

GOING VIRAL (ANT 3960)

Spring 2022

Time:

Tuesday Period 3 - 4 (9:35 AM - 11:30 AM) TUR 2336

Thursday Period 4 (10:40 AM - 11:30 AM) TUR 2336

Instructor Information

Instructor

Marit Tolo Ostebo

Email

Marit.ostebo@ufl.edu

Office Location & Hours

Grinter Hall 488 or Zoom

“Hang-out” hours: Thurs 12 - 3:45pm and by appointment

General Information

Description

In this course we will think with and against the virus to make sense of the rapid circulation of ideas, images, stories, people, things, technologies, and capital that characterizes our digital age. We will explore these movements and processes and the meanings and implications they have for people’s everyday lives, through an anthropological and interdisciplinary lens.

General Course Objectives

The following are the objectives I have for this course

- Facilitate learning in ways that inspire the students to engage in the course subject matter
- Create a class-room environment that
 - fosters students’ interpersonal and team interaction skills
 - inspires students to ask brave (and “stupid”) questions and think outside the box
 - encourages self-reflexivity
- Encourage students to engage in discussions in a respectful way
- Develop and facilitate assignments and class activities that enhance students’ ability to use course concepts in thinking and problem solving
- Prepare students to be life-long learners
- Have students enjoy the course and make new friends.
- Engage students in a continuous assessment of the course syllabus and adjust readings and assignments accordingly.

Course Outcomes

When finished with this course, you will be able to:

- Provide an overview of and critically discuss the global spread and flows of ideas, things, stories, images, people etc. in an increasingly digital world
- Employ anthropological and social theories to analyze processes and phenomena that typically are associated with “globalization”, “transnationalism”, “virality”, “mobility” and “digitalization”
- Read a newspaper article that speaks to the overall theme of the course with an anthropological lens
- Use relevant research to explore and test ideas and to support or refute generalization
- Apply anthropological concepts and knowledge to real-world problems
- Conduct anthropological research, with particular focus on participant observation, qualitative interviews, field-notes
- Analyze, synthesize, and discuss research findings in a written format
- Convey anthropological concepts, knowledge, and research findings to others in an everyday language

International Scholars Program:

This course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a *graduation medallion* and *digital badge* with this distinction at [the ISP website](#).

Course Materials

Required Text

Østebø, M. (2021) Village Gone Viral. Understanding the Spread of Policy Models in a Digital Age.

The rest of the course materials will be posted on Canvas and include book chapters, journal articles, newspaper articles, and multi-media sources.

Course Structure and Syllabus

Team-Based-Learning (TBL)

I have structured this class after the team-based-learning (TBL) strategy. This is a pedagogical approach which in addition to encouraging collaboration and active learning for individuals and teams, is specifically designed to enhance your problem-solving skills and to develop your level of critical thinking. While content knowledge is an important part of TBL, the course will have a major focus on how to apply concepts and theories from anthropology and other relevant disciplines to real-life situations.

TBL allows you to engage extensively with me and your peers, while we are in the classroom. You will have plenty of opportunity to make new friends and develop your social skills (which is key to becoming a good cultural anthropologist!). Most in-class time will be spent working on team activities and discussions. I will form the teams during the first week of the semester. These teams will be permanent.

For those of you who have negative experiences with group work I want to emphasize that TBL was developed to avoid the common drawbacks and flaws associated with traditional group work. You should therefore **not** assume that TBL is equivalent to regular group work or group projects. TBL is different. (For example, an important principle in TBL is to avoid assigning group-work outside of regular class-hours). TBL is a strategy that is well researched, and several studies have shown that it has improved student performance and learning experience. TBL is currently being used in many disciplines, including medicine, history, literature, anthropology, and law.

A note on team-communication in times of Covid-19: I am conscious of the potential challenges that working closely together in teams pose when we are in a situation where the risk of Covid-19 transmission is on the rise, even for those of us who have been vaccinated. To help facilitate team-interaction, we will spend part of class-time out-doors. If you become infected with Covid-19 and are prevented from attending class, I will find alternative ways for you to engage.

I have divided the course into six modules, organized around overarching topics and questions related to the overall theme of the course. Each module will follow a sequence known as the Readiness Assurance Process.

Readiness Assurance Process (RAP)

The RAP is an integral piece of the TBL Strategy. This process allows you numerous opportunities to demonstrate that you comprehend the readings and course concepts, while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components:

Readings

At the start of each module, you will complete a select number of readings. These readings will provide you with the foundation that will be built upon with supplemental readings later in each module.

Individual Readiness Assessment Test (I-RAT)

The first in-class activity for each module is the I-RAT, which is based on the assigned reading. These are in the form of a short quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. They are designed both to assess comprehension as well as to maintain accountability for reading the assignments on time. You will take the I-RAT on Canvas (in class). Your I-RAT scores will be anonymous.

Team Readiness Assessment Test (T-RAT)

Right after finishing the I-RAT you will take the same test as a team. You will discuss the questions as a team and decide on an answer for each question. You will take the T-RAT using scratch cards that have specifically been developed for TBL. Your eligibility for the T-RAT score, depends on your I-RAT score. If your I-RAT score is 10 (out of 40) or less, your individual score will be used as your T-RAT score.

Appeals

After the T-RATs are completed, teams can appeal any question they missed on the team test. Appeals are only granted when an argument is presented demonstrating comprehension of the concepts. An appeal must be submitted in writing and explain in a couple of short paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are to be submitted to me by e-mail within 24 hours after class. If the appeal is successful, the points will be added to the team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. ONLY the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether other teams successfully appeal the question.

A Student-centered Syllabus

The readings and assignments that I have outlined in this syllabus are not set-in-stone. In this course I have adopted a student-centered syllabus. This means that I aim to engage you in a continuous development and assessment of the syllabus. I treat this syllabus as a living document that we can use and develop together, rather than as a fixed contract between instructor and students. I will involve you in making decisions about some of the readings and I will also give you an opportunity to weigh in on grading, due-dates, and the format of some of your individual assignments. I will provide more information about this in class. The schedule below is therefore preliminary. The most updated information about course readings and assignments will be found on CANVAS.

PRELIMINARY SCHEDULE

DATE	TOPICS/ACTIVITIES	READINGS
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COURSE INTRODUCTION

Thurs Jan 6	Introduction to course and Team Based Learning (TBL). Get to know your team.	
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Tues Jan 11	Practice Readiness Assessment Test (This test does not count towards your grade, but will introduce you to the process of testing associated with TBL) Student expectations Grade weighting	Read: Syllabus New Tik-Tok Research focuses on creativity, connectedness https://brocku.ca/social-sciences/child-and-youth-studies/tiktok/
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MODULE 1 THEORIZING VIRALITY

This first module provides you with a general introduction to social theory and to the concept of virality. We ask: What is theory? Who makes theory? And is it useful to “think with” and employ metaphors from the natural sciences to think about and make sense of social processes and phenomenon? More specifically, is it useful to “think with” the virus to make sense of the circulation and flow of ideas, images, stories, people, things, technologies, and capital that characterizes our digital age?

Thurs Jan 13	Readiness Assessment Test	Read: Borch, C. (2019) The Imitative, contagious, and suggestible roots of modern society: toward a mimetic <i>foundation</i> of social theory Coates, J. (2017) So ‘hot’ right now. Reflections on virality and sociality from transnational digital China. hooks, b. (1991) Theory as liberatory practice
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Watch:
[Virology Lectures 2018 #1: What is a Virus?](https://www.youtube.com/watch?v=Rpj0emEGShQ)
<https://www.youtube.com/watch?v=Rpj0emEGShQ>

Tues Jan 18	Applications Guest speaker: Cady Gonzalez	Read: Fisher, A. W. (2020) The Play in the System. The Art of Parasitical Resistance. Introduction (pp. 1-25)
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Thurs Jan 20	Q&A/ Discussion / Mini lecture	Read: Pre-class assignment: Prepare questions Østebø, M. (2021) Village Gone Viral. pp 1-27
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<p>Tues Jan 25</p>	<p>ETHNOGRAPHY LAB: PARTICIPANT OBSERVATION</p>	<p><u>Watch:</u> https://www.youtube.com/watch?v=zo8xrY0Xt4</p> <p><u>Read:</u> Jorgensen, D. L. (2020) Introduction. In <i>Principles, Approaches, and Issues in Participant Observation</i></p> <p>Tips on Writing Fieldnotes https://www.reed.edu/anthro/201/fieldnotesandtech.html</p> <p>CLASS ACTIVITY:</p> <p>Send the students outdoors for about 40 minutes. Encourage them to pick a site (can be inside, outside). Observe with a focus on MOVEMENT, take quick notes, jot down key words to help you remember on your phone, notebook etc.) When they return to the classroom, give them 15 minutes to write up their fieldnotes. Discuss using the following questions:</p> <ol style="list-style-type: none"> 1) Where and what did you do/observe? 2) Did you see or discover new things/phenomena? 3) How engaged were you? 4) If you were to return to your site, what would you do next time? 5) Did you “discover” new things as you were writing up your fieldnotes?
<p><u>Suggestion for further reading:</u></p> <p>Napier, D. (2012) Non-self Help: How Immunology Might Reframe the Enlightenment</p> <p>THE FOLLOWING ARTICLES ARE RESPONSES TO NAPIER’S ARTICLE</p> <p>Stoller, P. (2012) Immunology and the Between</p> <p>Scheper-Hughes, N. (2012) The Other who is also Oneself: Immunological Risk, Danger, and Recognition</p> <p>Marcus, G. (2012) The Viral Intimacies of Ethnographic Encounters: Prolegomenon to a Thought Experiment in the Play of Metaphors</p>		
<p>MODULE 2: GLOBAL FLOWS</p> <p>This module introduces you to theories of mobility and globalization. How have anthropologists made sense of global flows and movements? And how have globalization and transnationalism impacted the ways anthropologists study the world? In this module we will also start working on our collaborative research project.</p>		
<p>Thurs Jan 27</p>	<p>Readiness Assessment Test</p>	<p><u>Read:</u> Appadurai, A. (1990) Disjuncture and Difference in the Global Cultural Economy</p> <p>Marcus, George E. (1995) <i>Ethnography in / of the World System: The Emergence of Multi-Sited Ethnography</i></p> <p>Inda, J. X & Rosaldo, R. (2008) <i>Tracking Global Flows</i></p> <p>Mbembe, A. (2018) <i>The Idea of a Borderless World</i></p>

		https://africasacountry.com/2018/11/the-idea-of-a-borderless-world (And here is a link to a YouTube video where talks about a borderless world https://www.youtube.com/watch?v=cUAcfDkLAX4)
Tues Feb 1	Applications	Schiller, N. & Salazar, N. B. (2012) Regimes of Mobility Across the Globe OR Postill, J. (2014) Democracy in an age of viral reality: A media epidemiography of Spain's indignados movement
Thurs Feb 3	Q&A / Discussion/ Mini lecture	<u>Read:</u> Pre-class assignment: Prepare questions Østebø, M. (2021) Village Gone Viral. pp. 30-64
Tues Feb 8	ETHNOGRAPHY LAB: INTRODUCING THE COLLABORATIVE RESEARCH PROJECT: MOVEMENT	<u>Class-activity:</u> We will brainstorm research questions and identify potential research sites for our collaborative ethnographic research project.

Suggestion for further readings:

Benton, A. (2017) Ebola at a Distance: A Pathographic Account of Anthropology's Relevance

Carse, A. (2014) The Year 2013 in Sociocultural Anthropology: Cultures of Circulation and Anthropological Facts

Hosni, D. (2020) Middle Eastern Women's 'Glocal': Journeying between the Online and Public Spheres

MODULE 3: WHAT SPREADS?

In this module we explore more specifically some of the "things" that spread: ideas, art, images, models, policies, people, and insects. We will also visit the Harn Museum of Arts.

Thurs Feb 10	Readiness Assurance Test	<u>Read:</u> 'I Miss My Mom': Children Of QAnon Believers Are Desperately Trying To Deradicalize Their Own Parents https://www.huffpost.com/entry/children-of-qanon-believers_n_601078e9c5b6c5586aa49077 Fassin, D. (2021) Of Plots and Men. The Heuristics of Conspiracy Theories Schneider, J. (2018) African Photography in the Atlantic Visualscape. Moving Photographers - Circulating Images <u>Watch:</u> Columba González-Duarte (2021) More than Butterflies: A Look at the Monarch Butterfly Biosphere in Mexico In English: https://www.humanstories.ca/blog/columba-gonzalez-duarte-more-than-butterflies-a-look-at-the-monarch-butterfly-biosphere-in-mexico
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		In Spanish: https://www.humanstories.ca/blog/columba-gonzalez-duarte-ms-que-mariposas-una-mirada-a-la-reserva-de-la-biosfera-de-la-mariposa-monarca-en-mxico
Tues Feb 15	Class-visit to Harn Museum of Arts	Read: Harris, C. (2012) In and Out of Place: Tibetan Artists' Travels in the Contemporary Art World
Thurs Feb 17	Q&A / Discussion/ Mini lecture	Read: Pre-class assignment: Prepare questions Østebø, M. (2021) Village Gone Viral. pp. 65-99
Tues Feb 22	ETHNOGRAPHY LAB: WORKING ON COLLABORATIVE ETHNOGRAPHIC RESEARCH PROJECT	Read: TBD: Student selected reading Class activity: Be ready to present and share your specific research ideas and questions (can either be as individuals, as a team). We will brainstorm collectively to turn them into something interesting and researchable.

Suggestion for further readings:

Why do People believe in conspiracy theories? <https://soundcloud.com/lsepodcasts/why-do-people-believe-in-conspiracy-theories?in=lsepodcasts/sets/lse-iq-podcast-intelligent>

Bentzen, J. S. (2021) In crisis, we pray: Religiosity and the COVID-19 pandemic

Downey, G. (2010) 'Practice without theory': a neuroanthropological perspective on embodied learning. (This author has a blow where he discusses memetic theories and criticize a Ted- talk about memes by Susan Blackmore. See

https://www.ted.com/talks/susan_blackmore_memes_and_temes#t-751070)

Muller, M, & Schurr, C. (2016) Assemblage thinking and actor-network theory: conjunctions, disjunctions, cross-fertilisation. (This is an accessible text about assemblage theory and Actor Network theory - two of the most acknowledged theoretical traditions in contemporary anthropology and social studies. It presents a case study about transnational assisted reproduction. It pairs well with the following short documentary:

<https://www.pbs.org/video/pbs-newshour-made-in-india-examines-international-journey-through/>)

Topali, P. (2020) Visual Regimes of Mobility. Photographic Exhibitions on Refugees during the Financial Crisis in Greece

Wakengut, A. (2010) Rastafari in Germany: Jamaican Roots and Global-Local Influences (This article is published in the journal Student Anthropologist - a peer-review journal for anthropology students. The journal is worth checking out if you want to become an anthropologist!)

Explore more human stories here: <https://www.humanstories.ca/>

MODULE 4: MODES OF TRANSMISSION

What are the means through which things spread? In this module we explore the actors, vectors and actants that facilitate movement. We explore the mobilizing power of things, the entanglements of humans, non-humans and technology, and the role that conventional and social media and new technologies play in facilitating global connections, flows and disconnection.

Thurs Feb 24	Readiness Assurance Test	<p><u>Read:</u> Nading, A. (2013) Humans, Animals, and Health. From Ecology to Entanglement</p> <p>Nguyen, V. M. (2017) VIRAL SPEED: Infrastructure, Connectivity, Ontogeny; or, Notes on the Molecular Epidemiology of Epidemics</p> <p>Gusterson, H. (2021) Robohumans</p> <p>Boellstorff, T. (2020) Rethinking Digital Anthropology</p>
Tues March 1	Applications	<p><u>Read:</u> Johnson, A. (2019) Data centers as infrastructural in-betweens: Expanding connections and enduring marginalities in Iceland OR Narasimhan, H. et al. (2021) Pandemic times in a WhatsApp-ed nation: Gender ideologies in India during COVID-19 Chapter</p>
Thurs March 3	Q&A / Discussion/ Mini lecture	<p><u>Read:</u> Pre-class assignment: Prepare questions Østebø, M. (2021) Village Gone Viral. pp 100-121</p>
<u>SPRING-BREAK</u>		
Tues March 15	ETHNOGRAPHY LAB: WORKING ON COLLABORATIVE ETHNOGRAPHIC RESEARCH PROJECT	<p><u>Read:</u> TBD: Student selected reading</p> <p><u>Class activity:</u> Give an update to the rest of the class on the research you have done so far. What excites you? What are you struggling with? Do you need tips and counselling in terms of the methods you are using?</p>
<p><u>Suggestions for further readings:</u></p> <p>Maguire, J. & Winthereik, B.R. (2021) Digitalising the State Data Centres and the Power of Exchange</p>		
<p>MODULE 5: WHY THINGS SPREAD</p> <p>What affects us? Why do some things go viral, why others do not? What role do emotions and desire play in the movements and flows that facilitates and characterize an increasingly digital world? To what extent is virality a social event? And is virality unconditional? These are some of the questions we explore in this module.</p>		
Thurs March 17	Readiness Assessment Test	<p><u>Read:</u> Skoggard, I. & Waterson, A. (2015) Introduction: Toward an Anthropology of Affect and Evocative Ethnography</p> <p>White, D. & Katsuno, H. (2021) TOWARD AN AFFECTIVE SENSE OF LIFE: Artificial Intelligence, Animacy, and Amusement at a Robot Pet Memorial Service in Japan</p> <p>Mankekar, P. & Carlan, H. (2019) The Remediation of Nationalism Viscerality, Virality, and Digital Affect</p>

Tues March 22	Applications	<u>Read:</u> Williams, P. et al. (2012) No Room for Dissent: Domesticating WhatsApp, Digital Private Spaces, and Lived Democracy in India
Thurs March 24	Q&A / Discussion/ Mini lecture	<u>Read:</u> Pre-class assignment: Prepare questions Østebø, M. (2021) Village Gone Viral. Pp. 122-156
Tues March 29	ETHNOGRAPHY LAB: WORKING ON COLLABORATIVE ETHNOGRAPHIC RESEARCH PROJECT	<u>Read:</u> TBD: Student selected reading

Suggestions for further readings:

Veilleux-Lepage, Yannick & Archambault, E. (2019) Mapping Transnational Extremist Networks: An Exploratory Study of the Soldiers of Odin's Facebook Network, Using Integrated Social Network Analysis

Gehl, R.W. (2019) Emotional Roboprocesses

Nardy, D.A. et al. (2021) Back to the Future: Imaginaries of Africa on East Asian Screens

Gershon, I. (2011) Un-Friend My Heart: Facebook, Promiscuity, and Heartbreak in a Neoliberal Age

A brief history of vaccine passes

<https://thespinoff.co.nz/society/09-12-2021/a-brief-history-of-vaccine-passes?fbclid=IwAR2d3QVv8KS5wDuJwbHVsZXNCwZYacv289ZeKMhx56gXy7Jg6ePXxfMWxxs>

MODULE 6: VIRAL EFFECTS

What effects do increased mobility, new forms of connectivity, digital media and “things gone viral” have on people’s daily lives? What are the productive and destructive, emancipatory, and oppressive effects of these processes? These are questions that will guide our discussion in this final module.

Thurs March 31	Readiness Assessment Test	<u>Read:</u> Police Handcuffed Her, Naked, in Her Home. Will She Ever See Justice? https://www.nytimes.com/2021/12/02/opinion/anjanette-young-police-justice.html?referringSource=articleShare Østebø, M. (2021) Village Gone Viral. Pp. 157-195 Archambault. J.S. (2011) Breaking up ‘because of the phone’ and the transformative potential of information in Southern Mozambique
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		The World With Viruses: Reminding Us How Little Control We Have https://www.sv.uio.no/sai/english/research/news-and-events/news/2020/the-world-with-viruses.html
Tues April 5	Applications	<u>Read:</u> How Facebook is fanning the flames in Ethiopia (and in other parts of the world it does not bother to understand) Pedwell, C. (2019) Digital Tendencies: Intuition, Algorithmic Thought and New Social Movements
Thurs April 7	ETHNOGRAPHY LAB: WORKING ON COLLABORATIVE ETHNOGRAPHIC RESEARCH PROJECT	<u>Read:</u> TBD
Tues April 12	ETHNOGRAPHY LAB: WORKING ON COLLABORATIVE ETHNOGRAPHIC RESEARCH PROJECT	<u>Read:</u> TBD
<u>Suggestions for further readings:</u> Bonilla, J. & Rosa, Y (2015) #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States Illas, E. (2021) Survival Gone Viral Gal, N. et al. (2015) "It Gets Better": Internet memes and the construction of collective identity		
Thurs April 14	Course review and evaluations	
Tues March 19	Final Project Due	

Assignments and Experiential Learning

Class Activities - Applications

Most of the class meetings will consist of team-based activities that will allow you to apply the material learned from the readings. Within TBL these activities are called applications. Most of the application exercises pose a question or a significant problem and require that you as a Team make a decision. Your Team will need to poll each member, listen to each member's ideas and their explanation for why their idea should be supported, and then reach a Team consensus. At the end of your deliberation, all the Teams will be asked to simultaneously report their decisions. Then we will discuss the question as a class. Over the semester we will do many smaller applications. I typically do not grade applications, but if I see a decline in class engagement with literature, I may consider randomly grading your application activities.

Peer Evaluation (200 points)

One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-ride” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. There will be an informal evaluation at the mid-term point, used as feedback for individual team members. At the end of the semester, each of you will complete a confidential “peer evaluation” to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Were they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) These evaluations are anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class.

Slow-Reading of Village Gone Viral: Prepare Questions

Throughout the semester we will be reading Village Gone Viral. This is my first book, published by Stanford University Press in early 2021. I touch on many of the questions we discuss in the course in my book. Reading and discussing this book with me provides you with an opportunity to get to know my work, and to ask questions about its content, my methods, some of the ethical challenges I faced, the process of writing etc. To make sure we have a constructive discussion you are expected to submit one question prior to our discussion of the assigned chapters.

Collaborative Ethnographic Research Project

Blogposts (40 points each, total 160)

As part of our collaborative ethnographic research project you will write four (4) individual blog-posts, written in a format to share with your peers. Each post should be between 3-500 words, on a topic of your choice. Example: summarize a reading and draw out what it contributes to our collective project; summarize field observations and discuss their implications; discuss ethical dilemmas and how you will resolve them; reflect on the strengths and limitations of your methods and how to improve them; others tba.

I will give individual feedback on blogposts, so you can keep track of how you are doing. The blogs are part of the learning process: you read, you write; you observe, you analyze; you discuss with your peers, you commit your reflections to paper... repeat. Some of the blog posts maybe integrated into your final report.

Final Report (200)

This report - which can be in a form of your choice - should reflect your engagement with and what you have learnt by participating in the collaborative research project. We will have an open discussion about the potential formats and what the report should contain in class.

Grading

Grades are based on three categories of evaluations

Individual Performance (40 % of grade)

6 IRAT scores, 40 points each	240
4 Blog posts, 40 points each	160
Questions Village Gone Viral, 20 points each	100
Final Report Ethnographic Project	200

Team Performance (45 % of grade)

6 TRAT scores, 40 points each

240

Team Contribution (15 % of grade)

Mid-term peer evaluation

100

Final peer evaluation

100

Grading scale

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
TOT %	94-100	88-93	82-87	76-81	71-75	66-70	61-65	56-60	51-55	46-50	40-45	<40

Course organization and policies in the Time of Covid-19

In the case of an excusable absence you must notify me PRIOR to the missed class AND provide a doctor's note or note from the proper University authorities. For information on excusable absence see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

I understand that this course is being offered in a time of tremendous uncertainty, and I recognize that you (and I) may encounter unexpected challenges during this semester. That includes challenges related to health and illness, technology, caregiving responsibilities, work responsibilities, and more.

My goal this semester is to support you in doing the best work you can considering the challenges you face. I understand that as students you face tremendous pressure to work hard, be productive and be as "successful" as possible. That said, I encourage you to remember that your health and well-being are far more important than the work you do in this class or any class. I encourage you to take the time you need to care for yourself and for your loved ones. I have also included one "mental-health-day" in the syllabus: during the semester, I grant each of us (yes, it includes myself!) one un-excused absence. Be aware, that you cannot take these absences on the days when Readiness Assessment Tests are scheduled, or on the day you are scheduled to present your team-project. To "cash-in" your mental health day, simply send me an email within three days following your absence.

If you are finding it difficult to balance your health and well-being with your work in this class, please let me know. It is better to ask for help and to acknowledge when you are struggling, rather than remaining silent. I am happy to help connect you with resources and services on campus and make accommodations to our course plan as needed. I am accessible by email, and I will do my best to respond to messages within one business day. If I do not respond within 24 hours, you have the right to send me a reminder. I will also have virtual office hour appointments available for you to meet with me to discuss any questions or concerns or thoughts you have about the course or the material more generally.

UF Policies

Covid-19:

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - 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.
 - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - 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.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Academic Honesty:

When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

On work submitted for credit by UF students, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Campus Helping Resources:

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students.

1. *Counseling and Wellness Center*, <http://www.counseling.ufl.edu/cwc/>

2. *Student Health Care Center*: <http://shcc.ufl.edu/>

For an overview of various resources see <http://www.distance.ufl.edu/getting-help>

Disabilities:

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.

Technical assistance:

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

Learning-support@ufl.edu

(352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>