

## EUH/LAH 3931 Spanish Golden Age

**Instructor: Dr. Max Deardorff**

**Email:** [deardorff.max@ufl.edu](mailto:deardorff.max@ufl.edu)

**Office Hours:** Monday 10-11am / Tuesday 2:30-4:30pm

Make an appointment: TBA

ZOOM LINK: TBA

**Class Meetings:** Tuesday 5-6 (11:45 AM - 1:40 PM)

Thursday 6 (12:50 PM - 1:40 PM)

ZOOM LINK: TBA

**TA:** Danielle Barrientos

**Email:** [dbarrientos13@ufl.edu](mailto:dbarrientos13@ufl.edu)

***Our class meetings will be synchronous (live via Zoom) at the days and times listed on this syllabus. Some discussions will be asynchronous on Canvas.***

This course traces the process by which two kingdoms in southwest Europe developed the first global empire on which the sun never set, and how that great empire fell victim to decay and decline. Beginning with the marriage of the "Catholic Monarchs" (Ferdinand and Isabella) in 1469, this course covers the union of the Crowns of Castile and Aragon, the intertwining of the destiny of the Spanish kingdoms and the Holy Roman Empire, the Spanish conquest of the Americas, the birth of a golden age of literature and drama, Mediterranean conflict with the Ottoman Empire, and the extension of maritime trade across the Atlantic and Pacific Oceans.



In the course of engaging with these topics, we will consider the cultural, religious, political, and economic factors that contextualized the history of the period. At various moments, our telescopic lens will fix upon a variety of themes: the relationships among Christians, Muslims, and Jews in the Iberian Peninsula; early modern debates about the so-called "destruction of the Indies"; the Spanish Crown's role as the protector of Catholicism during the Reformation, and the distinct evolution of a Spanish honor culture.

### **Required Texts:**

Jon Cowans, *Early Modern Spain: A Documentary History* (University of Pennsylvania Press, 2003). ISBN-13: 9780812218459

John H. Elliott, *Imperial Spain, 1469-1716*, 2<sup>nd</sup> ed. (Penguin, 2002). ISBN-13: 9780141007038

[for open access, see: <https://archive.org/details/imperialspain1460000elli> ]

Lope de Vega, *Three Major Plays* (Oxford University Press, 1999). ISBN-13: 9780192833372

Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. (Beacon Press, 1997) ISBN-13: 9780807070734

### **Administrative Information**

#### **Course goals:**

(1) Students will develop an understanding of how the destiny of a number of Iberian kingdoms became intertwined. Students will understand the importance of this “composite monarchy” both in Europe and on the world stage during the 16<sup>th</sup> and 17<sup>th</sup> centuries, and the complications involved in talking about “Spain” during this period.

(2) Students will learn to read primary texts in a critical fashion, with an eye to understanding how and why those texts were produced, and the formulas that determined the character of their content.

(3) Students will improve their writing and communication skills, by completing short and medium-length writing assignments that address historical questions and/or muster evidence from primary sources to support their theses.

**Course Reserves:** When possible, an E-copy of “Required Texts” listed above will be available via the Library’s online platform.

**Attendance and Participation:** Please attend class having read the day’s materials and bring a copy with you (easy to do via Zoom!). Spotty attendance, unpreparedness, or failure to bring readings to class will certainly lower your grade and poor attendance is grounds for failing the course; excellent attendance and especially energetic and informed participation will raise final grades. While course meetings are online, discussion may be conducted either synchronously via Zoom or through asynchronous contributions on Canvas.

**Excused Absences:** Our course meets 28 times throughout the semester. Two absences will automatically be excused without question. These automatic excuses are meant to cover short illnesses and personal emergencies that commonly crop up in everyday life. Allowances will be made for justifiable causes due to COVID-19; students unable to attend because of personal or family medical issues should provide notification via email justifying their absence (given current circumstances, medical documentation is encouraged but not required at the time of the absence). Please contact instructor as soon as possible to inform him if a personal COVID-19 issue affects you. Students who have other conflicts that will prevent them from being able to complete an assignment on time or who will incur absences due to UF-sanctioned activities (such as participation in UF teams, etc.) must notify the professor in advance.

**COVID-19 policies:** If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

- 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. [Find more information in the university attendance policies](#)

## **ASSIGNMENTS**

**Group Lecture Notes:** At the beginning of the semester, you will be assigned to a group (Order of the Golden Fleece, Order of Santiago, Order of Calatrava, Order of Alcántara, Order of Montesa, Mercedarian Order, Franciscan Order, Dominican Order, Augustinian Order, Jesuit Order, Clarisas, Carmelites). Each group will be responsible for taking and maintaining notes for each lecture on Google Docs. Groups are encouraged to take lecture notes in real time. Group Lecture Notes will be checked and assessed three times throughout the semester.

**Group City Presentation:** Every Tuesday, we will devote roughly ten minutes of class time to group presentations on one city in Spain or its empire. Each assigned city will have some special relevance to the reading or lecture of that week. Group presentations should begin by presenting basic factual data about the city in modern day (population, location, economy, touristic importance, etc.), and should devote at least half of their time detailing the medieval and early modern history of the city. All scholarly books and articles are acceptable sources, as are established internet sites (Wikipedia, Britannica.com, Lonely Planet, Wikitravel). Others may be used with approval of the instructor. You may find helpful the European University Institute’s *World Wide Web Virtual Library* (<http://vlib.iue.it/history/index.html> ) and the World Wonders Project: Spain <https://eudocs.lib.byu.edu/index.php/Spain: Historical Collections> (Spanish Wonders listed at the bottom of the page).

**Discussion:** Discussion will be conducted in two formats throughout the semester. Some discussion will take place via Zoom in breakout rooms. Other discussion points will be handled through Canvas’s built-in functionality. For any given Canvas discussion, every student is expected to at the least A) make one post responding to discussion questions; and B) respond in at least one sub-thread to a post made by another student. For credit rewarded for meetings held on Zoom, students are expected to attend (virtual) class having done the readings and partake in discussion with their assigned group. Consistent high-quality class participation—in large and small groups—is expected. “High-quality” in this case means: informed (i.e., shows evidence of having done assigned work); thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and considerate (i.e., takes the perspectives of others into account).

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Having thoroughly and completely read the day’s materials and made notes or otherwise documented comprehension.	Having thoroughly read the day’s materials as evidenced through classroom knowledge.	Evidence that day’s reading was partial or incomplete. Unfamiliarity with some or all of day’s content.

Thoughtful: Shows evidence of having understood and considered issues raised.	Analytical contribution in writing or speech during class meeting that shows in-depth consideration of topics.	Written or spoken contribution in class that demonstrates consideration of topics.	Incomplete or unprepared assignment or written/spoken contribution
Considerate: Takes the perspective others into account.	Respectful, patient, and kind communication.	N/A	Classroom communication that demonstrates lack of respect, patience, or kindness.

**Digital History Report:** In groups of two, students will investigate and report on digital history websites linked to Golden Age Spain and its colonial legacy. There are hundreds of options to choose from on my website, *Iberia Plus Ultra* (<https://www.maxdeardorff.org/digitalhistorylinks>). Student reports should give a summary of the selected website’s content, communicate who is responsible for creating and maintaining the website, highlight some of the website’s best features, and tell how the website might relate to the content of the class. Reports should be roughly five (5) minutes in length. Each one of our class meetings will feature roughly one Digital History Report. Students should be prepared to do screen-sharing via Zoom and, if they like, may employ presentation software such as Powerpoint, Prezi, Flipgrid (<http://Flipgrid.com>), or the like. *Digital History Reports are meant to be a low-stress way to break up the rhythm of the class. They will be assessed as part of the participation grade, and will start on the third week of class.*

**Reading Responses:** Over the semester, you will complete two Reading Responses. These assignments concern what we call “Secondary literature,” that is to say, articles or books in which historians use historical sources to write about the past. In roughly 600-700 words (2 double-spaced pages), you should identify the general theme or themes that unite the readings as well as any particular arguments that might distinguish them.

**Source Analysis:** At two points in the semester, you will be asked to analyze (in writing) historical *primary documents* that you have read that week. In roughly 600-700 words (2 double-spaced pages), you should be prepared to answer these questions: 1) What kind of document is it? 2) Who produced it? 3) Who was the intended recipient? 4) For what purpose might it have been created? 5) This document reflects events at a certain place and time. In what historical context was it created?

**Essays**

For your essay assignments, you will receive a question that requires you to read and think through a set of readings and formulate a thesis. The length should be roughly 1800 words (roughly 5-6 pages). Your essay should **not** be a summary of the readings or recapitulations of historical events (although you might need to include brief recaps as part of your argument). It should rely heavily upon analysis of the primary sources that you have discussed in your weekly section meetings.

**Late Policy:** Late work will be accepted up to three week days following the assigned due date. It will be assessed a penalty of 10%/day, which begins to accrue one minute after the submission deadline. After three week days, late work will not be accepted.

**Grading Scale for this Course:**

92.5-100	A	87.5-82.5	B	77.5-72.5	C	67.5-62.5	D
92.5-90	A-	82.5-80	B-	72.5-70	C-	62.5-60	D-
90-87.5	B+	80-77.5	C+	70-67.5	D+	<u>Below 60 - Failing</u>	

**Grade Calculation**

Assignment type	Points (1000 total)	Percentage of overall grade
Discussion Participation and Attendance	200	20%
Group Lecture Notes (x4)	100 [4x25]	10%
Group City Presentation	50	5%
Map Exercise	50	5%
Reading Responses & Source Analyses (x4)	200 [50x4]	20%
Essays (x2)	400 [200x2]	40%

**Schedule of Readings**

Please note that this course will use the CANVAS site. Readings (those not contained in Required Texts), this syllabus, and any handouts or assignments will also appear there.

**A. People and Politics**

**1. Introduction: Hispania, al-Andalus, Spain?**

Tues 9/1, Thurs 9/3

Tuesday 9/1: Spanish History before 1492

READING\*\*:

THE SYLLABUS

**Elliott** chapter 1 “The Union of the Crowns” (15-44)

Video:

[Al-Andalus](#)

CITY FOCUS:

Santiago de Compostela

Thursday 9/3: 1492 – The Conquest of Islamic Granada & the Expulsion of the Jews [DISCUSSION]

READING\*\*: **Kishlansky**, “How to Read a Document,” in *Sources of the West*, 6<sup>th</sup> ed. (New York: Pearson Longman, 2006), xiii-xxii.

**Constable** “The Legal Status of Jews and Muslims in Castile (Siete Partidas)” [available on CANVAS]

**Cowans** docs 5 (Decree of Expulsion of the Jews), 6 (The Expulsion of the Jews)

Video (optional): The 1492 Expulsion of the Jews (with Professor Benjamin Gampel) – <https://youtu.be/ynbhkKOPQaI>

## **2. Isabel, Ferdinand, and their Subjects**

Tues 9/8, Thurs 9/10

Tuesday 9/8: Government, Society, and Economy in Early Modern Spain

READING\*\*: **Elliott** chapter 3 “The Ordering of Spain” (77-129)

CITY FOCUS: Córdoba

Thursday 9/10: *Fuente Ovejuna* [DISCUSSION]

READING\*\*: **Lope de Vega** (intro vii-xviii; 1-79; notes 267-279)

## **3. A Burgeoning Empire (& its Problems)**

Tues 9/15, Thurs 9/17

Tuesday 9/15: Emperor Charles V, European Politics, & The Revolt of the *Comuneros*

READING\*\*: **Elliott** chapter 4 “The Imperial Destiny” and part of chapter 5 “The Government and the Economy in the Reign of Charles V” (130-181)

CITY FOCUS: Segovia/Ávila

Thursday 9/17: European Concerns [DISCUSSION]

READING\*\*: **Cowans docs**, 10 (Demands of the *Comuneros*), 11 (Charles V, Statement on Luther)

*Map Exercise: Due Thursday September 17*

## B. Empire, Honor, and Gender Relations

### **4. The Conquest of the Americas, its Justification, and the Birth of the Global Empire**

Tues 9/22, Thurs 9/24

Tuesday 9/22: Columbus, Native Slavery, and the Conquest of Mexico & Peru

READING\*\*: **Elliott** chapter 2 “Reconquest and Conquest” (45-76)  
**Altman**, “The Spanish Caribbean, 1492–1550” [CANVAS]  
**Cave**, “Madalena, The Entangled History of One Indigenous Floridian Woman in the Atlantic World,” 171-200 [CANVAS]

CITY FOCUS: Tenochtitlán / Mexico City

Thursday 9/24: The Intellectual Debate over Empire [DISCUSSION]

READING\*\*: **Cowans docs** 7 (Christopher Columbus), 8 (The Requirement), 13 (Juan Ginés de Sepúlveda), 14 (Bartolomé de las Casas), 39 (Indian Policy)

*600-700 word (2 pages) SOURCE ANALYSIS due before class, Thursday September 24*

### **5. Commodities, People, and the First Age of Globalization**

Tues 9/29, Thurs 10/1

Tuesday 9/29: Slavery, Commodities, and Tribute – Making Empire Profitable [DISCUSSION]

READING\*\*: **Elliott** chapter 5 (cont.) “The Government and the Economy in the Reign of Charles V” (181-211)

**Lane**, “[Potosí Mines](#)” [available on CANVAS]

CITY FOCUS: Lima / Potosí

Thursday 10/1: Global Trade in Silver – Lifeblood of an Empire [DISCUSSION]

READING\*\*: **Vázquez de Espinosa**, “Compendium and Description of the West Indies” in *The Human Record: Sources of Global History*, 78-82 [CANVAS]

**Cowans doc** 20 (Philip II, What to Learn Concerning Indian Tribute 1559)

Listen to: [“Episode 81: The Trans Pacific Silver Trade and Early-Modern Globalization”](#) at *15 Minute History*

[optional for those interested: [Episode 241: Molly Warsh, Pearls & the Nature of the Spanish Empire](#)]

## **6. Honor I: Social Status and Mobility**

Tues 10/6, Thurs 10/8

Tuesday 10/6: The Nobility and the Clergy

READING\*\*: **Teófilo Ruiz**, Chapter 3 “Those who have: nobility and clergy” (68-92)

**Lazarillo de Tormes** (available at:  
<https://archive.org/details/thelifeoflazaril00437gut>) [start]

CITY FOCUS: [Sevilla \(visit with tour guide Rick Steves\)](#)

Thursday 10/8: The “Picaresque” – Lazarillo de Tormes [DISCUSSION]

READING\*\*: **Lazarillo de Tormes** (available at:  
<https://archive.org/details/thelifeoflazaril00437gut>) [finish for class]

## **7. Spanish Catholicism**

Tues 10/13, Thurs 10/15

Tuesday 10/13: Religion in Spain in the Sixteenth Century

READING\*\*: **Christian**, *Local Religion*, **chapter 5** “Local Religion: Variation, Alternatives, and Reform” [available on CANVAS]

**Nalle**, “Teaching a Lesson and Learning One” in *God in La Mancha*, pages 104-128 [available on CANVAS]

CITY FOCUS: Toledo

Thursday 10/15: The Council of Trent & The Inquisition at Midcentury [DISCUSSION]

READING\*\*: **Kamen**, *The Spanish Inquisition*, 4<sup>th</sup> ed., “Excluding the Reformation”  
**Cowans** doc 21 (The Struggle Against Protestantism)

## **8. Women and Society**

Tues 10/20, Thurs 10/22

Tuesday 10/20: The Lives of Women in Golden Age Spain

READING\*\*:  
**Fink De Backer**, *Widowhood in Early Modern Spain: Protectors, Proprietors, and Patrons*, chapter 4 “Master and Mistress of the Household” pages 111-122 & 132-147 [CANVAS]  
**Poska**, “Sex and the Single Woman,” in *Women and Authority in Early Modern Spain: The Peasants of Galicia* (Oxford, 2005): pages 75-83 [available on CANVAS]  
**Cruz**, “Women’s Confinement in Early Modern Spain,” 250-261 [CANVAS]

*600-700 word (2 pages) READING RESPONSE due before class, Tues. 10/20*

CITY FOCUS: Valladolid

Thursday 10/22: Feminine Honor, Household Ideals, and The Convent [DISCUSSION]

READING\*\*:  
**Cowans docs** 22 (St. Teresa of Ávila), 28 (The Perfect Wife), 32 (Vagabond Women)

## **9. Honor II: Gender, Honor, and Adventure in the Iberian Atlantic**

Tues 10/27, Thurs 10/29

Tuesday 10/27: Nobility and Honor Culture

READING\*\*:  
**Taylor**, *Honor and Violence in Golden Age Spain*, chapter 3 “Honor and the Law” [available on CANVAS]

**Cowans doc** 46 (Laws of the Hapsburg Monarchy)

begin reading **Catalina de Erauso**, *Lieutenant Nun*

CITY FOCUS: San Sebastian

Thursday 10/29: Lieutenant Nun [DISCUSSION]

READING\*\*:  
finish **Catalina de Erauso**, *Lieutenant Nun*

*ESSAY due Thursday 11/5*

## C. Domestic Politics, Foreign Policy, and the International Economy

### 10. King Philip II's Struggle for Political Hegemony in Europe

Tues 11/3, Thurs 11/5

Tuesday 11/3: Philip II, King of Both Spain & the Low Countries / The Spanish Armada

READING\*\*: **Limm**, *The Dutch Revolt 1559 – 1648*, Part I “The Background,” 1-14 [Via Smathers Library]  
**Elliott** chapter 7 “One Monarch, One Empire, and One Sword” (249-268)  
**Cowans** docs 23 (The Situation in the Low Countries), 26 (Events in Antwerp 1576), 30 (On the Causes of the Armada’s Defeat 1588)

CITY FOCUS: Antwerp / Zaragoza

Thursday 11/5: The Annexation of Portugal and the Revolt of Aragón

READING\*\*: **Elliott** chapter 7 “One Monarch, One Empire, and One Sword” (268-284)  
**Cowans doc** 27 (The Portuguese Succession 1579)

--- ESSAY DUE 11/5 by class time ---

### 11. A Seaborne Empire, Financial Networks, and the Impact of the Slave Trade

Tues 11/10, Thurs 11/12

Tuesday 11/10: A Sea, Two Oceans, and Trade / Spain, Portugal, and Sephardic Merchants

READING\*\*: **Elliott** chapter 8 “Splendour and Misery” (285-304)

**Lane**, chapter 4 “Empires and Inquisitors,” from *Colour of Paradise: Emeralds in the Age of the Gunpowder Empires* [available on CANVAS]

LISTENING: [https://www.npr.org/sections/thesalt/2019/12/22/789864201/trove-of-recipes-dating-back-to-inquisition-reveals-a-familys-secret-jewish-root?utm\\_medium=social&utm\\_source=facebook.com&utm\\_term=nprnews&utm\\_campaign=npr](https://www.npr.org/sections/thesalt/2019/12/22/789864201/trove-of-recipes-dating-back-to-inquisition-reveals-a-familys-secret-jewish-root?utm_medium=social&utm_source=facebook.com&utm_term=nprnews&utm_campaign=npr)

CITY FOCUS: Lisbon / Luanda / Cartagena de Indias

Thursday 11/12: The Complicated Dimensions of the African Slave Trade

READING\*\*: **Heywood & Thornton**, “Chapter One” in *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660*

*600-700 word (2 pages) READING RESPONSE due before class, Thursday November 12th*

## **12. The Moriscos**

Tues 11/17, Thurs 11/19

Tuesday 11/17:           Uncertainty, 1492-1560  
READING\*\*:

**Cowans doc** 4 (Surrender Treaty of the Kingdom of Granada 1491) & 25 (Francisco Núñez Muley, A Morisco Plea)  
**Amelang**, "Rise and Fall of the Moriscos: A Political History," in *Parallel Histories* (2013): 10-25  
**Hess**, "The Moriscos: An Ottoman Fifth Column in Sixteenth-Century Spain" *The American Historical Review* 74:1 (Oct., 1968): 1-25 [available on CANVAS]

CITY FOCUS:           [GRANADA, SPAIN WALKING TOUR - Old Souk to the Cathedral](#)

Thursday 11/5:           Assimilation, Repression, and Expulsion: 1560-1614  
READING\*\*:

**Cowans docs** 33 (Francisco Bermúdez de Pedraza), 34 (Decree of the Expulsion of the Moriscos), 35 (On the Expulsion of the Moriscos)  
**Sosa**, "The Inhabitants and Neighbors of Algiers," in *Topography of Algiers (1612)*: 119-123

*600-700 word (2 pages) SOURCE ANALYSIS due before class, Thursday November 19<sup>th</sup>*

## **13. Life, Work, and the Domestic Economy**

Tues 11/24

Tuesday 11/24:           Life, Work, and the Domestic Economy  
READING\*\*:

**Elliott** chapter 8 "Splendour and Misery" (cont. 305-320)  
**MacKay**, Chapter 2 "The Life of Labor" (72-108)  
**Cowans doc** 31 (The Restoration of the Republic 1600)  
**Vives**, "Civic Help = Self Help (1526)" in Terpstra, *Lives Uncovered*, 147-49

CITY FOCUS:           Madrid

## **14. The Hapsburg Empire, Stagnation, and Disintegration**

Tues 12/1, Thurs 12/3

Tuesday 12/1: The *Arbitristas*, The Thirty Years War, the Loss of the Low Countries, and the Separation of Portugal

READING\*\*: **Elliott** chapter 9 “Revival and Disaster” (321-360)

**Cowans docs** 36 (Instructions on Government 1624); 37 (Catalan Grievances 1640), 38 (Pardoning the Catalan Rebels 1644), 43 (Treaty Between Spain and Portugal 1668)

CITY FOCUS: Barcelona

Thursday 12/3: A Long Downward Spiral – Philip IV, Charles II, and Europe

READING\*\*: **Elliott** chapter 10 “Epitaph of an Empire” (361-386)

**Cowans docs** 44 (Memoirs of the Court of Spain 1678-82), 45 (Spain under Charles II 1696-99)

## **15. The End of an Era**

Tues 12/8

Tuesday 12/8: Politics of the late 17th C and the War of Spanish Succession

READING\*\*: **Elliott** chapter 10 “Epitaph of an Empire” (372-386)

**Cowans docs** 47 (Decrees on Political Centralization 1707, 1716), 48 (The Treaty of Utrecht 1713)

CITY FOCUS: Cádiz / Las Palmas de Gran Canaria

*Due Tuesday 12/15: FINAL ESSAY*

### **Grading criteria:**

If you believe an error has been made in grading your work, please bring it to the instructor’s attention, and he will review the situation. Once it has been verified that no error has been made, *GRADES ARE NON-NEGOTIABLE*.

A Work that goes beyond instructor’s expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

### **Websites with writing tips**

<https://www.wm.edu/as/history/undergraduateprogram/hwrc/handouts/historypaperbasics/index.php>

<https://resources.library.lemoyne.edu/c.php?g=679043&p=4786381>

[https://www.gvsu.edu/cms4/asset/CC3BFEEB-C364-E1A1-A5390F221AC0FD2D/history\\_research\\_paper\\_gg\\_final.pdf](https://www.gvsu.edu/cms4/asset/CC3BFEEB-C364-E1A1-A5390F221AC0FD2D/history_research_paper_gg_final.pdf)

<https://www.gvsu.edu/wc/handouts-other-resources-32.htm>

### **The Writing Studio**

The UF Writing Studio

Office phone (352) 846-1138

<https://writing.ufl.edu/writing-studio/>

Hours of Operation:

Daytime — Monday – Friday 9:30 – 3:30 in 2215 Turlington Hall.

Evening tutoring hours — Monday – Thursday 5:00 – 7:00 p.m. in 339 Library West

The Writing Studio also offers online tutoring hours, which vary from term to term. Please check website to see available time slots, and then choose from either daytime, evening, or online tutoring.

### **Plagiarism policy**

Please familiarize yourself with the University's academic honor code. Unintentional plagiarism results in an "F" for the paper. Intentional plagiarism results in an "F" for the course, or worse. All plagiarism charges will be reported to the University administration.

**The University of Florida Honor Pledge:** 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 Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **How to avoid the (unintentional) appearance of plagiarism**

Make sure that all quotations from primary and secondary sources are always in quotation marks, and cite the source.

Always cite sources for ideas that are not your own. If the source is a book not assigned in the course, a lecture, or a conversation with a friend, or something said by another student in a discussion section, say so in a footnote or endnote.

The papers in this course are not research papers – they ask you only to think about material already assigned. So you do not need to consult readings other than what is assigned (if you happen to have read something not assigned that you think is relevant, feel free to use it, but with a proper citation).

If someone has helped you with this paper (by reading it for clarity and grammar, or by listening to you talk about it) state in an acknowledgement who that person is, and how he or she helped you. It is fine to get help, as long as your helper does not in any way write the paper for you, or provide you with the argument(s) of the paper. It is best to get help from someone who is not taking the course.

**Accommodations for Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

**Counseling and Mental Health Resources:** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575); <http://www.counseling.ufl.edu/cwc/>).

**Online Course Evaluation Process:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or

three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

**ZOOM Class Meetings and Recording:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.