

What is a Man?
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Spring 2020

Instructor

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You can learn more about me, the Instructor, [here](#), and see past student evaluations of my classes [here](#). If you want to learn more about Women's Studies, the department in which I teach, you can go to [this page](#).

Required Texts:

- Hansberry, *A Raisin in the Sun* (1953; Vintage reprint, 2004). ISBN:0679755330. Available for purchase at the UF bookstore; buy or rent at [amazon.com](https://www.amazon.com). Obtain THIS edition; we all need to have the same page numbering.
- Other texts for this class (reading and viewing) are available through links in the Canvas syllabus. Assigned books or pdf materials should be printed and brought to class in HARD COPY; online articles can be read on line but you will not be able to access them in class.

Overview:

This course in the UF Quest 1 curriculum uses literature, art, music and film to complicate popular science claims about the "nature" of masculine identity. Focusing on the experiences of African American and White men in the late 20th century, we will examine the ways that ideas of "what is a man" are formed in dialogue with ideas about the family, meaningful work, class, race, and sexuality. To understand how that happens, we will read popular texts produced during moments in 20th century American life when changes in the nation's political and economic structures have called long-held ideals of masculinity into question. Through these imaginative works we will see how diverse men construct identities for themselves (and find meaning and value in their lives) not only through their relationships with women, but also through their friendships and work, their political and their spiritual beliefs. We will ask and answer these questions through class discussion, formal/analytical writing, and less formal, personal writing.

Quest 1: The Real Point

Let's be real: many high school and lower-division college courses invite a box-checking and template-completing approach to knowledge acquisition and, by extension, to life. Courses in the UF Quest 1 curriculum are meant to challenge that cynical and unimaginative habit of mind by asking complex questions to which there may be no clear "right" answers. Quest 1 asks and answers such questions using a Humanities frame of reference and methods: we look at the way texts (written, visual, performative, etc.) convey meanings both explicitly and implicitly, and communicate our findings as clearly as possible through language (discussion and writing). By using the slippery medium of the English language to communicate thoughts on complex and often ambiguous questions, this class aims not only to teach specific interesting content (evolving ideas about American manhood) but a set of

analytical, communication, and cognitive skills that will help you negotiate the confusion and disappointments of undergraduate life, the harsh realities the contemporary workplace, and the angry despair of your nearly-inevitable mid-life crisis.

Quest 1: Student Learning Outcomes

The University of Florida and the state behind it do not really trust me and you to just get together and think about stuff; we might waste time or, worse, have subversive ideas. "Student Learning Outcomes" are a contract that turn me into a "content provider" and you into a "educational end-user." I dislike this structure, but since we are stuck within it, we should make the best of it. These are the things that you should be able to do after taking the Quest 1, Gen Ed Humanities and Diversity class "What is a Man?":

1. Identify, describe, and explain the historical evolution of African American and White masculine identity in the 20th-century US, with attention to the ways gender, race, and natural identity intersect and dynamically interact with other identity categories such as (but not limited to) class, ethnicity, religion, age, sexual orientation, and disability.
2. Use the methods common to humanities scholarship to analyze and evaluate popular culture texts by a diverse group of artists that depict and help to construct ideals of masculine identity using established practices appropriate to the arts and humanities.
3. Analyze and evaluate how social inequities are constructed and affect the opportunities, constraints, and perceptions of different groups of men in the United States.
4. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of masculinity in an increasingly diverse U.S. society.
5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond.
6. Develop and present clear and effective analyses and discussions of masculine identity in the 20th-century US in the oral and written forms appropriate for humanities scholarship.

Feel smarter yet?

Weekly Course Schedule

This schedule maps out all the assignments for the term. Readings/screenings etc. assigned for a given day should be completed before class begins on that day. Bring paper copies of book or pdf readings to class; bring hard copy of your reading notes for online articles.

Unit One: Introductions and Analytical Toolbox

Week One, Jan 6-10: Introductions

- T|7 Introduction: "What is a Man?"
 - [Today's PPT](#)
- Th|9 Introduction: What is this Class?
- F|10 Sections: What is a UF Quest 1 Class? Humanities "Methods" and Cultural Texts
 - [Read "Communications and Culture"](#)

Week Two, Jan 13-17: Buzzwords: "Neurosexism" and "Toxic Masculinity"

- T|14 Read Lorenz, ["Are Male and Female Brains Biologically Different?"](#)
 - [Due 14 Jan: Prep Sheet Signup \(via Canvas, noon\)](#)
- Th|16 Read Orenstein, ["The Miseducation of the American Boy"](#)
 - [Due 16 Jan: Syllabus Reflection Paper \(via Canvas, 5 Pm\)](#)
- F|17 Sections-- Discussion

Week Three, Jan 20-24: Thinking Historically

- T|21 Read Kimmel, "Introduction" to *Manhood in America: a Cultural History* (pp. 1-8; link to reading will be provided)
- Th|23 Read Kimmel, Chapter 1, "The Birth of the Self-Made Man," 11-20, 22-23, 24-32
 - [Due 23 Jan: Prep Sheet Option #1: Kimmel's Models \(via Canvas, 9 am\)](#)
- F|24 Sections: Discussion-- Kimmel and His Issues

Unit Two: Archetypes

Week Four, Jan 27-31: The Great War and Its Great Men

- T|28 Background Lecture: How to Watch a Film
- Th|30 View *Casablanca* (Curtiz, 1943)
 - [Due 30 Jan: Prep Sheet Option #2: *Casablanca* \(via Canvas, 9 am\)](#)
- F|31 Sections: Discussion

Week Five, 3-7 Feb: The Limits of All That Greatness

- T|4 *Casablanca*, cont'd
- Th|6 Background Lecture: The Double V Campaign
 - Read ["The Double V Victory"](#)
- F|7 Sections: Discussion

Week Six, 10-1 Feb: Man or Toothless Rat?

- T|11 Read Hansberry, *A Raisin in the Sun*, Act 1
 - [Due 11 Feb: Prep Sheet Option #3: *Raisin in the Sun* \(via Canvas, 9 am\)](#)
- Th|13 Read Hansberry, Act 2 & 3
- F|14 Sections: Discussion

Week Seven, 17-21 Feb: Masculinity and Race: the First Ten Years

- T|18 Catch Up
- Th|20 Review
- F|21 Sections: In-class midterm

Unit Three: The Renegotiation

Week Eight, 24-28 February: This Changes Everything

- T|25 Background Lecture: Social Movement Masculinity
- Th|27 Read
 - Geary, [Introduction](#) to *The Moynihan Report: The Annotated Edition* (it's the italicized parts)
 - Herman, ["The Moynihan Report and the Question of Black Masculinity"](#)
 - Coates, ["A Note on the Moynihan Report, Black Women, and 'Urbanology'"](#)
 - [Due 27 Feb: Prep Sheet Option #4: on the Moynihan Report \(via Canvas, 9 am\)](#)
- F|28 Sections: Exam return; overview chapbook assignment

Week Nine, Spring Break

Week Ten, 9-13 March: The Meaning of "Mister"

- T|10 View *In the Heat of the Night* (Jewison, 1967)
 - Due 10 March: Prep Sheet Option #5: *IHOTN* (via Canvas, 9 am)
- Th|12 *IHOTN*, cont'd
- F|13 Sections: Discussion

Unit Four: Remixes

Week Eleven, 16-21 March: The Beginning of the End

- T|17 Background Lecture: Race, Gender, and the Service Economy
- Th|19 View *Carwash* (Schulz, 1976)
 - Due 19 March: Prep Sheet Option #6: *Carwash* (via Canvas, 9 am)
- F|20 Sections: Discussion

Week Twelve, 23-27 March: Two Views of Deindustrialization

- T|24 *Carwash*, cont'd
- Th|26 Prep for *Skeleton Crew*: evening performance on UF campus; exact day/time/location TBA
- F|27 Class cancelled to compensate for evening field trip

Week Thirteen, 30 March-3 April: Show Me a Hero

- T|31 Discuss *Skeleton Crew*
- Th|2 Background Lecture: The Beginning of Now
- F|3 Sections: Discussion
 - View *Three Kings* (Russell, 1999)
 - Due 3 April: Prep Sheet Option #7: *Three Kings* (via Canvas, 9 am)

Week Fourteen, 6-10 April: A Not So Great War, with Not So Great Men

- T|7 *Three Kings*, cont'd
- Th|9 *Three Kings*, cont'd
 - Due 7 April: Chapbook Page (via Canvas, 9 am)
- F|10 Sections: Evaluations

Unit Five: Re-imagining?

Week Fifteen, 13-17 April: What Comes Next?

- T|14 Discuss take-home final on mystery film
- Th|16 Mystery film reveal
- F|17 Sections: Distribute chapbooks

Week Sixteen, 21 April: Conclusions?

- T: Wrap up
 - Take-home Exam Due via Canvas at Assigned Exam Period: Friday, 1 May 12 pm

List of Graded Work

Note: You must do all the assigned work in order to pass the class.

Formal Written Work

- **Syllabus Reflection Paper (500-750 words) 20 points**
 - Summarize and respond to syllabus with thoughts on/hopes for the class and potential challenges
 - Due via Canvas 16 January, 5 pm
- **Chapbook Page (500-750 words) 25 points**
 - Choose a quotation that represents key insights into an ideal of masculinity that you support. In a letter to a man in your life, explain how they relate to issues raised in class this term that this man should know about. Pages will be published in a class chapbook; each student will receive a copy on the last class day.
 - Due via Canvas 7 April, 9 am

Prep Sheets

- **Prep Sheet Signup, 3 points**
 - Review syllabus and opt in to five of the Prep Sheet due dates
 - Due via Canvas 14 January, 12 pm
- **Prep Sheets 5 of 7 (varying lengths) 6 points each for a total of 30**
 - Respond to short questions before and after reading/viewing assigned texts
 - Self-selected dates from: 23 Jan, 30 Jan, 11 Feb, 27 Feb, 10 March, 19 March, 3 April
 - NOTE: You must [sign up](#) for at least TWO prep sheets before spring break!

Exams

- **Mid-Term exam, 20 points**
 - Objective blue book exam with short answer questions
 - Friday, 21 Feb.
- **Take-home Final Exam (1000-1500 words) 25 points**
 - Exam with one required synthetic essay and another essay from a choice of two. Questions distributed last day of class, answers submitted via Canvas at assigned exam period.
 - Due via Canvas by end of assigned exam period: 1 May, noon
 - ** an alternative paper assignment that replaces the final may be arranged in advance with instructor permission

Attendance and Participation

- **Attendance (1 point per class period) Up to 35 points**
 - On-time, full-class period, alert and engaged attendance in class (for details, see Attendance section of ["Course Policies" page](#))
 - Every class day beginning Week 2, except for 27 March
- **Formal Participation (1 point per small section class period) Up to 10 points**
 - Consistent, thoughtful, and informed participation in small section meetings (for details, see Attendance section of ["Course Policies" page](#))
 - Every Friday in the term except for during Weeks 1 and 12

Total Possible Points: 168

* There will be multiple extra credit opportunities throughout the semester.

Course Administration and Policies

Academic Honesty

In the American academy, using someone else's words or ideas without attribution—whether you intend to or not, whether you pay for them or not, whether they're pretty much what you were thinking yourself or not, whether your roommate does it or not—is plagiarism.

- Familiarize yourself with [UF's Honor Code and the offenses that constitute violations: \(Links to an external site.\)](#) you are responsible for abiding by them, and there are NO EXCEPTIONS. The course takes plagiarism and other forms of cheating very seriously. The minimum penalty for plagiarism in this class is a zero on the assignment in question and referral to Judicial Affairs, which will make the violation part of your permanent record. A good explanation of what constitutes plagiarism and how to avoid it through proper attribution is [available here \(Links to an external site.\)](#).

Attendance and Participation

Class is your job. Professionals arrive on time for work every day (with rare exceptions) and stay until close of business.

- **Attendance:** Not counting the days during Drop/Add, there are 39 class meetings in the term. You may earn one point per day of on-time, full-period attendance up to a total of 35. This gives you four "personal days" (nearly 10% of our time together) to use for whatever you like, including your birthday, a minor illness, a hangover, a road trip, or a day in court. You do not need to inform the instructor if you are taking a personal day.
 - You may receive credit for attendance even if you are out of class for the following issues.
 - *Religious Holidays:* Federal law allows absence from work for religious observance, but employers do not have to pay workers for that time off. Therefore, you will receive an attendance point for an absence on a religious holiday, but not an extension on assigned work. If you will miss class for a religious holiday, contact the instructor and make arrangements to turn work in early.
 - *Physician-documented illness:* an illness serious enough to require a visit to a doctor may be counted as present in class with appropriate documentation. See UF policies here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#illnesspolicytext>
 - *Multiple Absences:* If an illness or family emergency arises that requires you to miss multiple classes in a row, contact the instructor or TA as early as possible.
 - Other attendance issues:
 - *Absences on exam days:* If you will be absent on an exam day due to illness you MUST contact the instructor 24 hours in advance and provide physician documentation in order to make up the work, unless you have documentation from an emergency room.
 - *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/UGRD/academic-regulations/attendance-policies/#absencestext>.
- **Compensating for Absences:** Assigned work is due in class as noted in the syllabus whether you attend class or not. If you will be absent, you may submit your work in hard copy before class—no work will be accepted by email. If you miss class you should not expect the instructor or TA to

“catch you up” on what you missed. Exchanging contact information with someone in class so that they can hand in work for you, share their notes, report on class discussion, etc. is an excellent idea.

Rarely do professionals advance in the workplace by simply punching the clock. Actively participating in your job is a key to success and advancement.

- Small Section (Formal) Participation: Not counting the days during Drop/Add, there are 11 small section meetings. Actively participating in each one can earn you one additional point, up to a total of 10. "Actively participating" entails the following:
 - *Active Listening*: paying attention to what others are saying (not sleeping, dazing out, talking to neighbors, sneak texting, etc.)
 - *Informed Comments*: demonstrating you have done assigned work
 - When readings are assigned, you should have paper copies of them with you in class; likewise, you should have notes to refer to when discussing films or online material. Refer to authors and characters by their names.
 - *Thoughtful Comments*: demonstrating you have understood and considered issues raised in assigned work and other class discussions
 - *Considerate Comments*: demonstrating you have taken the perspectives of others into account
- Large Section (Informal) Participation: While large section days are more lecture-driven, they will offer some opportunities for questions, comments, and discussion. The same standards for participation apply, and the instructor will note participation each class day. After calculating grades at the end of the term, the TA and instructor will round up the grade of anyone with consistent strong informal participation within 1 point of the next highest grade.
 - Example: Cindy Shoes earns an 83.4 % of total possible points, and should receive a B-. Because she had consistently strong participation in large section discussion, she will receive a B
- Negative Participation: Any behavior that would be unwelcome at a workplace meeting of senior staff may detract from your participation grade. This include: sleeping or otherwise demonstrating disinterest in class, dominating discussion, introducing tangential topics, sneaking looks at electronic devices, coming unprepared (including without paper copies of assigned work).
- Workarounds: If you have personal issues that might inhibit your participation in small or large section class discussion (e.g., social anxiety, learning style issues, ESOL issues, etc.) you should see the instructor in the first three weeks of the term to discuss alternate ways to earn participation points. NOTE: This cannot be done retroactively.

Similarly, putting in the minimum effort required rarely results in professional advancement.

- As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every hour spent in class. (This distinguishes us from a community college or University of Phoenix.) The syllabus has been constructed with this workload in mind, and to earn a high grade in the class, a commitment to around 6 hours of work per week outside of class is almost certainly necessary. This includes time spent reading/viewing assigned texts, and doing explicitly assigned written work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other non-assigned tasks through which you make the material from class your own. If you are consistently spending less than 6 hours/week on work for this class, your grade will likely reflect that. If you

are not sure what you are doing wrong, see the instructor or TA-- it's possible that you are a super genius, or you may be missing something.

Workplace Comportment

Did I mention that class is your job? That's why you should act like a responsible adult when you are in it.

- **Bodily Needs:** You may eat in class provided you can do so without causing a distraction. Use the bathroom before class. If you have a condition that requires special accommodation, discuss with me early in the term.
- **Confidentiality:** Material covered in this class may prompt personal and potentially emotional responses. For this reason, audio and video recordings of class are prohibited, as is the sale or exchange of class notes to persons outside the class. Any personal information discussed in class is covered by the APA's guidelines regarding [privacy and confidentiality \(Links to an external site.\)](#)[Links to an external site.](#)
- **Disability Accommodations:** Students with disabilities requesting accommodations should first register with the [Disability Resource Center \(Links to an external site.\)](#) to obtain appropriate documentation and begin the process of obtaining necessary accommodations. Students with disabilities should follow this procedure as early as possible in the semester.
- **Electronics:** Just as if you were in a high-level meeting at your workplace, your complete attention is required in class.
 - Cell phones, Ipads and pods, Droids, etc., are not permitted in class. They should be silenced and put in closed bags. Let your loved ones know they cannot reach you during this class period. On the occasions when you MUST take or make a phone call during class time, discuss with an instructor in advance.
 - Laptops are not permitted in class except by special arrangement. Cognitive science research demonstrates that [taking notes by hand \(Links to an external site.\)](#) results in superior comprehension and retention.
 - Should you, despite these policies, become engaged with electronic devices, I will ask you to put your device away. The second time it happens, I will ask you to leave class. A third instance will result in a half letter off your final grade for the semester (A becomes B, B+ becomes a B-).
- **Email:** The TA and instructor use email to communicate with the class as a whole as well as with individuals, and university policy requires that we use your UF email address. It is your responsibility to obtain and use a Gatorlink account.
- **Language:** The instructor tolerates (and sometimes uses) profanity in class provided it is not directed at specific individuals. If the presence of garden-variety swearing poses a problem to you for cultural or religious reasons, please contact the instructor immediately so that she can set appropriate terms for the class.
- **The TA's Role:** If the instructor is in the corner office of this class, the TA is your direct supervisor. We share grading of major assignments; her expertise and authority flow both from her own experience and from her position in the power structure of the "business" of this class. If you have concerns about attendance, grading, or conversation in small sections, you should contact her directly through the links on the [course home page](#).
- **Vocabulary:** This course covers material from earlier times as well as contemporary "mainstream" popular culture. As a result, texts--and class discussion of them-- may include language you may perceive as archaic, or even offensive.
 - This class acknowledges that terminologies fluctuate and are contested; we are studying the changes in social norms (and will acknowledge the work of advocacy groups) that

reflect and help to construct changes in scientific understandings of race, ethnicity, gender, sexuality, etc., which in turn lead to changes in vocabulary. Within this framework, this class strives for respectful language that reflects current mainstream scientific understandings of the body, gender, race, and sexuality.

- A good overview of today's rapidly evolving gender/sex terminology can be found in the [New York Times "ABCs of LGBTQIA+"](#) glossary.
- For a discussion of the evolution of terminology related to racial identity, see NPR's ["The Journey from 'Colored' to 'Minorities' to 'People of Color.'"](#)

Grading Policies and Grade Scale

The less said about grades, the better. Since they are a necessary evil, let's be clear about how they are awarded.

- **Assignment Values:** Point values for each assignment are available in the [List of Graded Work](#) page.
- **Deadlines:** Assignments (including Prep Sheets) are due via Canvas at the start of class unless the syllabus specifies another time.
 - Late assignments will be marked down: for papers, one-third of a letter grade down for later in the day and one-third of a step for each successive day (i.e., a B+ if turned in during class Wednesday morning = a B Wednesday after class = a C+ on Thursday, etc.). A weekend counts as two days. Late Prep Sheets are not accepted.
 - **Familiarize yourself with campus computing, BACK UP YOUR WORK AS YOU WRITE, and make sure you upload the correct version of your material to the Canvas link. You will be graded on what you submit.** If Canvas is down at the time an assignment is due, you may email your assignment to the instructor; otherwise, emailed assignments are not accepted.
- **Grading Papers:** It is not truly possible to separate the quality of ideas from the quality of the language through which they are expressed, but the Canvas grading rubric attempts to do so. These grids assign point values to each of four levels of achievement, then assess what level you have reached in each of four areas: Content (the thoughtfulness, originality, and insight of the paper), Development (its progression from one idea to another), Style (the clarity and flow of the language), and Usage (mechanics of grammar, spelling, citation, formatting, and punctuation). The grade you receive on formal written work is the sum of the points you earn in each area. Written comments on your papers add detail to and help to explain the numerical score you receive in each of the four areas.
- **Prep Sheet Grading:** Prep sheets are note-taking prompts that will help you grapple with the reading for class. You will do 5 over the course of the term out of 7 options; [you must sign up the second week of class for the 5 you plan to do](#) or I will assign you to them at random.
 - Prep sheets consist of questions to answer BEFORE reading; issues to take notes on DURING reading; and a couple of things to consider AFTER reading. The "before" and "after" sections are scored on a 0-3 scale for a total of 6 possible points/prep sheet. You should bring your "during" notes to class; submitting them is optional.
 - 0-1= incomplete or complete but superficial and/or incorrect
 - 1-2= complete and/or correct but careless, thin, unoriginal; "phoning it in"
 - 2-3= complete and/or correct as well as thoughtful, carefully and thoroughly done, original
- **Grade Ranges:** I award points on each assignment during the semester, and allocate letter grades based on the internal Canvas Grading Scheme. This is consistent with UF policies at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Range:	
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%
F	< 61.0 %	to 0.0%

Written Work: Format, Mechanics, How to Improve


While this class does not offer "words," it does involve a fair bit of writing. Writing skills will be discussed and evaluated.

- Paper Format: Papers should average 250 words/page, which means they should be typed, double-spaced, left-justified, in 12 pt. Times New Roman font, with 1" margins all around. Pages must be numbered and stapled. Do not ask me for a stapler in class. Do not include a cover sheet. Single-space your name, the date, and the course name and number in the upper right hand corner, and center the title of your paper just below that. All papers must include a "Works Consulted" section (see below).
 - See [Example Correctly Formatted Paper with Works Consulted Section.](#)
- Paper Mechanics: All papers and exams (excluding Reading Journals) should be in Standard Written English and (unless taken in class) typed; they should use words and punctuation correctly. They should be formatted according to the specifics above. References to other texts should be cited using parenthetical citations and a "Works Consulted" section (see below), not footnotes.
 - Basic parenthetical citation form is explained [here \(Links to an external site.\)](#)[Links to an external site.](#)
- IT IS YOUR RESPONSIBILITY TO PROOFREAD YOUR WORK BEFORE HANDING IT IN.
 - Mechanical and formatting errors will detract from your grade.
- Works Consulted Section: Consciously maintaining a list of Works Consulted will help you to avoid accidental plagiarism; the "Works Consulted" list takes the place of a "Works Cited" list in this class. Use the format for a [Works Cited list](#), but include all works *consulted*, as well as those you cite directly. At the end of your paper, double-space twice and begin a section headed "Works Consulted." DO NOT USE A SEPARATE PIECE OF PAPER. List all of the works—print and electronic—that you have consulted during your planning and writing process, WHETHER YOU HAVE QUOTED FROM THEM DIRECTLY OR NOT. This includes readings assigned in class (but not lecture notes or class-specific handouts like assignment sheets); background reading on authors,

concepts, and history; grammar and usage guides; and anything you read to “inspire” or “help” you.

- See [Example Correctly Formatted Paper with Works Consulted Section](#).
- **Writing Workshops:** We may break periodically from our discussions to address specific writing problems that crop up regularly—weak topic sentences, flabby verbs, punctuation errors, etc. To illustrate these problems and their solutions, I use examples from student work to workshop in class. Having your writing chosen to exemplify a particular issue is not punitive—it does not mean your paper is necessarily worse than others, just that it gives a particularly clear example of a common problem. Your anonymity will be protected, and you may be pleased to find that having your work workshopped in class makes you more aware of these troubling issues in your writing.
- **The Writing Studio** (352-846-1138) can assist UF students with academic writing through one-on-one consultations either in person or online. Consultations can be scheduled through their website.
 - [English language learners](#) can request general writing help or can get help with a specific assignment.
 - [Writing resources](#) are available for students who cannot visit the Writing Studio in person

Other UF Policy Issues

- **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. In addition, UF Quest students will complete an anonymous online survey of student satisfaction. Class time will be provided to complete both of these in the last weeks of the term.
 - Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> ([Links to an external site.](#)). 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/> ([Links to an external site.](#)). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> ([Links to an external site.](#)).
- **Intellectual Property:** In keeping with UF’s [Intellectual Property policy](#) ([Links to an external site.](#)), unauthorized sale or distribution of materials from this class (syllabus and assignment prompts, notes, audio or video recordings, exam study materials, etc.) to in-person vendors (Study Edge, Tutoring Zone) or online sites (Course Hero, Quizlet) is prohibited.
- **Materials and Supplies Fees:** There are no additional fees for this course.
- **And finally... The Panic Button** 
This is a serious class with high expectations for professional comportment. It requires that you be consistent, timely, responsive, and hard-working. That said, life sometimes gets complicated: financial and emotional problems, family crises, and crushing waves of vague anxiety and dread are things that happen to everyone. You cannot avoid these things, but you can deal with them like an adult. If you acknowledge what's going on, identify the resources you have to deal with it, and make a plan for doing so, common crises are less likely to create long-term and serious problems. The instructor and TA can help you do that if you contact them sooner rather than later. If you feel like something's going on in your life that is making it difficult for you to deal

with this class (or with any other class), [hit the Panic Button](#) as soon as you can; we'll meet and discuss what's up, and do the best we can to figure out a way to resolve things.

What other services and resources do I need to know about?

Center for Gender, Sexualities, and Women's Studies Research

Consider adding a (second) major or a minor in Women's Studies! (<https://wst.ufl.edu/undergraduate-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 or minor 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 in particular have many courses that can double count). It's also the perfect complement to pre-health studies. [The minor](#) requires only 18 credits.

- Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major, or drop in to her Spring 2020 office hours: Mondays 1-3 p.m. and Wednesdays 2-4 p.m. in Ustler 204.

University Police

[The UF police are together for a safe campus. 392-1111 \(or 9-1-1 for emergencies\)](#)
<http://www.police.ufl.edu/>.

Career Connections Center

[Career Connections Center](#) (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu) connects job seekers with employers and offers guidance to enrich your collegiate experience and prepare you for life after graduation.

Counseling and Wellness Center

[Counseling and Wellness Center](#) (352-392-1575) provides counseling and support as well as crisis and wellness services including a [variety of workshops](#) throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).

Dean of Students Office

[Dean of Students Office](#) (352-392-1261) provides a variety of services to students and families, including [Field and Fork](#) (UF's food pantry) and [New Student and Family programs](#)

Disability Resource Center

- [Disability Resource Center](#) (DRCaccessUF@ufsa.ufl.edu | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester. For accessibility statements on digital tools in this course, please see the Digital Tools Information section under Technology Resources.

Multicultural and Diversity Affairs

[Multicultural and Diversity Affairs](#) (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Office of Student Veteran Services

[Office of Student Veteran Services](#) (352-294-2948 | vacounselor@ufl.edu) assists student military veterans with access to benefits.

ONE.UF

[ONE.UF](#) is the home of all the student self-service applications, including access to:

- [Advising](#)
- [Bursar](#) (352-392-0181)
- [Financial Aid](#) (352-392-1275)
- [Registrar](#) (352-392-1374)

What other policies do I need to know about?

Did you know that the Student Conduct Code changed in 2018? Familiarize yourself with the most up-to-date policies in order to be successful as a UF student.

Policies

The official source of rules and regulations for UF students is the [Undergraduate Catalog](#) and [Graduate Catalog](#). Quick links to other information have also been provided below.

- [Student Handbook](#)
- [Student Responsibilities](#), including academic honesty and student conduct code
- [e-Learning Supported Services Policies](#) includes links to relevant policies including Acceptable Use, Privacy, and many more
- [Accessibility](#), including the Electronic Information Technology Accessibility Policy and ADA Compliance
- [Student Computing Requirements](#), including minimum and recommended technology requirements and competencies