

ASH 3931 Women and Gender in Modern Asia

Fall 2021 / TTH Period 7/7-8 (1:55-2:45 PM/1:55-3:50 PM) / Keene-Flint (FLI 0111)

Dr. Sandy F. Chang (she/her/hers)

Email: sandychang@ufl.edu

Office Hours: Mondays (1-2 PM) via Zoom

Tuesdays (11:40 AM-12:40 PM) in-person @ Keene-Flint 20 / via Zoom

*For online office hours, [Schedule Here](#) to receive a Zoom link



Poster: Shiseido Advertisement in Japan, 1927

Course Description

This course foregrounds women and gender to examine the history of modern Asia from the eighteenth century to the present – a period marked by colonialism, modernization, mass migration, revolutions and warfare, and dramatic sociocultural transformations. Drawing on a range of scholarly and primary sources, including literature, ethnography, art, popular representations, and film, we will explore the roles and lived experiences of women across time. We will also consider how changing conceptions of gender and sexuality shaped law, politics, economy, and society in South, Southeast, and East Asia. Moreover, we will think critically about the intersection of gender, sexuality, and power in Asia, underscoring how the cultural specificity of “woman” as a social category and gender as a social construct shaped ideologies and experiences of intimacy, family, labor, ethnicity, and the body. In doing so, this course highlights how histories about women and of gender are indispensable to understanding modern Asia.

Throughout the semester, we will address a series of questions, both historical and topical, that have enduring implications for understanding gender in modern Asia. How are problematic tropes

associated with Asian women, such as the figure of the geisha, the war bride, the trafficked woman, the tiger mom, constructed and maintained? Why were notions of appropriate female conduct so crucial to colonial and nationalist debates, from British India to Dutch East Indies to Republican China, and how did they sustain race, class, and gender hierarchies in these societies? How have women negotiated or challenged gendered discourses and practices? What are the legacies of colonialism in shaping the labor migrations of Asian women and the racial politics of the postwar beauty industry? Rather than aiming for a comprehensive coverage, our course takes a thematic and episodic approach to explore key issues related to women and gender in modern Asia. Thematic topics include: gender and Orientalism; eugenics and reproductive politics; sex, gender, and modernity; women and violence; and Asian migrations and beauty work. Students will not only learn *about* women and gender in modern Asia, they will also consider key theoretical questions and methodological challenges in *doing* gender and women's history. With these insights, they will produce a piece of original historical research at the end of the semester.

Course Objectives

With the successful completion of the course, students will be able to:

1. Identify how the lives of women and conceptions of gender in Asia have changed or remained the same between the eighteenth century and the present
2. Articulate why foregrounding women and gender sheds new light and/or challenges the conventional historiography of modern Asia
3. Evaluate how the formation, institutionalization, and negotiation of gendered discourses and practices shaped modern Asia from past to present
4. Interpret a range of sources, from literature to films, by assessing their arguments, context of production, and intended audiences
5. Propose, research, and write a piece of original historical research using both primary and secondary sources

Class Format

Our class meets in-person twice a week – on Tuesdays and Thursdays, and consists of lectures, discussion-based activities, and workshops. To ensure a degree of flexibility for students who may be encountering Covid-related challenges during the pandemic, I will also be offering a Hyflex format as an option for the first five weeks. For those who are unable to attend an in-person session, they can join the class virtually via Zoom. You will receive the optimal pedagogical experience attending an in-person session, and thus, I strongly encourage to attend F2F sessions. I will reassess the format on Week 6 and will take your feedback into consideration. Please note that the course schedule may change to enhance learning objectives and student interests. Please refer to the Canvas Announcements / Modules for any updates.

Covid-19 Statement

These are not normal times. I am committed to being as flexible as possible to support all students in our class as we navigate life and learning amid a pandemic. I will prioritize your humanity, physical and mental health, and general well-being while also providing a rigorous and worthy learning environment during the global pandemic. Collectively, I hope that we will be able to build a community that maintains social connections and academic engagement – one that also recognizes that personal accommodations may be necessary to foster that environment. If you are experiencing Covid-19-related challenges, please reach out to me if you feel comfortable doing so and/or contact the [Dean of Students Office](#). Please note that in light of new guidance from the CDC, you are

expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. During my in-person office hours, masks are *required*. For more on Covid-related policies for our class, refer to: [Course Policies and Resources](#) in the syllabus.

Required Texts and Materials

1. Amy Stanley, *Stranger in Shogun's City: a Japanese Woman and Her World* (New York: Scribner, 2020).
2. Yangsze Choo, *The Ghost Bride* (Waterville: William Morrow Paperbacks, 2014).

This class uses Canvas, a Web-based course management with password-protected access at <http://elearning.ufl.edu/>. Additional readings, both primary and secondary sources, will be posted under the Modules section. Class announcements will also be posted online. It will be your responsibility to check the website frequently to make sure you are updated on the course work.

Assignments and Grading

Class Participation (10%) – In order for our class to be successful, your participation during our sessions is crucial. Participation includes informed and thoughtful contributions, as well as engagement in group work. Students are expected to complete the weekly readings by each Thursday, and come prepared to exchange questions, explanations, and viewpoints about readings and important debates. We will work together to build a classroom environment based on trust and confidentiality, while also fostering rigorous discussions of key issues. This requires holding space for people's diverse experiences and viewpoints, while engaging each other in respectful and critical debate.

Reading Reflections (30%) – Starting in Week 2, you will write two reading reflection papers (worth 15% each), over the course of the semester, based on your choice of weekly readings. At least one of your reading reflections must be on a required book (*Stranger in Shogun's City* or *The Ghost Bride*). The reflections should be both descriptive and analytical, succinctly summarizing the key arguments in the texts and offering insightful observations about major themes. A model reflection should also draw connections from our lectures, class discussions, and/or current events to supplement your analysis. Each paper should be double-spaced, 12-point font, and three pages (750 words). Reading reflections for the week must be submitted on Canvas by noon on Fridays.

Short Assignments (20%) – To encourage you to keep up with weekly course materials, I will be offering short creative assignments weekly. These are based on quick prompts and should take no more than 30 minutes to complete. Over the semester, you will complete four short assignments of your choice (worth 5% each), to be submitted on Canvas by 8 pm on Wednesdays (to enhance our Thursday class discussion). Please note that short assignments should *not* overlap with your reading reflections (ie., do not submit a reading reflection and a short assignment on the same week).

Examples of short assignment prompts include:

- In the news – draw connections between course content and a selected news article, a social media post, podcast, etc.
- Active reading journal – respond to the readings informally, raise questions about the material, and/or clarify points of confusion

- Café / Zoom conversations – engage in a short conversation with a peer, friend, family member, etc. about the major concepts / themes covered this week, and reflect on what you learned about the topic, yourself, or the other person from the conversation
- UF lectures and events – attend related events and draw connections with our course material

Capstone Project (40%) – For your final project, you have two choices:

Writing Women’s Lives: Global Microhistory

Conventional accounts of global history most often foreground famous men who are already prominent in histories written at the level of the nation-state. Yet, in Amy Stanley’s *Stranger in Shogun’s City*, we see the narrative possibilities of global microhistories that place a woman at their center. It reminds us that global history is also made up of “obscure people [like Tsuneno] who lived out relatively mundane lives...[and] when their small histories come into focus, they produce chronologies and geographies that confound expectations.” For your capstone project, explore the life of a woman who lived somewhere in Asia between the 18th and 20th century. In what ways was their life exceptional and/or representative of the time? How does a focus on the intimate and local details of their life enrich our understanding of their agency, resistance, or negotiation within the constraints and opportunities that shaped their everyday lives? Moreover, how might their individual life story shed new light on the broader historical transformations in Asia? You should situate this historical actor’s life within the larger geographical, political, and socioeconomic contexts of their time, paying particular attention to questions of agency, power relations, social structures, and cultural norms. Your research paper should have a clear argument. It should be both narrative and analytical, drawing on the major themes and methodologies examined in class. Make use of at least three primary sources and a range of secondary sources from outside of class. The paper should be double-spaced, 12-point font, and 10-12 pages.

Virtual Exhibition

Create a virtual exhibition around an issue or theme explored in our class. The sky is the limit here. For example, you might curate an exhibit on the history of footbinding in China; the history of US imperialism and Filipina American women; or the racial politics of the beauty industry in Korea. Your exhibit should tell a story of how the topic you’ve selected evolved over the course of a century, linking it to key concepts and debates, both historical and contemporary, around women and gender discussed in lectures, readings, and class discussions. Using Northwestern University Knight Lab’s Timeline JS, your virtual exhibition might include pivotal moments or events, key legislations, important historical actors, cultural icons, etc., with accompanying images, texts, and/or multimedia. The exhibition should feature a medley of items, such as poetry, art, literature, music, film, and other primary sources that bring the history to life. Make use of at least five primary sources and a range of secondary materials from outside of class. The final exhibition should include a minimum of 12 annotated slides.

We will discuss both capstone projects in greater detail over the semester. In the meantime, here are some key components and deadlines to keep in mind:

- i) Annotated Bibliography (5%) **DUE Thursday, 10/28**
- ii) Completed Project (25%) **DUE Thursday, 12/2**
- iii) Course Reflection (10%) **DUE Tuesday, 12/7**

*All assignments are due at the beginning of class unless otherwise noted.

**There will be extra credit opportunities throughout the course. Keep an eye out for those announcements.

Grading Scale

93.3-100% = A	73.3-76.6% = C
90-93.2% = A-	70-73.2% = C-
86.7-89.9% = B+	66.7-69.9% = D+
83.3-86.6% = B	63.3-66.6% = D
80-83.2% = B-	60-63.2% = D-
76.7-79.9% = C+	Below 60 = E

Course Schedule

*Note: This schedule represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning objectives. Such changes are not unusual and should be expected.

Week 1 Introduction

8/24	Syllabus Overview
8/26	Theorizing Gender and Sexuality in Asian History

Required Reading:

1. Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review* 91, no. 5 (1986): 1053-1075.
2. Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?" *Journal of Women's History* 18, no. 1 (2006): 11-21.

Optional:

1. Gail Hershatter, "Disquiet in the House of Gender," *Journal of Asian Studies* 7, no. 4 (2012): 873-894.

Week 2 Orientalism and the Politics of Representation

8/31	Gendering Orientalism
9/2	Under the Colonial Gaze: The Body Politics of Footbinding

Required Reading:

1. Anne Allison, "Memoirs of the Orient," *Journal of Japanese Studies* 27, no. 2 (2001): 381-398.
2. Dorothy Ko, "The Body as Attire: The Shifting Meanings of Footbinding in Seventeenth-Century China," *Journal of Women's History* 8, no. 4 (1997): 827.

Optional:

1. Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse," in Chandra T. Mohanty, Ann Russo, and Lourdes Torres (eds.), *Third World Women and the Politics of Feminism* (Bloomington: Indiana University Press, 1991), pp. 51-80.
-

Week 3 Women, Class, and Confucian Values in China

- 9/7 Women of the Inner Chambers: Learned Wives and Elite Women in Late Imperial China
- 9/9 The Cult of Widow Chastity in Qing China

Required Reading:

1. Amy Stanley, *Stranger in Shogun's City: A Japanese Woman and Her World* (New York: Scribner, 2020): pp. 10-103.
-

Week 4 Writing Women's Lives in Tokugawa Japan

- 9/14 The Commercialization of Sex in Early-Modern Yoshiwara
- 9/16 Marriages, Markets, and Female Labor in Nineteenth-Century Japan

Required Readings:

1. Amy Stanley, *Stranger in Shogun's City: A Japanese Woman and Her World* (New York: Scribner, 2020): pp. 104-212.
-

Week 5 The "Woman's Question" in Colonial India

- 9/21 The Colonial Debate on Sati and Age of Consent
- 9/23 Film Screening: *Water* (2005)

Required Reading:

1. Lata Mani, "Contentious Traditions: The Debate on Sati in Colonial India," in Kumkum Sangari and Sudesh Vaid (eds), *Recasting Women: Essays in Indian Colonial History, 3rd edition* (New Brunswick: Rutgers University Press, 1999), pp. 88-126.

Analyze the Following Primary Sources:

1. Rajah Rammohun Roy, Excerpts from "Translation of a Conference between an Advocate for, and an Opponent of, the Practice of Burning Widows Alive from the Original Bungla" (1818): <https://chnm.gmu.edu/wwh/p/101.html>
 2. Lord William Cavendish Bentinck, "Minute on Sati" (1829): <https://chnm.gmu.edu/wwh/p/103.html>
 3. Fanny Parks, Excerpts from *Wanderings of a Pilgrim in Search of the Picturesque* (1850): <https://chnm.gmu.edu/wwh/p/102.html>
-

Week 6 Sex, Family, and Empire

9/28 Mixed-Race Families in British India and the Dutch East Indies
9/30 Intra-Asian Marriages and Peranakan Culture in Southeast Asia

Required Reading:

1. Durba Ghosh, "National Narratives and the Politics of Miscegenation: Britain and India," in Antoinette Burton (ed.), *Archive Stories: Facts, Fictions, and the Writing of History* (Durham: Duke University Press, 2005):
 2. Tamara Loos, "Besmirched with Blood: An Emotional History of Transnational Romance in Colonial Singapore," *Rethinking History* 16, no. 2 (2012): 199-220.
-

Week 7 Transnational Households in the Age of Mass Migration

10/5 Japanese "Picture Brides" and Karayuki-sans
10/7 Sojourners, Chinese Exclusion Laws, and "Left-behind Wives"

Required Reading:

1. Yangsze Choo, *The Ghost Bride* (New York: William Morrow, 2013), pp. 3-170.
-

Week 8 Women in Historical Fiction

10/12 Ghosts, Marriages, and Colonial Laws: Understanding Gender in Malaya
10/14 Book Discussion with Author Yangsze Choo

Required Reading:

1. Yangsze Choo, *The Ghost Bride* (New York: William Morrow, 2013): pp. 173-362.
-

Week 9 Caregivers of Empire

10/19 Chinese Amahs and Indian Ayahs in the British Empire
10/21 Article Discussion with Professor Satyasikha Chakraborty (The College of New Jersey)

Required Reading:

1. Satyasikha Chakraborty, "'Nurses of Our Ocean Highways': The Precarious Metropolitan Lives of Colonial South Asian Ayahs," *Journal of Women's History* 32, no. 2 (2020): 37-64.
 2. Elsbeth Locher-Scholten, "Orientalism and the Rhetoric of the Family: Javanese Servants in European Households," *Indonesia* 58 (1994): 19-39.
-

Week 10 Sex and Modernity

10/26 Eugenics and Birth Control in Early-Twentieth India and China
10/28 Modern Girl Around the World

Required Reading:

1. Sarah Hodges, "South Asia's Eugenic Past," in Philippa Levine and Alison Bashford (eds), *Oxford Handbook of the History of Eugenics* (Oxford: Oxford University Press, 2010): 228-242.
2. Tani Barlow, "Buyng In: Advertising and the Sexy Modern Girl Icon in Shanghai in the 1920s and 1930s," in Alys Eve Weinbaum et al (eds), *The Modern Girl Around the World: Consumption, Modernity, and Globalization* (Durham: Duke University Press, 2008): 288-316.

Optional:

1. Rachel Leow, "Age as a Category of Gender Analysis: Servant Girls, Modern Girls, and Gender in Southeast Asia," *Journal of Asian Studies* 71, no.4 (2012): 975-990.

DUE Thursday, 10/28: Annotated Bibliography

Week 11 War and Sexual Violence

11/2 "Comfort Women": History and Controversy
11/4 Film Screening: *Shusenjo* (2018)

Required Reading:

1. Maria Rosa Henson, *Comfort Women: A Filipina's Story of Prostitution and Slavery Under the Japanese Military*, 2nd edition (Lanham: Rowan & Littlefield, 2017), selected excerpts.
 2. Carol Gluck, "Operations of Memory: 'Comfort Women' and the World", in Sheila Miyoshi Jager and Rana Mitter (eds.), *Ruptured Histories: War, Memory, and the Post-Cold War in Asia*, Cambridge, MA: Harvard University Press, 2007, pp. 47-77.
-

Week 12 Gender, Communalism, and Nationalism

11/9 Women, Violence, and Honor in the Great Partition of 1947
11/11 *No class (Veteran's Day)

Required Reading:

1. Urvashi Butalia, *The Other Side of the Silence: Voices from the Partition of India* (Durham: Duke University Press, 2000), pp. 87-136.
2. Charu Gupta, "Hindu Women, Muslim Men: Love Jihad and Conversions," *Economic and Political Weekly* 44, no.51 (2009): 13-15.

Optional:

1. Sumathi Ramaswamy, "Maps, Mother/Goddesses, and Martyrdom in Modern India," *Journal of Asian Studies* 67, no. 3 (2008): 819-853.
 2. Rahul Bhatia, "The Year of Love Jihad in India," *The New Yorker*, December 31 2017: <https://www.newyorker.com/culture/2017-in-review/the-year-of-love-jihad-in-india>
-

Week 13 Asian Women and Globalized Care Chains

11/16 Nursing and Migration in Filipino American History
 11/18 "Servants of Globalization": Southeast Asian Domestic Laborers
 Film Screening: *Chain of Love*

Required Reading:

1. Arlie Hochschild, "The Outsourced Life," *The New York Times* (May 5 2012): <https://www.nytimes.com/2012/05/06/opinion/sunday/the-outsourced-life.html?pagewanted=all>
2. Rhacel Parreñas, "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor," *Gender and Society* 14, no. 4 (2000): 560-580.

Optional:

1. Catherine Ceniza Choy, "When the Reporter Asks You Why There are So Many Filipino Nurses in the US," in AAWW's (Asian American Writer's Workshop) Magazine, *The Margins*, May 17 2021: <https://aaww.org/when-the-reporter-asks-catherine-ceniza-choy/>
-

Week 14 Reproductive Politics and State-Directed Family Planning

11/23 Population Planning in China and Singapore, 1970s-2000
 11/25 *No Class (Thanksgiving Break)

Required Reading:

None.

Week 15 Beauty Work

11/30 The Racial Politics of Beauty: From Diasporic Beauty Pageants in Panama to Plastic Surgery in South Korea
 12/2 Manicures, Massages, and Migrations: Asian Women's Transnational Body Labor in the US

Required Reading:

1. S. Heijjin Lee, "Beauty Between Empires: Global Feminisms, Plastic Surgery, and the Trouble with Self-Esteem," in S. Heijjin Lee, Christina H. Moore, and Thuy

- Linh Nguyen (eds.), *Fashion and Beauty in the Time of Asia* (New York: New York University Press, 2019): pp.69-102.
2. Miliann Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons," *Gender & Society* 17, no. 6 (2003): 820-839.

Optional:

1. Juliana Kim, "Nail Salons, Lifeline for Immigrants, Have Lost Half of Their Business" *The New York Times* (November 23 2020):
<https://www.nytimes.com/2020/11/23/nyregion/new-york-city-nail-salons-coronavirus.html>

DUE Thursday 12/2: Writing Women's Lives / Virtual Exhibition

Week 16 Queer Identities and Heteronormative Pressures

12/7 Hikikomori, "Leftover Women," and TBG/po: The Moral Panic Over Marriage and Social Reproduction in the 21st Century

Required Readings:

1. John Cho, "The Wedding Banquet Revisited: 'Contract Marriages' Between Korean Gays and Lesbians," *Anthropological Quarterly* 82, no. 2 (2009): 401-422.
2. Leta Hong Fincher, *Leftover Women: The Resurgence of Gender Inequality in China* (London: Zed Books, 2016), pp. 1-43.

DUE Tuesday 12/7: Course Reflection

Course Policies & Resources

Attendance and Participation

The success of our class and fulfillment of your learning objectives depends on your regular attendance, engagement, and contribution! That being said, if you are experiencing Covid-19-related challenges, please get in touch with your instructor for alternative ways of engaging with the course materials. Students will not be penalized for absences.

Deadlines

Late assignments will be marked down by a grade fraction for each 24-hour period beyond the due date and time. Assignments that are more than 72 hours late will not be accepted. Exemptions will be allowed for serious illnesses, family emergencies, and university-approved functions, but students must notify me *before* the deadline. In cases of unforeseen emergencies, please get in touch with me as soon as possible after your absence. For more on policies related to make-up exams and assignments, please visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Privacy and Online Learning

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 attend online sessions and 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 sharing of recorded materials is prohibited.

Communication

I will send important reminders and announcements via email to your UF account. It is your responsibility to check your account regularly to stay up to date. Students are also very welcome to email me at sandychang@ufl.edu. Please note that I will respond to every student's email within 24 hours during weekdays. I do not check emails regularly on weekends (from Friday, 6 PM to Monday, 8 AM), so please plan accordingly.

I highly encourage students to come to my office hours. It offers an opportunity for me to get to know you a little better. I am available for discussions about assignments, readings, course content, graduate school applications, or any other relevant topics.

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. 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.

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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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.

Accommodations for Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. 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 for information about available resources for students with disabilities.

<https://disability.ufl.edu>

Course Evaluations

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 from the [Gatorevals website](#). 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 the [evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).

U Matter, We Care

Your well-being during these uncertain times is of utmost importance to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. In case of emergency, call 9-1-1.

Additional Covid-19 Statement & Related Guidelines

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

* You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. During in-person office hours, masks are required. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

* If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link

for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

- * Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

- * Hand sanitizing stations will be located in every classroom.

- * If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu<<mailto:covid@shcc.ufl.edu>>) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website<<https://click.info.gator360.ufl.edu/?qs=8f0d5e01a3f7385148f144e2089093522a358a8d85cb9db73c31675d3c5e5c0d27748d40c212f544822551342f1912ea5b4f2b890d5952e8>> for more information.

- * Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

- * If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- * Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.