

HON257 Idea Lab - Social Science
Spring 2023 / TR noon-1:50pm / PH 343

Kevin S. Fridy
Office: KBB 103
Phone: (813) 257-3767
E-mail: kfridy@ut.edu
Course Website: <http://ut.blackboard.com>
Office Hours: Wednesday (noon-5pm)

Objective:

Idea labs are courses in thought experiments. In these courses, students will use critical inquiry to approach problems in Social Science that present themselves locally (in Tampa Bay) or globally (in society). This section focuses on the generators of environmentalist thinking in developing countries.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the material, attended lectures regularly, done the readings, completed all assignments diligently, and studied for exams, should be able to do the following by the end of the course:

- Summarize the academic literature on the causes of environmentalist thinking.
- Differentiate between the hypothesized generators of environmentalist thinking in rich and poor countries.
- Apply research design principles of social science to construct a test of the hypotheses about what causes environmentalist thinking in developing countries.

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class, via email, or on Blackboard, consider this syllabus an agreement between you and your professor that lists both what you can expect from class and what is expected of you. Check it regularly and bring it to class with your notebook. You are expected to read EVERYTHING assigned on the syllabus. You are also expected to attend EVERY lecture and participate actively in discussions. Visiting me on occasion during office hours to discuss issues raised in class and/or assignments will not hurt either. If you do these things, you will do very well in the course. If you do not do these things, you will do less well in the course. Consider this fair warning up front.

You will be evaluated in this class based on your performance in 5 areas. These areas, along with their relative weights, are as follows:

Participation (10%) – Idea labs are thought experiments that require active participation inside and outside of the classroom. At a minimum this requires showing up to class

having read the assigned readings and being prepared to participate in that session's activities. This participation grade is an explicit way to give you credit for this active participation. Things happen in life that make perfect attendance impossible some semesters. If you miss too many classes, however, you will not be participating fully in your learning and the learning of your peers. You may miss up to four classes without a negative impact on your participation grade. Missing more than four class meetings will result in the forfeiture of half of your participation grade. Missing more than five class meetings will result in forfeiture of your entire participation grade. Excused absences count as missed classes. Do not use absences lightly early in the semester in case you need a few later in the semester. If you need to take more than four excused absences, you will need documentation for all absences and should schedule a conversation with me about withdraw options. Missing fewer than four of our class meetings does not guarantee a perfect participation grade. You not only need to show up but contribute to classroom discussions. At least once a class you should contribute to our conversation in a thoughtful way that reflects attention and preparation. I keep a running log. Out of our twenty-eight meetings, most have built-in opportunities for participation. If I mark you down as making a thoughtful contribution during at least ten classes a semester you receive all your participation grade. Fewer than ten diminishes your grade proportionally. The first meeting of each month I check in with students who are not making adequate progress toward their ten thoughtful contributions. If I do not check in with you, know you are meeting expectations for a perfect participation grade.

Homework (10%) – Several times throughout the semester you are asked to do a small assignment labeled “Homework” that you submit via Blackboard AND bring to class to aid with our discussion. These assignments are graded pass/fail. Give them the “old college try” and you collect all the points. Failing to turn in your homework on time or turning in an assignment that shows a lack of effort and/or thought and you collect none of the points. Though many of these assignments are building blocks for your notebook, understand that these two types of assignments are graded differently. A perfect score on a homework assignment reflects effort. A perfect score on the notebook reflects qualities of the work beyond effort. Late homework assignments are not accepted. I do, however, drop your lowest homework assignment grade. Often I share anonymized homework assignments with the class so we can learn from each other. Please do not put your name on these assignments or include any personally identifying information.

Session Leadership (20%) – During Week 1, you and a group of two or three peers will be given responsibility for leading discussion during one of our six Week 3, 4, or 5 meetings. These discussions should last approximately 75 minutes (give or take 10 minutes) and occur in three parts: 1) summary of the text with written notes (five to fifteen minutes), 2) video prompt and reflection exercise (thirty to thirty-five minutes), and 3) discussion of text applications more broadly (thirty to thirty-five minutes). You are responsible for both the content of the lectures/prompts and discussion moderation. We discuss this assignment in more detail in class and a grading rubric is available on Blackboard. This assignment is a group assignment. All group members receive the same grade. If you are

absent on your presentation day and your absence is unexcused, there are no make-ups. You forfeit all the assignment points. If you are absent and your absence is excusable, an alternative assignment of roughly equal work will be assigned by the professor.

Exam (30%) – Given out in-class Thursday of Week 6. The exam covers all material from the readings and in-class discussions for class sessions prior to the exam. If you miss a class over this period, it is your responsibility to get notes from one of your colleagues. The closed book exam may include multiple choice, short answer, and essay questions. There is no review sheet. Excused late or early exams are only given in extreme circumstances and require extensive documentation and/or prior permission (at least two weeks in advance) from the professor. Unexcused late exams are penalized at a rate of 10 percent per day. If you miss an exam, it is your responsibility to contact me on the day of the exam or sooner to schedule a make-up.

Idea Lab Notebook (30%) – Students in this class are expected to produce a substantial research proposal we call the “Idea Lab Notebook.” The project has five components, three of which we spend considerable class time explicitly working on: 1) Abstract, 2) Literature Review, 3) Case Selection Strategy, 4) Variable Operationalization Strategy, 5) Reflection Essay. Each of these components is defined in greater detail in the rubric provided on Blackboard. It is expected that this assignment is thoughtful, well-cited, and reflects learning from the course. Notebooks are due by Thursday Week 14 via Blackboard. Unexcused late notebooks are penalized at a rate of 10 percent per day

Important Due Dates¹:

Participation	All semester
Session Leadership	Weeks 3-5 as assigned
Exam	Thursday 23 February
Homework	
#1 Interview	Thursday 26 January
#2 Lit Review I	Tuesday 21 March
#3 Lit Review II	Tuesday 21 March
#4 Case Studies	Tuesday 4 April
#5 Dependent Vars	Tuesday 18 April
#6 Independent Vars	Tuesday 18 April
#7 Survey	Tuesday 25 April
Idea Lab Notebook	Thursday 27 April

¹ Assignments due before the beginning of class.

Grading:

The course letter grade will be determined according to the following scale:


<i>Letter Grade</i>	<i>Quality Points</i>	<i>Numeric Scale*</i>
A	4.0	93-100
AB	3.5	88-92
B	3.0	83-87
BC	2.5	78-82
C	2.0	73-77
CD	1.5	68-72
D	1.0	60-67
F	0.0	Below 60

*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

Required Texts:

Duvergne Duvergne, Peter. 2016. *Environmentalism of the Rich*. Cambridge, MA: MIT Press. (ISBN 9780262535144)


Guha Guha, Ramachandra and Juan Martinez-Alier. 1997. *Varieties of Environmentalism: Essays North and South*. New York, NY: Earthscan. (ISBN 9781853833298)


 Article, chapter, video, or audio available through UT Blackboard.

COURSE SCHEDULE

The course schedule is subject to change at the professor's sole discretion. Any changes will be announced in class, via email, and/or via Blackboard.

Week 1 (January 17 - 20)

Tuesday Introduction
Readings:  syllabus

Thursday Political Science and the Environment
Readings:  Cronon, William. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*. New York, NY: WW Norton, 69–90.

Week 2 (January 23 – 27)

Tuesday Who are the Environmentalists? Part I
Readings: ʘ Kashima, Yoshihisa, Angela Paladino, and Elise A. Margetts. 2014. “Environmental Identity and Environmental Striving.” *Journal of Environmental Psychology* 38: 64–75; ʘ Nelms, Carrie, Myria W. Allen, Christopher A. Craig, and Shelby Riggs. 2017. “Who Is the Adolescent Environmentalist? Environmental Attitudes, Identity, Media Usage and Communication Orientation.” *Environmental Communication* 11(4): 537–53; and ʘ Tesch, Danielle and Willett Kempton. 2004. “Who is an Environmentalist? The Polysemy of Environmentalist Terms and Correlated Environmental Actions.” *Journal of Ecological Anthropology* 8(1): 67-83.
Homework 1: Interview a student you consider to be an “environmentalist” using the interview guide we construct as a class. Come to our next class with your interview notes prepared to discuss your findings. Due 26 January via Blackboard.

Thursday Who are the Environmentalists? Part II

Week 3 (January 30 – February 3)

Tuesday Our Global Environmental Problem
Readings: **Duvergne** chs 1-6.

Thursday Environmentalism of the Rich
Readings: **Duvergne** chs 7-11.

Week 4 (February 6 – 10)

Tuesday Environmentalism of the Poor
Readings: **Guha** chs. 1-3.

Thursday Critiquing Environmentalism of the Rich, Part I
Readings: **Guha** chs. 4-5

Week 5 (February 13 – 17)

Tuesday Critiquing Environmentalism of the Rich, Part II
Readings: **Guha** chs. 6-7

Thursday Some Alternative Voices on Environmentalism
Readings: **Guha** chs. 8-10

Week 6 (February 20 – 24)

Tuesday Environmental Issues in Ghana

Thursday **EXAM**

Week 7 (February 27 – March 3)

Tuesday RISE Grant Puzzle and Idea Lab Notebook

Thursday Literature Review: Idea Lab Notebook

***** SPRING BREAK *****

Week 8 (March 13 – 17)

Tuesday Literature Review: What causes environmentalists?
Homework 2: Explore five peer-reviewed sources you find via Google Scholar or MKL on the subject of what makes an environmentalist. Cite each and offer their respective answers to the question – “What causes environmentalists?” Total assignment should be between 1500 and 3000 words. Come to our Tuesday Week 9 class with your lit review printed out to discuss your findings. Due 21 March via Blackboard.

Thursday Literature Review: What causes environmentalists in poor countries?
Homework 3: Explore five peer-reviewed sources you find via Google Scholar or MKL on the subject of what makes an environmentalist in poor countries. Cite each and offer their respective answers to the question – “What causes environmentalists in poor countries?” Total assignment should be between 1500 and 3000 words. Come to our Tuesday Week 9 class with your lit review printed out to discuss your findings. Due 21 March via Blackboard.

Week 9 (March 20 – 24)

Tuesday Literature Review: Present Hypotheses

Thursday Case Selection: Idea Lab Notebook

******* March 28 Last Day to Withdraw *******

Week 10 (March 27 – 31)

Tuesday Case Selection: Control and Treatment Groups
Homework 4: You will be assigned at random one small local environmentalist group in Ghana and one large national environmentalist group in Ghana. You will then write a 500-1000 word description of each of these two organizations and one more Ghanaian environmentalist organization that you self-select on your own. For each of these three organizations, your description should include: 1) history of organization, 2) environmental cause they are championing, 3) activities they engage in, and 4) context in which they are situated. Come to our Tuesday Week 11 class with your case studies printed out to discuss your findings. Due 4 April via Blackboard.

Thursday Case Selection: Interviews

Week 11 (April 3 – 7)

Tuesday Case Selection: Present Cases

Thursday Variable Operationalization: Idea Lab Notebook

Week 12 (April 10 – 14)

Tuesday Variable Operationalization: Dependent Variables
Homework 5: Our dependent variable is environmentalism so we need to measure the attribute at the individual level. Come up with at least five questions that operationalize this variable. Make sure at least two of the questions are created by you and at least two are borrowed (with citation) from others. Come to our Tuesday Week 13 class with your five questions printed out to discuss your choices. Due 18 April via Blackboard.

Thursday Variable Operationalization: Independent Variables.
Homework 6: Our independent variables are the causes of environmentalism so we need to measure these characteristics at the individual level. Come up with at least five questions that operationalize this variable. Make sure at least two of the questions are created by you and at least two are borrowed (with citation) from others. Come to our Tuesday Week 13 class with your five questions printed out to discuss your choices. Due 18 April via Blackboard.

Week 13 (April 17 – 21)

Tuesday Variable Operationalization: Developing our Survey

Thursday Variable Operationalization: Testing our Survey
Homework 7: Using a survey we develop in class, interview five of your peers. You can do this using a Qualtrics survey link. Come to our Tuesday Week 14 prepared to discuss our results. Due 25 April.

Week 14 (April 24 – 28)

Tuesday Variable Operationalization: Reflecting on Results

Thursday **Idea Lab Notebook**

***** No Final Exam but you may get feedback on your Idea Lab Notebook during ***
*** our scheduled exam period of 1:30pm-3:30pm on Thursday 4 May *****

Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a bit more prepared to make their society better is sustaining. Following is a list of policies and practices designed to help you make the most out of the course and improve the classroom experience for the both of us.

DO take care of your mental health – College can be a stressful time in a young person's life. The American Psychiatric Association published a recent study of college students observed over the course of a single academic year. Over 60% of students reported feeling things were hopeless one or more times, almost 40% of the men and 50% of the women reported feeling so depressed that they had difficulty functioning one or more times, and 10% of the students reported seriously considering attempting suicide at least one time. If at some point during your time at UT you begin to feel out of control for any reason you should realize that you are not alone and there is help available to you. Your professors are happy to counsel you on the problems you are having coping with academic life, but there are dedicated mental health counselors available to you through UT's Health and Counseling Center located at 111 North Brevard Ave (behind Austin Hall) who you may feel more comfortable disclosing certain types of non-academic problems to. The time to deal with mental health issues is when they arise and not after your grade has deteriorated. The Health Center's email is counseling@ut.edu and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures. Though there are some things covered in the assigned readings that will not be covered in lecture, and vice versa, the lectures and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions thoughtfully – There will be lots of opportunities for you to contribute to conversations in the classroom. Most of my lectures have a built-in component for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not

have to pretend any more. If you are shy this is good practice for you. Use the class to build your confidence and public speaking skills. If you are worried about your peers' impressions of you, forget about it. Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO visit me during office hours – If you have a question about something we covered in class, need feedback on an assignment, want to discuss something you discovered outside of class that you think connects to course content in an interesting way, or just want to chat FEEL FREE to drop by office hours. I keep at least five hours per week and these hours are for you. You are not pestering me or taking me away from something more important. It is nice to talk with students outside of our regular classroom setting.

DO NOT use your laptop or telephone in class – Research consistently shows that students who use electronic devices in the classroom are more distracted and distract those around them. To help combat the temptation for distraction, laptops and telephones should be stored out of sight during class time. Individual exceptions to this policy are rare, require more than a preference for digital notetaking, and must be pre-approved by the professor. In an emergency or if directed to do so as part of a classroom assignment, this rule is suspended.

DO NOT send me an email unless it's absolutely necessary – With several classes and nearly 100 students a semester emails are a burden. While I know email seems convenient from the student point of view because it is more instantly gratifying and relatively labor free, I have found the method of communication a poor way to convey the complex concepts we deal with in class and for general points of inquiry it is inefficient as emails regularly get lost in my Inbox. So how can you decide if an email must be sent to me? I would encourage you to ask yourself the following three questions:

- 1) Can I find the answer on the syllabus, in a text, or online?
- 2) Is it something one of my colleagues in class can answer?
- 3) Can it wait until next class or office hours?

If you answer any of these questions in the affirmative, PLEASE fight against the temptation to hit send. If you answer all of the questions in the negative, feel free to send the email. Make sure, however, to send it from your @spartans.ut.edu email account and keep in mind that I don't check email every day. Also, if you submit an assignment by email, I will NOT grade it.

DO NOT ask if it is on the exam – I do not give out study guides. This is a university class and when I attended university ages ago study guides, like the iPod and indoor plumbing, were not yet invented. This experience taught me that learning things the readings and lectures cover that are not on the exam can be just as important and enlightening as learning things that will appear on the exam. Anything in the readings, lectures, or discussions is fair game for an exam. Things covered in both readings, lectures, and discussions, which I post online in the form of Powerpoint slides, are slightly more likely to show up on the exam.

DO NOT ask for extra credit – Rarely I give out extra credit opportunities. When I do, the opportunity is initiated by me and open to all students in class. I have never given an extra credit assignment to a student who initiates the request. Giving out extra credit opportunities to select students makes grades for the course an unreliable measure of student success and your goal should be to master the material assigned on the syllabus.

DO take responsibility for missed classes – There are an infinite number of reasons students miss class. On exam and presentation days, you owe me an excuse if you want to avoid a late penalty. For all other class days, you do not need to ask permission to miss, nor do you owe me an explanation. You do not even need to send me an email explaining your absence. The lectures and discussions you miss, however, are testable material that may show up on an exam. I do NOT provide individualized make-up lectures to students who miss a class. It is not unusual for a handful of students to miss each class and the expectation that each will receive a personalized lecture is unreasonable. I do NOT answer questions similar to “did I miss anything important?” Answering such questions implies that a two-hour lecture/discussion can be boiled down into an email or few minute recitation and gives the false impression to many students that content not covered in the recap will not be on the exam. So what should you do if you miss a class? Make connections with your colleagues, especially those who take good notes. When you miss, ask them to share. If you expect your colleagues to be helpful in times of need, it behooves you to return the favor. Do the readings, go through the Powerpoint slides I upload as a courtesy to students with your colleague’s notes, and write down any questions you have about the content therein. Feel free to drop by office hours to ask those questions.

DO understand what your grade represents – I assume all students who enter my class want to take away a greater understanding of the slice of the world we are studying and that the grade they receive is but a formal, and somewhat abstract and imprecise, reflection of the knowledge they have gained. The average student in my courses typically earns a low B (3.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than average and/or are less skilled will do worse. It is not easy to earn an A in my course, but a few will. On the other hand, it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Political Science. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO learn how to question grades respectfully – I do my best to communicate expectations and make sure my comments on graded assignments pinpoint areas where you did well and areas where you needed to put in some more work. There will, however, occasionally be questions about the grade you receive. I will NOT change a grade or let you resubmit an assignment simply because you want a better grade. If, however, you think I made a

mistake I will consider changing a grade ONLY after the following conditions have been met: 1) You must wait at least 24 hours but no more than two weeks after your grade is submitted to Blackboard to file a complaint; and 2) You must submit in writing (*typed and printed* out) a detailed explanation of why you think you deserve a different grade. I will review your submission and give you my final decision within a week of receipt at which time I will consider the “negotiation” complete and any further appeals on the issue will be directed to the university Grade Appeal procedure.

DO know the university policy on “excused” absences – I do not take roll so the only time you need an excused absence is when there is an assignment due. The UT catalog has a detailed section on excused absences. It falls under the heading “Class Attendance and Participation” in the Academic Policies and Procedures section. There are no excuses for late Blackboard submitted assignments. You know about them well in advance and a last-minute issue should not affect your ability to turn in the assignment. Excuses for missed exams, presentations, or meetings are granted following university procedures. The best way to be granted an excused absence is with prior approval. If you will miss an exam or presentation due to a previously scheduled event, let me know at least two weeks in advance and you will usually be allowed an early exam or presentation. In the event that prior approval is not possible, you must provide acceptable documentation detailing the reasons for your excuse as soon as possible. Be thorough with this documentation as the burden of proving an absence is excusable falls on the student. For each assignment listed in this syllabus there is a detailed policy regarding late penalties. Many of these policies grant an exception for “excused” absences. Whether an absence is “excused” or not is up to the discretion of your professor based on the guidelines outlined above.

UT Policies:

These are a few things every student should know.

Syllabus Subject to Change - This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University’s control, or as other needs arise. If, in the University’s sole discretion, public health conditions or any other matter affecting the health, safety, upkeep or wellbeing of our campus community or operations requires the University to make any syllabus or course changes, or move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the University, can still be met. The University does not guarantee that this syllabus will not change, nor does it guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities or services.

Title IX & Reporting Sexual Misconduct - Sexual misconduct, including, but not limited to acts of sexual harassment, nonconsensual sexual intercourse, nonconsensual sexual contact, dating violence, domestic violence, stalking, gender-based harassment or sexual

exploitation are prohibited by Title IX, the Student Code of Conduct and other University policies.

The University strives to maintain a safe and nondiscriminatory campus community, and to do so, it is important for the Spartan community to report any safety concerns, such as acts of sexual misconduct. If you experience or witness any of these University prohibited actions, the University encourages reporting these matters, so that the University is able to take prompt action to stop, prevent and remedy the effects of the harassment. University resources and grievance procedure information will be provided to individuals who may seek services or redress.

There are many options to making a Title IX/Sexual Misconduct report. You may report this information through the University's online Title IX Report form.² The information will be forwarded and reviewed by the Title IX Coordinator or a Title IX Deputy Coordinator, who will contact you to provide further information on University grievance procedure options and resources that are available.

You may also make a direct report by contacting the University's Title IX Coordinator:
Kelsey San Antonio, Title IX Coordinator
Southard Family Building Suite #266
(KSanAntonio@ut.edu) (813)-257-3748

If you decide to discuss an incident with a professor, it is important to note that they are considered a Responsible Employee and are obligated to report the information you share to the University's Title IX Coordinator. There are exceptions to this required reporting for preventive education programs and public awareness events or forums. For more information about exempt events, please contact the Title IX Office.

If you are not ready to disclose or report this information to the University, you may disclose the information to a confidential party, such as a Victim Advocate, and/or a Counselor or Medical Clinician at the Student Health Center, to discuss any further options and resources available before deciding to report.

* The Victim's Advocacy Hotline: (victimadvocacy@ut.edu) (813) 257-3900

* Counseling Center (counselingservices@ut.edu) (813) 253-6250

* Student Health - Medical Services (healthcenter@ut.edu) (813) 253-6250

For more information, see The University of Tampa's Title IX webpage³ and the Student Code of Conduct⁴ webpage.

ADA Statement - Students Accessibility Services: If you require accommodations based on a disability and/or medical or mental health condition, please call (813) 257-5757 or email accessibility.services@ut.edu for information on registering with Student Accessibility Services. You can also submit your request for accommodations and supporting documentation directly via an Accommodation Request.⁵ If you encounter disability-related barriers accessing the online content for this course, please contact Sharon Austin,

² www.ut.edu/titleixreport

³ <https://www.ut.edu/titleix>

⁴ <https://www.ut.edu/studentconduct>

⁵ https://ut-accommodate.symphlicity.com/public_accommodation/

Academic Technology Accessibility Specialist, at saustin@ut.edu. If the initial access to the content cannot be resolved, the university will provide individuals with disabilities access to, and use of, information and data by an alternative means that meets the identified needs.

Campus Closure Statement - Course interruption due to adverse conditions: In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access UT Homepage⁶ for information about the status of the campus and class meetings. In addition, please refer to UT Blackboard⁷ for announcements and other important information. You are responsible for accessing this information.

Academic Integrity Statement - The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. Upholding academic integrity and promoting an ethical standard that does not condone academic misconduct is an important demonstration of these values and underpins how we live and learn in a community of inquiry. Students are expected to act ethically in the pursuit of their education and to avoid behaviors that run counter to participation in and demonstration of their learning. The Academic Integrity Policy⁸ lists several common types of violations related to cheating, unauthorized collaboration or assistance, plagiarism, and more. While the policy lists common violations and examples, it is not an exhaustive list and instructors may identify other types of conduct that impacts their ability to evaluate what has been learned substantively enough to constitute a violation of this policy. An instructor may impose a wide range of sanctions for academic integrity violations from completing a more difficult replacement assignment to an F in the course. Particularly severe violations or multiple violations throughout a student's academic career may result in suspension or expulsion from the University.

Attendance Policy and Excused Absences - The University of Tampa has a General Attendance Policy in the Catalog.⁹ As stated, students are expected to attend class and academic programs and individual faculty may require specified levels of attendance for successful completion of a course. However, the University has identified specific types of absences as either excused or unexcused absences. Students should be aware of each type of absence and the impact on their ability to complete work that was missed during their absence.

Faculty must be notified of scheduled excused absences in advance in order for students to receive accommodation for work missed. The type of absence must fall within the categories specified in the catalog and the faculty member may determine how far in advance notification must be provided.

⁶ <http://ut.edu>

⁷ <https://utampa.okta.com>

⁸ <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>

⁹ <http://ut.smartcatalogiq.com/Current/catalog/Academic-Policies-and-Procedures/General-Attendance>

Certain types of unscheduled absences may also qualify as excused. Faculty may require documentation or verification.

The policy requires faculty to accommodate excused absences, including graded work, in a fair manner. This is determined by the faculty member and is dependent on the structure of the course and what work was missed. This may include replacement of work with something equivalent or having the work excluded from the student's grade. Faculty are NOT required or expected to provide accommodation through remote access to the class or by providing a recording of the class session.

Faculty may determine that a student has missed too much participant-dependent work to successfully accomplish learning outcomes, even if the absences meet the criteria for excused absences.

Faculty are not required to allow a student to make up work missed due to unexcused absences.

Class Disruption Statement - Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy may be found at Disruption of the Academic Process.¹⁰

¹⁰ <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Disruption-of-the-Academic-Process>