

# Human Rights and Culture ANT 4006

Fall 2021

Time:

Tuesday Period 5 - 6 (11:45 AM - 1:40 PM) [TUR L011](#)

Thursday Period 6 (12:50 PM - 1:40 PM) [TUR L011](#)

## Instructor Information

### Instructor

Marit Tolo Ostebo

### Email

[Marit.ostebo@ufl.edu](mailto:Marit.ostebo@ufl.edu)

### Office Location & Hours

Grinter Hall 488 or Zoom, Tues 2 - 4pm and by appointment

## General Information

### Description

Since the end of World War II human rights have emerged as the dominant frame for thinking about social justice. The relationship between universal human rights and respect for cultural diversity has spurred much debate, not the least within anthropology. This course provides an introduction to the study of human rights and culture. In addition to a general introduction to human rights theory and practice, the course provides an overview of anthropology's engagement with human rights. We will critically explore key human rights concepts and study texts that reflect the dominant theoretical discussions within the field, such as e.g. the relationship between universalism and relativism, individual vs. communal rights, and the origins of human rights. We will also scrutinize challenges related to the implementation of globally formulated human rights ideas into culturally diverse localities.

### General Course Objectives

The following are the objectives I have for this course

- Ensure that students master the course subject matter.
- Ensure that students engage in discussions in a respectful way.
- Develop students' ability to use course concepts in thinking and problem solving.
- Prepare students to be life-long learners.
- Develop students' interpersonal and team interaction skills.
- Help students think outside the box and broaden their horizon.
- Have students enjoy the course and make new friends.

### Course Outcomes

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

- Identify and critically discuss the special features of the international human rights system and key human rights concepts (e.g. dignity, respect, individual rights, group rights etc.)
- Provide an overview of the major human rights declarations.
- Provide a general overview of the history of the modern human rights movement.
- Critically reflect on the origins of human rights ideas and norms.
- Critically reflect on the interplay between human rights and culture.
- Explain and identify different approaches to human rights within anthropology.
- Contribute with critical reflections in major human rights debates and controversies that have been generated by anthropology.
- Employ competing anthropological and social theories to critically discuss human rights norms and practices and issues such as gender equality, violence against women, genocide, conflict resolution, etc.
- Read a newspaper article about a human rights issue 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.
- Convey anthropological concepts and knowledge 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

Hodgson, D.L. (2017) Gender Justice and the Problem of Culture

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

#### Digital Subscription

InteDashboard (more information to be given in class)

### Course structure

This class is structured after the team-based-learning (TBL) strategy. The course encourages collaboration and active learning for individuals and teams. While content knowledge also is an important part of the TBL strategy, the course will have a major focus on how to apply the concepts and theories you are introduced to through readings and in class. The TBL strategy is specifically designed to enhance your problem-solving skills and to develop your level of critical thinking. TBL allows you to engage with me and other students in the class, and you will have plenty of opportunity to get to know people and to make new friends. Most in-class time will be spent working on team activities. 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. It is a strategy that is well researched, and several studies have shown that it has improved student performance. TBL is currently being used in many disciplines, including medicine, history, literature, anthropology, and law.

Teams will be formed during the first week of the semester and will be permanent. More information about this will be given in class and posted on Canvas.

The course is divided into six modules. The syllabus for each module, including learning outcomes (which I encourage you to use actively for the Readiness Assessment Tests) will be posted on Canvas a week before the start of a new module. Each module will contain specific learning objectives for that module and readings that will enable you to reach these objectives. Below is a *preliminary* schedule. The most updated information about course readings and assignments will be found on CANVAS.

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. We will also test out various digital collaborative platforms. More information about this will be given in class.

## PRELIMINARY SCHEDULE

DATE	TOPICS/ACTIVITIES	READINGS
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### COURSE INTRODUCTION

Tuesday Aug 24	Introduction to course and Team Based Learning (TBL). Get to know your team.	
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Thurs Aug 26	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	<u>Read:</u> Syllabus The Universal Declaration of Human Rights  <u>Watch:</u> The Story of Human Rights <a href="https://www.youtube.com/watch?v=oh3BbLk5UIQ">https://www.youtube.com/watch?v=oh3BbLk5UIQ</a>
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### MODULE 1 WHAT ARE “HUMAN RIGHTS”?

Tues Aug 31	Readiness Assessment Test Grade weighting	<u>Read:</u> Donnely, J. (2013) Chapter 1-2 Dembour, M-B. (2010) What are Human Rights? Four schools of thought
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Thurs Sep 2nd	Applications and mini lecture	<u>Read:</u> The Universal Declaration of Human Rights The International Covenant on Economic, Social and Cultural Rights The International Covenant on Civil and Political Rights
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Tues Sep 7	Applications and mini lecture	<u>Read:</u> Nordenfeldt, L. (2004) The varieties of dignity
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		Hayry, M. (2004) Another look at dignity.
<b>Thurs Sep 9</b>	Applications/Class discussion	<u>Read:</u> Tett, G. (2021) Preface: The Other “AI” and Making the “Strange” familiar. From the book <i>Anthro-Vision: A New Way to See in Business and Life</i>  Pre-class assignment: Reflection

Suggestion for further reading:

Chan, J. (1999) ‘A Confucian Perspective on Human Rights for Contemporary China’  
Sen, A. (1997) Human Rights and Asian Values

## MODULE 2: HUMAN RIGHTS, CULTURE AND ANTHROPOLOGY

<b>Tues Sep 14</b>	Readiness Assessment Test	<u>Read:</u> American Anthropological Association (1947) Statement on Human Rights Barnett, H.G. (1948) On Science and Human Rights Steward, J. H. (1948) Comments on the Statement on Human Rights American Anthropological Association (1999) Declaration on Anthropology and Human Rights Merry, S.E. (2006) Introduction: Culture and Transnationalism. From the book <i>Human Rights and Gender Violence</i>
<b>Thurs Sep 16</b>	Applications	Cowan, J. K. (2006) An Obligation to “support human rights” unconditionally is misguided moralism. Fluehr-Lobban, C. (2006) Advocacy Is a Moral Choice of “Doing Some Good” Nicolaisen, I. (2006) Anthropology should actively promote Human Rights Graham, L.R. (2006) Anthropologists Are Obligated to Promote Human Rights and Social Justice “The Organ Detective” <a href="http://www.psmag.com/navigation/business-economics/nancy-scheper-hughes-black-market-trade-organ-detective-84351/">http://www.psmag.com/navigation/business-economics/nancy-scheper-hughes-black-market-trade-organ-detective-84351/</a>
<b>Tues Sep 21</b>	Applications	Hale, S. (2005) Colonial Discourse and Ethnographic Residuals: The “Female Circumcision” Debate and the Politics of Knowledge  Fredlund, J. & Fiyaeh, D. Y. (2019) Activist Anthropologist Sentenced to 18 Months in Prison
<b>Thurs Sep 23</b>	Applications Film: Masai on The Move	Hodgson, D. (2017) <i>Gender, Justice and the Problem of Culture</i> , p. 1-17  Pre-class assignment: Reflection

Suggestion for further readings:

Merry, S.E. (2003) Human Rights and the Demonization of Culture (and anthropology along the way)

## MODULE 3: WHAT KIND OF RIGHTS - FOR WHOM?

Tues Sep 28	Readiness Assurance Test	Read: Donnelly, J. (2013) Chapter 3 Beattie, J. (1980) Review article: Representations of the self in traditional Africa Menkiti, I. Person and Community in African Traditional thought Kymlicka, W. (1996) The Good, the Bad and the Intolerable: Minority Group Rights
Thurs Sep 30	Applications	<u>Read:</u> Hadjor, K.B. (1998) Whose Human Rights?
Tues Oct 5	Applications	<u>Read:</u> Kuper, A. (2003) The Return to the Native Kenrick, J. & Lewis, J. Indigenous peoples' rights and the politics of the term "indigenous"
Thurs Oct 7	Applications	<u>Read:</u> Hodgson, D. (2017) <i>Gender, Justice and the Problem of Culture</i> , p. 19-58  Pre-class assignment: Reflection

**Suggestion for further readings:**

Nedelsky, J. (2020) The Relational Self as the Subject of Human Rights

## MODULE 4: THE RIGHTS OF THE CHILD

Tues Oct 12	Readiness Assurance Test	<u>Read:</u> Abebe, T. & Bessek, S. (2011) Dominant Discourses, Debates and Silences on Child Labour in Africa and Asia. The moral economy of children's movement in Benin and Ethiopia Montgomery, H. (2000) Imposing Rights? A case study of Child prostitution in Thailand Hart, J. (2006) Saving Children. What role for Anthropology?
Thurs Oct 14	Applications	<u>Read:</u> Campoamor, L. N. (2019) There is an app for that
Tues Oct 19	Film: The Devil's Miner Holiday	<u>Read:</u> Rosen, D.M. (2007) Child Soldiers, International Humanitarian Law, and the Globalization of Childhood
Thurs Oct 21	Applications	<u>Read:</u> Hodgson, D. (2017) <i>Gender, Justice and the Problem of Culture</i> p. 61-94  Pre-class assignment: Reflection

**Suggestions for further readings:**

Sheper-Hugues, N. (2003) Coming to our Senses. Anthropology and Genocide

Terrio, S. J. (2008) New Barbarians at the Gates of Paris? Prosecuting Undocumented Minors in the Juvenile Court: The Problem of the 'Petits Roumains'

## MODULE 5: WAR AND GENOCIDE

Tuesday Oct 26	Readiness Assessment Test	<u>Read:</u> Hinton, Alexander Laban (2002). The Dark Side of Modernity. Towards an Anthropology of Genocide. Dickson-Gomez, J. (2004) "One Who Doesn't Know War, Doesn't Know Anything": The Problem of Comprehending Suffering in Postwar El Salvador Rosenblatt, A. (2013) Sacred Graves and Human Rights
Thursday Oct 28	Applications	<u>Read:</u> B'elanger-Vincent, A. (2020) "Bypass the UN": Diplomatic Practices and Change in Multilateral Settings
Tuesday Nov 2	Case-study: War in Tigray	<u>Watch:</u> <a href="https://www.youtube.com/watch?v=z0cYHw-joZI">https://www.youtube.com/watch?v=z0cYHw-joZI</a>  <u>Read:</u> <a href="https://breachmedia.ca/leaked-report-accuses-canada-of-covering-for-mining-companies-in-war-torn-ethiopia/">https://breachmedia.ca/leaked-report-accuses-canada-of-covering-for-mining-companies-in-war-torn-ethiopia/</a>
Thurs Nov 4	Class visit - Kjetil Tronvoll	Philippe Bourgois, P. (1990) Confronting Anthropological Ethics: Ethnographic Lessons from Central America  Hale, C.R. (2008) Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology
Tues Nov 9		<u>Read:</u> Hodgson, D. (2017) Gender, Justice and the Problem of Culture p. 97-127  Pre-class assignment: Reflection

### Suggestions for further readings:

Doyle, M. (2021) The Case of Piruani: Contested Justice, Legal Pluralism, and Indigeneity in Highland Bolivia

## MODULE 6: HUMAN RIGHTS IN PRACTICE - AND NOW!

Thurs Nov 11	Readiness assurance test	<u>Read:</u> Wilson, R.A. (1997) Representing Human Rights Violations: Social contexts and Subjectivities Cheng, S. (2011) The Paradox of vernacularization: Women's Human Rights and the Gendering of Nationhood Bonilla, J. & Rosa, Y (2015) #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States Price, D. (2019) Counter-lineages within the history of anthropology. On disciplinary ancestors' activism
Tues Nov 16	Applications	<u>Read:</u> Amon, J. J. (2013) The Right to know or know your rights
Thurs Nov 18	Applications	<u>Read:</u> Rozakou, K. (2019) 'How did you get in?' Research access and sovereign power during the 'migration crisis' in Greece

Tues Nov 23		Read: Hodgson, D. (2017) Gender, Justice, and the Problem of Culture p. 133-163
Thurs Nov 25	NO CLASS - Thanksgiving	
Tues Nov 30	Class-visit, Dorothy Hodgson	No Reading
<b>COURSE CONCLUSION</b>		
Thurs Dec 2	Essay writing tips  Course review and evaluations	No Reading
Tues Dec 7	Final essay due	<u>No class</u>

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 InteDashboard. 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 also take the t-RAT on InteDashboard.

#### 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.

## Class activities, requirements, and assignments

### Applications (Team assignment)

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

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 completely 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 and a copy of the evaluation form will be posted on Canvas.

### Encounters with Culture and Human Rights (Individual assignment -120 points total)

I want you to engage with and reflect on how the materials we read, relate to every-day life. When you start learning how the world works, you notice new things. Over the course of the semester, you will submit six "encounters" that relate to culture and human rights in a discussion board on Canvas. For each encounter, you should post a minimum of two comments to other student's posts.

I will grade these on a Pass/Fail basis. Pass = 20; Fail = 10. Late submissions will not be accepted, unless you have an excusable reason.

Instructions for submissions:

- They should be 200 words long, minimum
- You need to fully describe what you "encountered" - a personal experience, a song, film, tweet, video game, book, conversation with a parent, friend, etc.
- You must clearly connect this to some theme in our course (ESSENTIAL TO PASS!) - this means linking it to questions or topics we discuss in class.
- If appropriate, provide a link to whatever you are discussing

### Reflections

As we, throughout the semester, read the ethnography "Gender, Justice and the Problem of Culture" you will submit reflections, and respond to your peer's reflections on Canvas. More information about the format of these assignments will be posted on Canvas and given in class.



## Final Essay (Individual Assignment)

Select one of the topics we have discussed in class and use this as your point of departure for your essay. Make sure that you formulate a clear argument and that you discuss and support your argument in the paper. In the document "Applications for essays" (you find it under the module called important course documents) I have included some applications we have done in class. Feel free to use arguments, or ideas from one of these applications when writing your paper.

Please follow these guidelines:

1) Introduction: Present the topic and the context, your argument and three reasons that support your argument.

2) Main body

Weave relevant concepts and ideas from the course readings or from relevant peer-reviewed scholarly articles into your text, - you can use them to substantiate your argument or as counterpoints to your argument (- you can argue your point against them). Include reference to at least THREE peer-reviewed articles in your text (reference to Human rights declarations are also acceptable). These can either be from the readings we have done in class, or you could search for other peer-reviewed, scholarly readings on e.g. <http://scholar.google.com/> ([Links to an external site.](#)) (Please make sure that your selected readings are scholarly articles. If you are not sure how to determine this, ask me!)

3) Conclusion

The paper should be maximum 1200 words in length (and minimum 1000 words!), 12 point Times New Roman font, with 1.5 line spacing. Remember to include a title and do not forget your UFID number AND your name! Include a bibliography.

## Grading

Grades are based on three categories of evaluations

### *Individual Performance (40 % of grade)*

6 IRAT scores, 40 points each	240
6 Reflections, 20 points each	120
6 Encounters with culture and human rights, 20 point each	120
Final Essay	100

### *Team Performance (45 % of grade)*

6 TRAT scores, 40 points each	240
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### *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. I am one of many people who came down with Covid-19. By being open about my own experience and status I hope that I can make it easier for others to share the fears and challenges that are associated with Covid-19.

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.

I also ask that you be patient with me if the challenges of this semester force me to make last-minute changes to the course plan. I will do my best to communicate any changes clearly and make them with respect for the inconvenience, frustration, and confusion that change may cause.

### 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.uflhealth.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](mailto: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](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://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/](http://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](mailto:Learning-support@ufl.edu)

(352) 392-HELP - select option 2

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