

Special Topics: Language and Foreignness

ANT3930, LIN4930

Fall 2023

Monday 11:45-1:40 and Wednesday 12:50-1:40 (BEN 0328)

Instructor: Moodjalin “Mood” Sudcharoen (pronunciation: soot-jah-rern)

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Office: Turlington B133

Office hours: Office hours: Tuesday 1-2:30 and Thursday 2-3:30 ***Set up a meeting time in advance on Calendly:*** <https://calendly.com/m-sudcharoen/office-hours-fall-2023>

Course Description

How is foreignness created by ideologies about language? How do nation-states and institutions of power manage foreigners, foreignness, and foreign voices? How do such projects lead to social inequality, discrimination, and resistance?

In this course, we take foreignness as the central subject of discussion. The guiding principles are that: 1) foreignness is not a state of being—but an act, an ongoing process of becoming, and imagining; and 2) language plays an essential role in the process of “othering.” We begin the course by exploring the idea that language is political. Special attention will be given to language ideology, which refers to beliefs and knowledge about language and its users in context. Building on this foundation, we explore various themes in relation to language politics, social differentiation, and global and national inequality. Through a close engagement with different ethnographic projects in both American and global contexts, we consider how ideologies of language can shape collective imaginations about those who “belong” and who do not. Our topics of discussion include nationalistic views of language, racial and ethnic differentiation, hierarchies of accents, language testing, and citizenship.

In addition, students will explore linguistic diversity and language attitudes on campus through qualitative research methods, including archival studies and oral interviews.

Course Objectives

The following are the objectives I have for this course:

- To provide an overview of theories and methods used to examine sociocultural and political aspects of language.
- To develop a deeper comprehension of how language ideologies reflect, maintain, and reproduce social differentiation and inequality.
- To facilitate learnings in ways that inspire students to ask critical questions, participate in reflective thinking, and challenge their own understandings of language and society.
- To foster the students’ process of identifying, exploring, assessing, and solving real world problems through class discussions, assignments, and independent study projects.

- To create a safe, respectful, and inclusive classroom environment that foster students' interpersonal skill.

Learning Outcomes

At the end of the course, you will be able to:

- Explain the relationship between language, society, and power through the lens of linguistic anthropology and relevant disciplines including cultural anthropology, sociolinguistics, and semiotics.
- Discuss how language ideological processes contribute to social differentiation, inequality, and resistance.
- Draw connections between language and different aspects of social identity, such as ethnicity, nationality, citizenship status, class, and physical disabilities.
- Deliberately and critically engage in the content of academic texts, popular press articles, and documentaries.
- Integrate different sources and types of knowledge into holistic perspectives on sociolinguistic phenomena.
- Apply factual, conceptual, and procedural knowledge learned from the course to study real-world problems in your own immediate surroundings.
- Conduct anthropological research, with particular focus on interviews, participant observations, and archival studies.
- Communicate orally and in writing your knowledge, thoughts, and positions related to social and political aspects of language.

Course Requirements

1) Attendance and participation (50 points): This is a collaborative, discussion-based course. Students are expected to attend class regularly and actively engage in class discussions and activities. Attendance and full participation in the course are expected because I believe it will lead to your success in the class. I do understand if you need to miss class due to family emergencies or health-related issues. Hopefully, such unfortunate situations will not happen to anyone, but should that be the case, please let me know as soon as possible. Absences from class without an explanation will be unexcused.

2) Discussion questions (50 points): Each student is required to post brief discussion questions in Canvas at least 5 times throughout the semester. ***You need to submit a post by 7 pm on the day before each session (your questions must be relevant to the readings for that particular session).*** You may ask questions to clarify and confirm your understanding of the texts, and/or to develop critiques on the theoretical framing and methodological approaches of each scholarly writing. You can also respond to your classmates' posts and/or answer their questions instead of raising your own. Keep your writing concise. We will prioritize quality over quantity, so a clear, though-provoking question which contains only a few sentences will be acceptable.

3) Discussion leading (60 points): At the beginning of the course, students will sign up to serve as a discussion leader for three sessions. This is a small group assignment. There will be 2-3 discussion leaders for each session, depending on the total number of students we have in class. Students who sign up on the same day will collaboratively prepare a 6-8-minute presentation, identifying one or two interesting points based on the day's readings. More

importantly, you will need to facilitate each session's discussion by asking critical questions to the class based on the assigned readings and on the questions submitted by your peers on the previous day.

The goal of this assignment is to help us start a conversation and to ensure that everyone has opportunities to talk in class. I do not expect you to summarize the whole readings or to cover all key arguments. Discussion leaders may prepare a (simple) PowerPoint presentation with key quotes, questions, or brief talking points to help everyone in class follow your presentation more easily. You may also bring in contemporary issues, videos, and photographs relevant to the readings to stimulate class discussions. (These are optional; Good discussion questions should be your priority.)

4) Reflections on class readings (40 points): Each student will write two critical responses to two separate sets of readings. These are brief evaluative and integrative essays (300-500 words) on some aspect of the readings. Best strategy is to compare and contrast two or three of the readings for a particular session (or several), showing their relevant thematic or conceptual implications. You need to put the selected readings into dialogue with one another by comparing and contrasting their key arguments, logical flaws, methodological challenges, etc. You may also incorporate relevant outside information and study cases which you might develop into your final projects. ***You choose the weeks on which you write this, but the first response is to be submitted on Friday of Week 7 (11:59 pm) and the second one on Friday of Week 14 (11:59 pm).***

5) Final Project (50 points): This is a small group assignment (2-3 students/group). In this project, you will use the campus landscape for inspiration. You may explore sociolinguistic phenomena on campus, interview linguistically diverse members of the university, and/or use library resources to gain a deeper understanding of the social and historical context of UF and Gainesville. I will let you decide which specific topic you want to study, but you need to relate it to theories, concepts, and methodologies that you learn from the course. Course materials, discussions, and guest speakers will help you develop ideas for the project, and you will be given time in class to work on it with your teammates.

In the last two weeks of the semester, each group will present their project background and preliminary findings in class and receive feedback from others. Each presentation will be about 15-20 minutes (including Q&A) and casual.

Your final product is to be submitted on Monday, December 11th. You may write a written report (10-12 pages, double-spaced), or you may use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTube, podcasting). Feel free to use your creativity!

Grading

Attendance and class participation	50 points (20%)
Discussion questions	50 points (20%) [10 points/post]
Discussion leading	60 points (24%) [20 points/session]
Reflections on class readings	40 points (16%) [20 points/reflection]
Final project	50 points (20%) [10 points for the presentation, 40 points for the final product]
Total	250 points (100%)

The following scale will be used for grades on all assignments and exams: 94-100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; below 60=E (failing).

Requirements for grading are consistent with the university policy:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course materials

There is one required **textbook**:

Lippi-Green, Rosina. 2012. *English with an Accent: Language, Ideology, and Discrimination in the United States*. New York: Routledge.

Other required readings are available on Canvas. Please look under “Modules” or “Course Reserves” for PDF files and links to additional sources. If you encounter **problems accessing course materials** through The University of Florida Library, please find more information at <https://accesssupport.uflib.ufl.edu/course-reserves/>.

We will watch a few **films and videos** in class. You do **not** need to watch them before class, but all films are also available on Course Reserves.

You are expected to read the assigned materials prior to the class date designated on the syllabus. Studying materials beforehand will prepare you for discussions and in-class activities.

Some course materials might be more challenging than others, but **do not give up!** It is totally okay if you do not fully catch every single line of a text. The point is to understand the main ideas and the types of evidence that are used to support them. Take notes while reading, highlight important information and interesting quotes, and come to class with questions. If you need help with this, please come to see the instructor.

Course Schedule

Week 1: Introduction

Wed, 8/23

Introduction to course policies, requirements, and activities. We will also discuss and reflect on our own beliefs about language, communication, and speakers.

Week 2: Language, society, and power

Overview of linguistic anthropology and relevant concepts and theories. How does linguistic anthropologists think about language? What does it mean to view language as a set of socio-politically embedded practices? How is language, with other semiotic practices, used to index (or indicate, point to) different social identities?

Mon, 8/28

Lippi-Green, Rosina. 2012. "Chapter 1: The Linguistic Facts of Life." *English with an Accent: Language, Ideology, and Discrimination in the United States*. New York: Routledge. (pp. 5-26)

Wed, 8/30

Woolard, Kathryn A. 1998. "Introduction: Language Ideology as a Field of Inquiry." In *Language Ideologies: Practice and Theory*, edited by Kathryn A. Woolard, and Paul V. Kroskrity. New York: Oxford University Press. (pp. 3-47) **[focus on pp.4-11; 16-23]**

Recommended:

Ahearn, Laura. 2021. "The Socially Charged Life of Language." In *Living Language: An Introduction to Linguistic Anthropology*. Wiley Blackwell. (pp. 3-34)

Ahearn, Laura. 2021. "Language, Power, and Agency." In *Living Language: An Introduction to Linguistic Anthropology*. Wiley Blackwell. (pp. 281-312; focus on pp.283-302)

***The book is available on the course reserves shelf in Library West**

Week 3: Linguistic ideology and social differentiation

What analytic concepts have anthropologists used to theorize the ways power relations are enacted in and through language? How does language serve as a tool of social differentiation and stratification? What is "language ideology," and why does it matter?

Mon, 9/4 No class – Labor Day

Wed, 9/6

Gal, Susan and Judith Irvine. 2000. "Language Ideology and Linguistic Differentiation." In *Regimes of Language: Ideologies, Politics, and Identities*, edited by Paul Kroskrity. Santa Fe: Press. (pp.35-83)

**Find one example of language ideologies and prepare to discuss it in class*

Week 4: Colonial imagination

What are the roles of language in colonial projects? What are the effects of European colonialism on the languages of the colonized? How does language shape social hierarchies in colonial worlds?

Mon, 9/11

Lippi-Green, Rosina. 2012. "Chapter 5: Language Subordination." *English with an Accent: Language, Ideology, and Discrimination in the United States*. New York: Routledge. (pp. 66-76)

Errington, Joseph. 2008. "Chapter 1." In *Linguistics in a colonial world: A Story of Language, Meaning, and Power*. Blackwell Publishing. (Focus on 1-6 and skim the rest)

Irvine, Judith. 2001. "The family romance of colonial linguistics: Gender and family in Nineteenth Century Representations of African Languages." *Pragmatics* 5(2): 139-153.

Wed, 9/13

Fanon, Frantz. 2008 [1952]. "Foreword" and "Chapter 1." In *Black Skin, White Masks*. Trans. by R. Philcox. New York: Grove Press. (pp. vii-x; 1-23) **[Skim "Foreword" for context]**

Week 5: Standardization and legitimization

How does a set of linguistic practices become standardized? How do ideas around *standard language* and "one nation/one language" shape the ways speakers are understood and evaluated (and with what consequences)?

Mon, 9/18

Bourdieu, Pierre. 1991. "The Production and Reproduction of Legitimate Language." In *Language and Symbolic Power*. Cambridge, MA: Harvard University Press. (pp. 43-65)

Lippi-Green, Rosina. 2012. "Chapter 4: The Standard Language Myth." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 55-65).

Mooney, Annabelle and Betsy Evans. 2023. "Chapter 9: Language, Class, and Symbolic Capital." In *Language, Society, and Power: An Introduction*. Sixth edition. London and New York: Routledge. (focus on pp.200-210 and skim the rest)

**Find examples of "standard" and "non-standard" American English to discuss in the next class*

Wed, 9/20

Romaine, Suzanne. 2001. "Multilingualism." In *The Handbook of Linguistics*, M. Aronoff and J. Rees-Miller (eds.). (pp. 512-532)

Week 6: Politics of language education

How do standardized linguistics practices and language ideologies affect how multilingual students navigate schooling?

Mon, 9/25

Rosa, Jonathan Daniel. 2016. "Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts." *Journal of Linguistic Anthropology* 26 (2): 162-183.

Valdes, Guadalupe, et al. 2003. "Language Ideology: The Case of Spanish in Departments of Foreign Languages." *Anthropology & Education Quarterly* 34 (1): 3-26.

Wed, 9/27

Young, Vershawn Ashanti. 2010. "Should Writers Use They Own English?" *Iowa Journal of Cultural Studies* 12(1). (pp. 110-117)

Lippi-Green, Rosina. 2012. "Chapter 12: The educational system: Fixing the message in stone." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 235-247)

Watch in class: "Writing Across Borders Part I & II" (YouTube 16:55 + 13:09 mins)

Recommended:

Heath, Shirley B. 1982. "What no bedtime story means: Narrative skills at home and school." *Language in Society* 11(1): 49-76.

Monzo, Lilia and Robert Rueda. 2009. "Passing for English Fluent: Latino Immigrant Children Masking Language Proficiency." *Anthropology & Education Quarterly* 40 (1): 20-40.

Week 7: Accents and prejudice

How are different accents fetishized, evaluated, and understood? What are the consequences of accent-based stereotyping and discrimination?

Mon, 10/2

Lippi-Green, Rosina. 2012. "Chapter 3: The myth of non-accent." In *English with an Accent: Language, Ideology and Discrimination in the United States*. London and New York: Routledge. (pp. 44-54)

Lippi-Green, Rosina. 2012. "Chapter 7: "Teaching children how to discriminate (What we learn from the Big Bad Wolf)." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 101-129)

Cooke-Jackson and Hansen. 2008. "Appalachian Culture and Reality TV: The Ethical Dilemma of Stereotyping Others." *Journal of Mass Media Ethics* 23(3): 183-200. (skim pp.190-200)

"Why do people have accent? LSA"

<https://www.linguisticsociety.org/content/why-do-some-people-have-accent>

Wed, 10/4

Guest speaker: Leah Honsinger, PhD candidate in Linguistics

Skim:

Lippi-Green, Rosina. 2012. "Chapter 11: Hillbillies, hicks, and southern Belles." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge.

Lavelle, Daniel. 2019. The rise of 'accent softening': Why more and more people are changing their voices." *The Guardian*.

<https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices>

Week 8: Research methodology

What approaches might linguistic anthropologists use to analyze language and communication? We will explore different methods of data collection, including interviewing and archival studies, and learn how to use library resources, including Special Collections at UF.

Mon, 10/9

Guest speaker: Sarah Coates, University Archivist, UF Special and Area Studies Collections
***We will meet at Smathers Library, Second Floor, in the Judaica Suite**

Wed, 10/11

DeWalt, Kathleen M. and Bille R. DeWalt. 2011. "Chapter 8: Informal Interviewing in Participant Observation." In *Participant Observation: A Guide for Fieldworkers*. Second Edition. Lanham, Md. : Rowman & Littlefield. (pp.137-156)

Week 9: Language, race, ethnicity (1)

How have anthropologists examined "race," ethnicity, and its relationship to linguistic variation? In what different ways do racism and discrimination manifest linguistically?

Mon, 10/16

A class visit at the Matheson Museum (513 E University Avenue). Students meet with the team who created the exhibit "*We Are Here: Stories from Multilingual Speakers in North Central Florida*."

Wed, 10/18

Lo, Adrienne. 2016. "Suddenly faced with a 'Chinese Village': The linguistic racialization of Asian Americans." In *Raciolinguistics: How Language Shapes Our Ideas about Race*, edited by H. Samy Alim, Arnetha Ball, and John Rickford. New York: Oxford University Press. (pp.97-111)

Lippi-Green, Rosina. 2012. "Chapter 15 The unassimilable races: What it means to be Asian." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 281-302)

Recommended:

Lippi-Green, Rosina. 2012. "Chapter 12: Defying paradise Hawai'i." In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 235-247)

Vail, P. 2007. "Thailand's Khmer as Invisible Minority: Language, Ethnicity and Cultural Politics in North-Eastern Thailand." *Asian Ethnicity* 8: 111–130.

Week 10: Language, race, ethnicity (2)

How have anthropologists examined “race,” ethnicity, and its relationship to linguistic variation? In what different ways do racism and discrimination manifest linguistically?

Mon, 10/23

Hill, Jane. 1998. “Language, Race, and White Public Space.” *American Anthropologist* 100 (3): 680-689.

Bucholtz, Mary. 2001. “The Whiteness of Nerds: Superstandard English and Racial Markedness.” *Journal of Linguistic Anthropology* 11 (1): 84-100.

Wed, 10/25

Lippi-Green, Rosina. 2012. “Case study 2: Linguistic profiling and fair housing.” In *English with an Accent: Language, Ideology and Discrimination in the United States*. New York: Routledge. (pp. 322-331)

Ro, Christine. 2021. “The Pervasive Problem of Linguistic Racism.” *BBC article*
<https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism>

Watch in class:

John Baugh, “The significance of linguistic profiling”
https://www.youtube.com/results?search_query=linguistic+profiling+john+baugh

Recommended:

Baugh, John. 2003. “Linguistic Profiling.” In *Black Linguistics: Language, Society, and Politics in Africa and the Americas*, edited by Siffree Makoni, Geneva Smitherman, Arnetta F. Ball, and Arthur K. Spears. London: Routledge. (pp.155-168)

McWhorter, John. 2018. “There’s Nothing Wrong With Black English.” *The Atlantic*, August 6. <https://www.theatlantic.com/ideas/archive/2018/08/who-gets-to-use-black-english/566867/>

Week 11: Language across modalities

In what ways language is “multimodal”? How do we consider deaf communities as linguistic minorities, and what are the challenges faced by them?

Mon, 10/30

Watch in class: Sound and Fury (1 hour 20 mins)

Wed, 11/1

Keating, Elizabeth and Gene Mirus. 2008. “Examining Interactions across Language Modalities: Deaf Children and Hearing Peers at School.” *Anthropology & Education Quarterly* 34(2): 115-135.

“Deafblind communities may be creating a new language of touch”

<https://www.newyorker.com/culture/annals-of-inquiry/deafblind-communities-may-be-creating-a-new-language-of-touch>

Optional:

Fjord, Laura Lakshmi. 1996. “Images of Difference: Deaf and Hearing in the United States.” *Anthropology and Humanism* 21(1): 55-69.

Week 12: Language testing, immigrants, and citizenship

How do language skills serve as a basis of citizenship? How do immigrants navigate language and cultural barriers in different social settings?

Mon, 11/6

Blommaert, Jan. 2009. “Language, Asylum, and the National Order.” *Current Anthropology* 50(4): 415-441.

Piller, Ingrid and Loy Lising. 2014. “Language, employment, and settlement: Temporary meat workers in Australia.” *Multilingua* 33(1-2): 35-59.

Wed, 11/8

Piller, Ingrid. 2001. “Naturalization language testing and its basis in ideologies of national identity and citizenship.” *International Journal of Bilingualism* 5(3): 259–277.

Chapter 2: English and Civics Testing

<https://www.uscis.gov/policy-manual/volume-12-part-e-chapter-2>

Recommended:

Gjelten, Tom. 2015. “Should immigration require assimilation?” *The Atlantic*.

<https://www.theatlantic.com/politics/archive/2015/10/should-immigration-require-assimilation/406759/>

“American Immigrants and the Dilemma of ‘White-Sounding’ Names.”

<https://www.theatlantic.com/family/archive/2019/01/immigrants-american-sounding-first-names/579367/>

“Norway’s Muslim Immigrants Attend Classes on Western Attitudes to Women”

<https://www.youtube.com/watch?v=oKY600o3CXw&t=359s>

“How immigration changes language.”

<https://www.theatlantic.com/international/archive/2015/12/language-immigrants-multiethnolect/420285/>

Week 13: Insecurity, anxiety, neoliberal logics

What is “linguistic insecurity”? How is the feeling of insecurity and anxiety surrounding language shaped by neoliberal conditions?

Mon, 11/13

Hiramoto, Mie, and Joseph Park. 2014. "Anxiety, insecurity, and border crossing: Language contact in a globalizing world." Special issue of *Journal of Asian Pacific Communication* 24(2): 141-151

Park, Joseph Sung-Yul. 2014. "You say ouch and I say aya": Linguistic insecurity in a narrative of transnational work." *Journal of Asian Pacific Communication* 24 (2): 241-260.

Wed, 11/15

"Tower of Babble: Nonnative Speakers Navigate the World of 'Good' and 'Bad' English"
[podcast]

<https://www.npr.org/sections/goatsandsoda/2021/04/25/989765565/tower-of-babble-non-native-speakers-navigate-the-world-of-good-and-bad-english?fbclid=IwAR0HC9bhLjuGjZV4rA6lZdNAA-L0eyU2pitN8HCONCVhWWH3f6JlZTpu4PA>

Optional:

Cho, Jinhyun. 2015. "Sleepless in Seoul: Neoliberalism, English fever, and linguistic insecurity among Korean interpreters." *Multilingua* 34(5): 687-710.

Week 14: Project check-in (Mon, 11/20)

Students work on their collaborative research project and discuss their ideas with the instructor.

***11/22-11/25 Thanksgiving break!**

Week 15: Student presentations (Mon, 11/27 and Wed, 11/29)

Students present their research proposal and preliminary findings in class.

Week 16: Course review and final project discussion (Mon, 12/4 and Wed, 12/6)

Students discuss what they have learned in the course and continue working on their final project.

Other course policies

Extra credit policy

I do not give Extra Credit on a personal-need basis, and I cannot ethically change the rules for you and not the other students. I am required by the university to adhere to the policies outlined in my syllabus. It would not be fair or ethical to give you an opportunity that is not provided to the rest of your classmates.

Attendance and late work

Attendance and full participation in the course are expected because we believe it will lead to your success in the class. You are required to regularly participate in class discussions.

Absences from class, as well as late submissions, will negatively impact your grade, unless you have an excusable reason covered by university attendance and make-up policies:

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

Absences for reasons of religious holiday, illness, and official university business are excused; however, proper notification should still be provided.

Students unable to complete assignments due to documented, excused absences must provide documentation to the instructor no less than 48 hours before the due date.

We must then agree on an alternative due date. **Verification for excused absences due to illness must be received within 24 hours after the coursework due date.**

Communication

Please contact me via email. I will attempt to respond to messages within 48 hours of receiving them. I do not normally check the inbox over the weekend. I cannot address *same-day* requests for deadline extensions (with proper documentation), so please be in touch in as much advance as possible if you need an assignment extension.

Office hours

My office hours are listed on the first page of the course syllabus. If you cannot make the regular times, I will try our best to accommodate your request. Please note that I cannot arrange meetings with you on the weekends or outside normal business hours.

Please make an appointment with me before coming to office hours. Please choose a time and date in advance via Calendly.

Classroom etiquette

- Please raise your hand when you want to speak. Don't interrupt or talk over your fellow students.
- Keep the usage of electronic devices to a minimum. It is understandable that on some days you need to use laptops or tablets in order to access electronic copies of class readings. In this case, please turn WiFi off, unless we are doing specific activities that require it.
- Except for family emergencies, unusual circumstances, or specific class activities, cell phones should be silenced and put away.

Academic integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/> If you have any questions or concerns, please consult with the instructor in this class.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, please see:
<https://sccr.dso.ufl.edu/policies/codechanges/>

Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

The instructor also welcomes your feedback at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please attend office hours or make an appointment to share your suggestions.

Diversity and inclusivity

We strive to create an accessible classroom environment for all students, regardless of your lived experiences and identities (including race, gender, class, sexuality, religion, linguistic background, national origin, etc.) To help accomplish this:

- Please let us know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct us if we pronounce your name inaccurately.
- **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. Please also discuss with the instructor how we should plan classroom activities, the use of media, and other aspects of the course in order to accommodate you.
- ***Students with disabilities have an equal right to use and benefit from resources at the George A. Smathers Libraries***, including (but not limited to) Course Reserves materials. To ensure this right, students with disabilities:
 - o Have the responsibility to identify themselves as needing appropriate, reasonable accommodations for their disabilities

- Have the responsibility for making their needs known in a timely manner
- Have the same obligation as any library user to comply with library policies and procedures

The George A. Smathers Libraries Course Reserves Unit will work with patrons needing assistance or accommodations to access course reserves materials. Please contact the Course Reserves Unit at [352-273-2520](tel:352-273-2520), or email at eres@uflib.ufl.edu for information or assistance.

- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student learning and wellness:
 - For help with general study skills and tutoring, check out the [Teaching Center](#).
 - For help brainstorming, formatting, and writing papers, contact the [Writing Studio](#).
 - For e-learning technical support, call (352) 392-4357 or email helpdesk@ufl.edu.
 - For help using the libraries or finding resources, [Ask a Librarian](#).
 - For career assistance and counseling services, visit the Career Connections Center (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu).
 - For mental health support, contact the Counseling and Wellness Center at (352) 392-1575.
 - If you or someone you know is in distress, contact U Matter, We Care at (352) 392-1575 or umatter@ufl.edu.
- Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.
- ***Please do not hesitate to talk with the instructor*** about your discomfort and insecurity that stem from your specific experience in class. We will find ways to improve the classroom environment.

Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let us know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with us so that we can best support you.