

## ENG 4936: Deep green: Theory & literature of more-than-human ecologies

Professor Terry Harpold

Spring 2023

Class meetings: M, pers. 6–8 (12:50–3:50 PM), Turlington 2336

office hours (Turlington 4105): M, 4:30–5:30 PM (F2F and via Zoom), and by appt.  
email: [tharpold@ufl.edu](mailto:tharpold@ufl.edu)

home page for Terry Harpold: <https://people.clas.ufl.edu/tharpold/>

e-Learning (Canvas) site for ENG 4936 (*registered students only*): <https://elearning.ufl.edu/>

Imagining Climate Change: <https://imagining-climate.clas.ufl.edu/>

### Course description



*Streams and Mountains Without End*. China, late Northern Song Dynasty (960–1127 CE) – Jin Dynasty (1115–1234 CE). Handscroll on ink, artist unknown. Collection of the Cleveland Museum of Art. Details of this handscroll appear in the frontispiece of the first edition (1996) of Gary Snyder's epic poem *Mountains and Rivers Without End*.

“The notion of Emptiness engenders Compassion.”

– Jetsun Milarepa<sup>1</sup>

We will read from a range of nonfiction texts in anthropology, critical animal and plant studies, ecosophy, and ecopoetics that focus on the vitality of worlds that include and exceed humans, and selected fictional texts and poetry that explore these ideas. The aim of the course is to develop and nuance our understanding of experiences of humans and other-than-human beings beyond reductionist human/nonhuman dichotomies, and to explore how fiction, poetry, and art might depict a human past, present, and future

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<sup>1</sup> Snyder's poem opens with this famous observation by Tibetan *siddha* Milarepa (1028–1111 CE) on the Buddhist concept of *Śūnyatā* (Sanskrit, *Suññatā*, Pali), the emptiness or phenomenal contingency of the self and, more generally, of all things.

arrayed by more-than-human relations. Course requirements include collaborative moderation of class discussions and a long-form research project on themes of the course.

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## Masking in the classroom



Learn more at [coronavirus.ufhealth.org](https://coronavirus.ufhealth.org) or by contacting the Student Health Care Center at 352-392-1161. 

All class meetings will adhere to the University's recommendations that members of the class wear approved face coverings at all times during class meetings and within buildings even if they are vaccinated.

Students' concerns for their safety and well-being in the classroom will be respected.

Actions or comments that disregard or dismiss others' concerns regarding risks of infection will not be tolerated and are grounds for being expelled from the classroom.

Masks limit extent the range and nuance of spoken dialogue in the classroom. I will make every effort to speak clearly, deliberately, and with sufficient volume to make myself understood despite my wearing a mask. I ask you to do the same and to be tolerant of difficulties in classroom conversations that masking may create.

If you are not vaccinated, *get vaccinated*. If you are vaccinated, *get boosted*. Vaccines and boosters are readily available at no cost and have been demonstrated to be safe and effective against all variants of 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/> .

*If you are showing symptoms, stay home and self-quarantine*. If you believe that you may have been exposed to the virus but have yet to show symptoms, get tested. Visit the UF COVID-19 Information website (<https://coronavirus.ufhealth.org>) for up-to-date information on what you should do in case of exposure or illness. If you become seriously ill and need immediate care, call your primary care provider or the UF Student Health Care Center at 352-392-1161.

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## Required texts to purchase

These texts are available at the UF Bookstore and from online vendors. Used and electronic editions (Apple Books, Amazon Kindle, etc.) of texts assigned in the course are acceptable – indeed they are encouraged<sup>2</sup> – so long as the version of the text you read is *otherwise identical to the edition(s) noted below*.

I encourage you whenever possible to buy your texts from independent booksellers. If you choose to buy your texts online, I recommend sources such as [Abebooks.com](https://www.abebooks.com) and [Alibris.com](https://www.alibris.com) that serve independent booksellers.

Despret, Vinciane. *What Would Animals Say If We Asked the Right Questions?* Translated by Brett Buchanan, University of Minnesota Press, 2016. ISBN 9780816692392. 288 pp. (print). *Also available in Kindle format.*

Glück, Louise, *The Wild Iris*. The Ecco Press, 1993. ISBN 9780880013345. 63 pp. (print). *Also available in Apple Books and Kindle formats.*

Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed Editions, 2013. ISBN 9781571313560. 408 pp. (print). *Also available in Apple Books and Kindle formats.*

Krohn, Leena. *Tainaron: Mail from Another City*. Translated by Hildi Hawkins, Cheeky Frawg Books, 2012. ISBN 9780985790448. Approx. 100 pp. (print). *Note: print editions of this book, available only on the used market, are prohibitively expensive. It is, however, available in a reasonably-priced Kindle edition.*

Mancuso, Stefano. *The Nation of Plants*. Other Press, 2021. ISBN 9781635420999. 176 pp. (print). *Note: this book is currently in print only in a hardcover edition. It is, however, available in a reasonably-priced Kindle edition.*

Roy, Sumana. *How I Became a Tree*. Yale University Press, 2021. ISBN 9780300268140. 248 pp. (print). *Also available in Apple Books and Kindle formats.*

Simak, Clifford D. *City*. Open Road, 2015. ISBN 9781504013031. 264 pp. (print). *Also available in Apple Books and Kindle formats.*

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<sup>2</sup> See my “Policy on environmentally unsustainable activity in the classroom,” below.

Snyder, Gary. *Mountains and Rivers Without End*. Counterpoint, 1996. ISBN 9781582434070. 192 pp. (print) Also available in Apple Books and Kindle formats.

### Other required and recommended texts

Unless indicated otherwise these texts are available via the course's electronic reserves (Ares, <https://ares.uflib.ufl.edu>). All are PDF files with searchable text layers or in comparable digital formats capable of being parsed by screen readers.

Alaimo, Stacy. "Elemental Love in the Anthropocene." *Elemental Ecocriticism: Thinking with Earth, Air, Water, and Fire*, edited by Jeffrey Jerome Cohen and Lowell Duckert, University of Minneapolis Press, 2015, pp. 298–309.

Amazon Hopes Collective, *The Xingu Firewall*, n.d.  
<https://storymaps.arcgis.com/stories/d13c50b64ada4e53856b3d4d64a08bcb> .

Beasley, Sandra. "Unit of Measure." *Poetry*, vol. 194, no. 4, 2009, pp. 276–77.

Iovino, Serella. "(Material) Ecocriticism." *Posthuman Glossary*, edited by Rosi Braidotti and Maria Hlavajova, Bloomsbury, 2018, pp. 112–15.

Jeffers, Robinson. "Vulture." *The Selected Poetry of Robinson Jeffers*, edited by Tim Hunt, Stanford University Press, 2001, pp. 697.

Kaza, Stephanie. "Conversations with Trees." *Green Buddhism: Practice and Compassionate Action in Uncertain Times*, Shambhala, 2019, pp. 30–37, 220.

Le Guin, Ursula K. "The Author of the Acacia Seeds and Other Essays from the *Journal of the Association of Therolinguistics*." *The Unreal and the Real. The Selected Stories of Ursula K. Le Guin*, Saga Press, 2017, pp. 617–25.

Leopold, Aldo. "Thinking Like a Mountain." *A Sand County Almanac and Sketches Here and There*, Oxford University Press, 1949, pp. 129–33.

Limón, Ada. "Drowning Creek." *The Hurting Kind*, Milkweed Editions, 2022, pp. 4.

———. "The End of Poetry." *The Hurting Kind*, Milkweed Editions, 2022, pp. 95.

Linton, Jamie. "Relational Dialectics: Putting Things in Fluid Terms." *What is Water? The History of a Modern Abstraction*, UBC Press, 2010, pp. 24–44, 250–53.

Macy, Joanna. "The Greening of the Self." *Dharma Gaia: A Harvest of Essays in Buddhism and Ecology*, edited by Allan Hunt Badiner, Parallax Press, 1990, pp. 53–63.

- Myers, Natasha. "How to Grow Livable Worlds: Ten Not-So-Easy Steps." *The World to Come: Art in the Age of the Anthropocene*, edited by Kerry Oliver-Smith, Samuel P. Harn Museum of Art, University of Florida, 2018, pp. 52–64.
- Næss, Arne. "The Basics of the Deep Ecology Movement." *The Ecology of Wisdom: Writings by Arne Næss*, edited by Alan Drengson and Bill Devall, Counterpoint, 2008, pp. 105–19, 318.
- . "The Shallow and the Deep, Long-Range Ecology Movement. A Summary." *Inquiry*, vol. 16, 1972, pp. 95–100.
- Taylor, Bron and Michael Zimmerman. "Deep Ecology." *Encyclopedia of Religion and Nature*, edited by Bron Taylor, Continuum, 2005, pp. 456–60.
- Viveiros de Castro, Eduardo. "Perspectival Anthropology and the Method of Controlled Equivocation." *The Relative Native: Essays on Indigenous Conceptual Worlds*, Hau Books, 2015, pp. 55–74.
- Whitman, Walt. "This Compost." *The Portable Walt Whitman*, edited by Michael Warner, Penguin Books, 2004, pp. 129–31.
- Yunkaporta, Tyson. "The Porcupine, the Paleo-mind, and the Grand Design." *Sand Talk: How Indigenous Thinking Can Save the World*, HarperOne, 2020, 1–20.

## Course Calendar

*Deadlines and events outside of normal class meeting times are marked with an asterisk (\*). Assigned readings should be completed by the start of the class meeting in which they are to be discussed.*

### **Deep green**

- M, Jan 9                      *Course introduction*  
                                      *Poems reviewed in class:*
- Beasley, "Unit of Measure"  
                                      Jeffers, "Vulture"  
                                      Limón, "Drowning Creek"  
                                      Snyder, "Earth Verse" (*Mountains and Rivers Without End*, pp. 150)

- M, Jan 16                    *No class meeting (Martin Luther King, Jr. Day)*
- \* W, Jan 18                 *Ranked list of 4 class meetings you prefer to moderate due to TH via email by 5 PM*
- M, Jan 23                    Leopold, "Thinking Like a Mountain"  
Macy, "The Greening of the Self"  
Næss, "The Basics of the Deep Ecology Movement"  
*Recommended reading: Næss, "The Shallow and the Deep;" Taylor, "Deep Ecology"*

***Animal***

- M, Jan 30                    Despret, *What Would Animals Say*
- M, Feb 6                     Simak, *City*
- M, Feb 13                    Amazon Hopes Collective, *The Xingu Firewall*  
Viveiros de Castro, "Perspectival Anthropology and the Method of Controlled Equivocation"  
Yunkaporta, "The Porcupine, the Paleo-mind, and the Grand Design"
- \* W, Feb 15                 *"Indigenous Peoples & Partnerships in the Brazilian Amazon: A Conversation with Chief Afukaká."* See <https://imagining-climate.clas.ufl.edu/news/2023/chief-afukaka/> for more information.
- M, Feb 20                    Krohn, *Tainaron: Mail from Another City*  
Le Guin, "The Author of the Acacia Seeds"
- \* Tu, Feb 21                 Taylor Brorby, "Boys & Oil: Growing Up Gay in a Fractured Land."  
See <https://imagining-climate.clas.ufl.edu/news/2023/boys-and-oil/> for more information.

***Vegetable***

- M, Feb 27                    Kimmerer, *Braiding Sweetgrass*

- M, Mar 6                   Kaza, "Conversations with Trees"  
Roy, *How I Became a Tree*  
*Class visit to the oldest living tree on the UF campus*
- M, Mar 13                   *No class meeting (UF Spring Break)*
- M, Mar 20                   Glück, *The Wild Iris*
- M, Mar 27                   Mancuso, *The Nation of Plants*  
Myers, "How to Grow Livable Worlds: Ten Not-So-Easy Steps"
- \* W, Mar 29                Blanche Verlie, "Learning to Live with Climate Change: Climate Distress & Social Transformation." See <https://imagining-climate.clas.ufl.edu/news/2023/learning-to-live-with-climate-change/> for more information.
- \* F, Mar 31                *Abstracts for long-form research papers due in Canvas by 5 PM*

### ***Mineral***

- M, April 3                   Alaimo, "Elemental Love in the Anthropocene"  
Iovino, "(Material) Ecocriticism"  
Linton, "Relational Dialectics"  
*In-class screenings of short films by experimental filmmakers Jean Epstein (1897–1953) and Ralph Steiner (1899–1986)*
- M, April 10                Snyder, *Mountains and Rivers Without End* – be sure to read Snyder's postface, "The Making of Mountains and Rivers Without End," and his notes to the poems, pp. 155–65  
Snyder, "Mountains and Rivers Without End" (Smithsonian Institution recording of 2008 public reading by Snyder) – *available in Canvas*
- M, April 17                Snyder, *Mountains and Rivers Without End*

### ***What Chemistry!***

- M, April 24                *Final class meeting*  
Limón, "The End of Poetry"  
Whitman, "This Compost"

## **Evaluation of Performance, Attendance Requirements & Other Course Policies**

Your final grade in this course will be determined by three assignments, each representing a portion of the grade:

Moderation of class discussion(s) × 2	50%
Long-form research paper	50%

***Collaborative moderation of class discussion.*** Beginning with the third class meeting (January 30), 1 to 3 students will be responsible each week to moderate class discussion of assigned readings for that week. Each student will serve as moderator *twice* during the semester. Moderating in this context means preparing a list of key questions and observations (max. 750 words) concerning that week’s readings, and guiding the class’s discussion of these questions and observations. The list must be circulated to the class via Canvas no later than 48 hours before the meeting at which the readings are discussed. The list will not limit our conversations about the readings but it should serve as a framework for them.

*Before January 18 you must send me a ranked list of four class meetings that you would prefer to moderate, and any dates during the semester when you know you cannot attend the class. I will collate students’ preferences and assign the individual meetings to be moderated and announce the results before the second class meeting, when I will also review best methods for this assignment.*

***Long-form research paper.*** This is a scholarly-critical project of 12–18 pp. in length informed by the subjects or methods of the course. It need not take as its primary focus texts we have discussed, but it should in some important regard take into account the wider domain of imaginative ecologies and ethics of the more-than-human that are central to the course. I recommend that you speak with me about your ideas for the paper before you submit the paper abstract.

**An abstract of your research paper (max. 750 words) and a selected critical bibliography is due in Canvas by Friday, March 31.** We will not review the abstracts during class time but they will be available for review, commentary, and encouragement by/from everyone in the class. I will review best methods for this assignment early in the semester.

**Extra-credit options.** This course includes extra-credit options that may be used to raise your final grade. Extra credit may be earned for your participation in two types of events closely associated with themes and methods of the course: 1) the Trees! volunteer tree planting initiative; 2) guest lectures and symposia sponsored by Imagining Climate Change. Three to four events of each type are scheduled for this semester. You may earn extra credit for attending up to three of these events. Extra credit is earned simply for participating in a Trees! volunteer planting (your attendance will be automatically noted). To earn extra credit for attending an ICC event, you must submit a 300 word essay on the event, in the form of a summary of the guest speaker's presentation, or a summary of one or more of the guest speakers' presentations in the case of a multi-speaker event. This essay must be sent to me by email no later than three days following the last day of the ICC event. This essay option must meet minimal requirements for accuracy and completeness, which I will explain in class.

For each extra-credit event, you will earn 1 point applied after the calculation of your final grade. You may earn this credit for *up to three* extra-credit events. Thus, a student with a final average of 87 (an A-) who took part in two tree plantings and attended one ICC event (for which she wrote a report) would have her reported final grade raised to 90 (an A). Note, however, an important restriction on the extra credit that you may earn. If you seek credit for participating in more than one event, they must include events of both kinds. You can earn extra credit for one planting plus one ICC event, but not for only two plantings or only two ICC events. If you seek extra credit for three events, at least one of them must be of a different type than the others.

**Trees! (extra-credit option).** A growing body of scientific evidence shows that encouraging the regeneration of natural forests and planting new trees on treeless lands are among the most economical and effective climate change mitigation solutions available to us.<sup>3</sup> You may receive extra course credit by taking part in a local effort to increase our forest canopy.

Since early 2019, UF's Imagining Climate Change initiative has worked closely with the Alachua County Department of Land Conservation and Management (opens in new tab) to coordinate volunteer tree plantings in and around the city of Gainesville. The plantings emphasize high-value tree species appropriate for site conditions on County owned right-of-ways, developed County properties, and properties directly influencing the public sphere. Of priority are trees that provide shade for bicycling and human pedestrians,

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<sup>3</sup> Bastin, Jean-François, *et al.*, "The Global Tree Restoration Potential." *Science* 365, 76–79 (2019) <https://science.sciencemag.org/content/365/6448/76>; Lewis, S.L., "Regenerate Natural Forests to Store Carbon," *Nature* 568: 25-28 (2019) <https://www.nature.com/articles/d41586-019-01026-8> .

provide erosion control, extend forest canopy, and support wildlife biodiversity and carbon sequestration. The most recent census (2021) showed that 98% of trees planted in this initiative remain in excellent health.

Tree plantings are fun, low-effort undertakings to beautify our community and to help foster a sustainable local ecosystem for decades to come.<sup>4</sup> Pretty much, you help to dig a hole a few feet deep, drop in a juvenile tree, refill, brace, bank the tree with mulch, water, and repeat. No prior tree planting experience is necessary. Needed tools, reflective safety vests, and vegan snacks are provided. A filled personal water bottle is strongly recommended, as access to potable water on site may be limited. You should wear lightweight but sturdy outdoor clothing and closed-toed shoes. Gloves suitable for garden work, a hat, protective eyewear (eyeglasses or sunglasses), sunscreen, and insect repellent are recommended. Typically, a planting takes 3–4 hours, usually beginning around 9 AM. You must complete a volunteer release form, provided on site, before the planting begins. See <http://imagining-climate.clas.ufl.edu/trees> for planting dates and locations and for a photographic gallery of previous plantings. *The Alachua County Department of Land Conservation and Management is unaffiliated with the University of Florida.*

***Imagining Climate Change events (extra-credit option).*** Several UF events this semester sponsored by the Imagining Climate Change initiative (<https://imagining-climate.clas.ufl.edu>) are of direct relevance to this course. I encourage you to review the ICC schedule of events and plan on attending as many events as possible.

***Reading load.*** The course reading load is substantial but it is not unusual for an Honors Seminar; generally between 100 and 300 pages of reading is assigned each week. The pace of our discussions will vary according to the complexity of the texts we will read. You should always aim to have completed all assigned readings by the class period in which they are scheduled to be discussed. If a text is scheduled for discussion across more than one class meeting, you should have read a corresponding portion of the text for each meeting, e.g., for a text scheduled across two meetings, you should have read one-half of the text for the first meeting, and the second half for the second meeting.

***Grading scheme and graded assignments.*** The evaluation method in this course is consistent with UF's policies on grading (<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>).

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<sup>4</sup> Andreu, M.G. et al., Urban Forest Ecological Analysis. Report to the City of Gainesville, March 2017. City of Gainesville, Florida, 2017 <http://sfrc.ufl.edu/wp-content/uploads/GNV-ECO-Report-2016.pdf>. Gainesville has been an Arbor Day Foundation "Tree City USA" since 1983. it was named a "Tree City of the World" by the Food and Agriculture Organization of the United Nations in 2020.

Grades are calculated on a numeric scale, as below:

A	90–100	A–	87–89		
B+	84–86	B	80–83	B–	77–79
C+	74–76	C	70–73	C–	67–69
D+	64–66	D	60–63	D–	57–59

A grade of 56 or below is a failing grade (E).

If you do not complete an assignment you will receive a grade of 0. If you feel that you've been unfairly graded on an assignment, you may make a case in writing for a better grade. I will consider no grade changes without this written rationale.

You may make up a missed assignment only if you have a written medical excuse from a doctor, a signed letter from a judge or law enforcement officer (if you are called for jury duty or to testify in court, for example), or if a death or serious illness or injury occurs in your family. You should contact me as soon as possible when you anticipate a delay in the submission of graded work.

**Attendance & lateness.** You cannot reasonably expect to master the course content if you do not keep up with required readings or do not come to class prepared and on time. Class discussions will often include review of materials not among the assigned readings. Your presence in class is essential and is required. **I take attendance. After two missed class meetings, I reserve the right to lower your final course grade by five points for each additional class period that you miss.** I treat excused and unexcused absences alike in this regard. It is your responsibility to keep track of your absences and to make sure that you complete all required work. If you must miss class, make sure that you turn in any assignments due for that day, and that you are ready if another assignment is due on the day you return to class. In the event of a prolonged illness or other emergency you should notify me as soon as possible so that we may make provisions to insure that you do not fall behind.

Lateness is disruptive to others in the classroom, and is strongly discouraged. If you are more than 25 minutes late to class, this will be considered an absence.

If you have special requirements because of disability, do not hesitate to bring them to my attention so that I may make appropriate accommodations. Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation.

If you are unable to attend any part of a class meeting or work on a course assignment because these coincide with the timing of religious observances, you must notify me of this conflict well in advance, so that we may make appropriate adjustments to relevant assignment deadlines.

### **Other course policies**

**Office hours.** *University policy restricts my options with regard to office hours under conditions of pandemic.* I am permitted to offer a virtual (Zoom) option only if its timing coincides with face-to-face hours held in my office on campus. Therefore, I will be offering Zoom access to my office hours *at the same time* as in-person hours and will do my best to manage that hybrid context for our meetings. (I will post the Zoom link for office hours on the course Canvas site.) *If you come to see me in person, I request that you wear a mask when you enter my office.*

**Use of computers and other electronic devices in class.** The use of personal computers and other electronic devices in class is acceptable for purposes related to class discussion and collaboration. Casual WWW browsing, emailing, chatting, texting, etc., unrelated to class activities will not be tolerated. Apart from those times when I have approved their use in advance, cell phones, pagers, and similar communication devices may not be used during class meetings, and must be set to silent ring at the start of class.

**Recordings of class meetings.** *University policy requires me to add the following statement to my syllabus:*

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.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

See this page for the University’s guidelines on recording class lectures:

<https://sccr.dso.ufl.edu/policies/code-change-faq/> .

**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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Policy on academic honesty.** The University community’s policies and methods regarding academic honesty, your obligations to me and mine to you with regard to academic honesty, are clearly spelled out in the UF Student Honor Code, which is available online at <http://sccr.dso.ufl.edu/students/student-conduct-code/>.

Academic dishonesty in any form will not be tolerated in this course. Examples of academic dishonesty include but are not limited to:

- Possessing, using, or exchanging improperly acquired written or oral information in the preparation of graded assignments submitted for this course.
- Substitution of material that is wholly or substantially identical to that created or published by another individual or individuals.
- False claims of performance or work submitted by a student for requirements of this course.

I am obliged to act on any suspected act of academic misconduct. This may include a reduced or failing grade for the course as a whole or other disciplinary proceedings, as per

the recommendation of the Dean of Students. If you have any concern that you may not have made appropriate use of the work of others in your research or writing for this course, please confer with me before you submit the assignment. You should retain all graded materials that you receive from me until you receive your final course grade.

**Emergency services. U Matter, We Care** serves as the umbrella program for UF's caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor overnight and during weekends. Note also these support services:

- The University Counseling Center – 301 Peabody Hall, 352-392-1575; <http://www.counseling.ufl.edu>
- Student Health Care Center – 352-392-1171
- Career Resource Center, Reitz Union – 352-392-1601
- Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center – 352-392-1161
- University Police Department – 352-392-1111 (non-emergency); *call 9-1-1 for emergencies*

**Policy on environmentally unsustainable activity in the classroom.** When possible I will distribute all course materials via paper-sparing digital media. I encourage you to purchase e-book editions of assigned texts when they are available, or used copies of print texts, and to return those to circulation if you choose not to keep them at the end of the course. (Donating your unwanted books to the Alachua County Friends of the Library annual book sale (<http://folacld.org>) is a good way to get them into other readers' hands and to help raise a bit of cash for our county's excellent but criminally underfunded public libraries.) If you do elect to keep your books, share them with others after the course is over. And a final appeal to your common sense: bring food and/or beverages to the classroom only in reusable containers. Please, no food or beverages in single-use containers and no single-use, unrecyclable cutlery or straws. *Under conditions of global pandemic, I strongly recommend that you **not** eat in the classroom, and take appropriate precautions when drinking from an open container or while masked.*