil the course requirements**—by completing course evaluations online via GatorEvals. Guidance on how to give **feedback in a professional and respectful manner is available at** <https://gatorevals.ua.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/>.

Important Student Wellness Resources

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Honors Academic Resources

Honors Program, 201 Walker Hall, 352-392-1519

Quick questions for an Honors advisor? Email advisor@honors.ufl.edu

Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/ufhonorsadvising>

Materials and Supplies Fees

There are no additional fees for this course.

Course Policies

(it is students' responsibility to familiarize themselves with the Course Policies and comply with them)

1. It is responsibility of the students to consult the Canvas shell of the class ahead of each session and complete the required work.
2. It is students' responsibility to check their email correspondence regularly to ensure that they receive critical correspondence, updates, etc communicated by the instructor.
3. If a student misses a lecture or seminar, it is the student's responsibility to find out the material taught from the Canvas shell, ask their classmates for any notes, and cover the material of the lecture/seminar missed during a given absence.

4. There will be no make-up work except in extraordinary and documented cases. **I must have written documentation within 24 hours for any medical or other emergencies which result in a missed test or late essay. Late submission for any non-legitimate reason beyond reasons that the university recognizes as legitimate (e.g. sudden illness, family emergencies etc) will be penalized by deducting 30% of the grade of the late assignment, i.e. submission within 24 hours from the missed deadline: e.g. if a student submits an assignment from a minute passing the deadline until 24 hours after the deadline, and their assignment was granted a 70%, their final mark after penalty is 40% (70-30%). Submissions beyond the 24 hours will be marked with a 'zero'. It is the responsibility of the students to submit the correct files containing their work on Canvas and double check (after submitting a file) that the file they intended to submit was actually submitted on the assignment link on Canvas and it is accessible, not corrupt.**

5. The use of cellular devices during the lectures is strictly prohibited for any non academic reasons related to the particular course. Refusal to comply results in immediate dismissal from class. Any disruptive behaviour which affects the delivery of the lecture by the instructor or the attention or performance of students in group-work will not be tolerated, as per University rules (see the Orange Book). The students are strongly encouraged to read the Orange Book: <https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>