

IDS 2935: Why Maps Matter

Quest 2

I. General Information

Class Meetings

- Spring 2024
- Hybrid Course Structure – Discussion Meeting Times and Locations:
 - Residential Section 2SG5 – Fridays 8:30 – 9:20 am, Weil Hall 408D
 - Residential Section 2SG6 – Fridays 9:35 – 10:25 am, Weil Hall 408D
 - Residential Section 2SG2 – Fridays 10:40 – 11:30 am, Weil Hall 408D
 - Residential Section 2SG3 – Fridays 12:50 – 1:40 pm, Weil Hall 408E
 - Residential Section 2SG4 – Fridays 1:55 – 2:45 pm, Weil Hall 408E
 - UF Online Section UFO3 – Fridays 10:40 – 11:30 am, via Zoom

Instructor

- Dr. Ryan Good
- Office Location: McCarty Hall D, 2049
- Office Hours (in-person and via Zoom, link on Canvas):
Tuesdays and Thursdays 9:00 to 10:15am, or by appointment
- Email: ryangood@ufl.edu
- Phone: 352-294-6348

Teaching Assistants

- Po-An Chen
- Office Hours Location: McCarty Hall D, 2053
- Office Hours: (in-person and via Zoom, link on Canvas):
Tuesdays and Fridays 3:00 to 4:00pm, or by appointment
- Email: poanchen@ufl.edu

- Natalia Teryda
- Office Hours Location: 2030 McCarty D
- Office Hours (in-person only):
Wednesdays 8:00 to 9:00 am, Fridays 12:30 to 1:30pm, or by appointment
- Email: nteryda@ufl.edu

Course Description

Maps have played a central role in human societies since the beginning of time. As you will

learn in this course, maps are not neutral representations of reality but powerful tools of communication. Like all tools, they can be used for good and evil. Maps exert an enormous amount of influence on a society's political structure, economic system, and imagination of the larger world. Maps are often used to highlight spatial data in informative ways or to help people get from work to the nearest bar. They are also used on a daily basis for more extreme goals, such as to track and kill people or to ostracize whole segments of society and forcefully rip apart ethnic groups. This semester we will be studying maps and analyzing their myriad roles in society.

This Quest 2 course also asks students to evaluate the role of maps in their own lives, asking students to consider the following questions: What economic, political, social, and other factors influence the content appearing on maps? Who makes the maps we consume, and why does that matter? How can we more critically consume maps to increase our understanding of the world we inhabit?

This online-hybrid course includes two hours of asynchronous contact paired with one hour of synchronous class in smaller discussion sections. Attendance in the weekly discussion section is vital, as this meeting is the chance to engage meaningfully with both the instructional team and the class concepts.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Materials and Supplies Fees: Mark Monmonier. How to Lie with Maps, 3rd Edition. 2020.
All other readings and works are available in Canvas.

II. Graded Work

Description of Graded Work

Assignment	Description	Course Grade %
Exams (3)	We will have three exams (two during the semester as well as a final exam) covering the readings and videos. The course exams will be conducted as a Canvas Quiz. They will consist of a combination of true/false, multiple choice, and short essay questions on material from class presentations and readings.	42% (Each exam is 14%)

	If you need to make-up an exam for any (excused) reason, we will use the assigned final exam times for each discussion section to do so. Please discuss this with me on a case-by-case basis.	
PlayPosit Videos (13)	Each module will have pre-recorded lecture videos and/or a small number of short outside videos (such as TED talks) that students will watch while answering pop-up questions. These quiz-style questions will be aimed at testing understanding of the key points of the videos and will be completed using the PlayPosit Canvas tool.	13%
Homework Activities (5)	Every few weeks, we will have one extended out-of-class activity to explore the class content in detail. These activities include analytical exercises which task students with either identifying and explaining social and environmental processes informed by maps, as well as reflective engagements with students' own lived experiences learning from and consuming maps.	25%
Class Participation	Students will attend a live weekly breakout discussion meeting with a small number of classmates each Friday. During these class sessions the instructional team will guide students through an examination of the module topic in a Socratic-style discussion. Students are expected to actively participate in class discussions per course guidelines. A rubric for course participation is included on this syllabus.	12%
Course Orientation	Students will complete first week activities to orient themselves to the class, including multiple choice quiz over the syllabus content and policies and an introductory PlayPosit assignment.	3%
Reflection Essay	Students will conclude the course by composing a short reflection essay about course themes and their personal beliefs and biases. Students will be required to discuss two module topics in comparison to each other, drawing out contrasts in the various social science approaches presented during class with their own evolving understanding of maps and mapping as a field of study and as a broadly accessible communication tool.	5%

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 to 100%		C	73 to < 77%
A-	90 to < 93%		C-	70 to < 73%
B+	87 to < 89%		D+	67 to < 70%
B	83 to < 87%		D	63 to < 67%
B-	80 to < 83%		D-	60 to < 63%
C+	77 to < 79%		E	<60%

Grading Rubric(s)

Attendance and Participation

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Participation Rubric

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
	Unit 1: How we think about maps
Module 1 Jan 8-12	<ul style="list-style-type: none"> • Topic: Introduction to course & What are Maps • Summary: This week orients students to the course and the Quest objectives, and introduces maps as a communication tool. • Required Readings/Works: <ul style="list-style-type: none"> ○ Video: Why all world maps are wrong [6:00] • Assignment: <ul style="list-style-type: none"> ○ Syllabus Quiz, due Thursday January 11 ○ Introductory PlayPosit, Due Thursday January 11 ○ M1 PlayPosit Videos, Due Thursday January 11

Week	Topics, Homework, and Assignments
Module 2 Jan 15-19	<ul style="list-style-type: none"> • Topic: Cognitive Mapping, Wayfinding, & Geospatial Intelligence • Summary: This week introduces two primary ways humans interact with maps – as cognitive tools and as information caches to help guide decisions, using approaches informed by both psychology and data science. Students will also complete their first homework activity, evaluating the psychological implications of their own daily mental mapping process. • Required Readings/Works: <ul style="list-style-type: none"> ○ Kitchin, R. M. (1994). <i>Cognitive maps: What are they and why study them?</i> Journal of environmental psychology, 14(1), 1-19. ○ Intelligence, G. Basic Doctrine, National System for Geospatial Intelligence, Publication 1-0, National Geospatial-Intelligence Agency, September 2005. [Chapter 1, pp 7-18] ○ Video: Geospatial Revolution, Episode 3 [15:01] • Assignment: <ul style="list-style-type: none"> ○ M2 PlayPosit Videos, Due Thursday January 18 ○ Homework Activity 1: Wayfinding & Navigation Introspective, due Friday January 19
Module 3 Jan 22-26	<ul style="list-style-type: none"> • Topic: Symbology Interpretation & Special Thematic Maps • Summary: This week builds on last week by discussing symbology on maps, and how that can be used to create thematic maps – a type of map most people regularly encounter. We introduce thematic cartography and analyze the roles that artistic and design choices, and who makes those choices, play in understanding visually communicated information. • Required Readings/Works: <ul style="list-style-type: none"> ○ Textbook pp 18-24, 163-173 ○ Slocum, T. A., McMaster, R. M., Kessler, F. C., Howard, H. H., & Mc Master, R. B. (2008). Thematic cartography and geographic visualization. [pp 2-12] ○ Video: Danny Dorling TED Talk [13:57] • Assignment: <ul style="list-style-type: none"> ○ M3 PlayPosit Videos, Due Thursday January 25
Unit 2: History of mapmaking	
Module 4 Jan 29 – Feb 2	<ul style="list-style-type: none"> • Topic: Age of Exploration, Colonial Mapping, and Modern Mapmaking • Summary: This week helps students place maps in a deep historical context, starting with the first known maps created by humans through to today's mapping. Discussion will focus on the ways historical developments are reflected in contemporary maps. We will visit the UF Map & Imagery Library. • Required Readings/Works: <ul style="list-style-type: none"> ○ Harwood, J., & Bendall, A. S. (2006). <i>To the ends of the earth: 100 maps that changed the world.</i> David & Charles. [pp 59-100] ○ Video: Plunder & Possession [24:04] • Assignment: <ul style="list-style-type: none"> ○ M4 PlayPosit Videos, Due Thursday February 1

Week	Topics, Homework, and Assignments
Module 5 Feb 5-9	<ul style="list-style-type: none"> • Topic: Terrain Mapping & Network Mapping • Summary: This week complements last week’s historical context with an examination of more modernized methods of mapping: terrain mapping and network mapping. We will complete the second homework activity, which asks students to critique how historical events inform today’s maps by selecting maps from the library to present a solution to a case study problem – planning a new public transportation system for students’ hometowns. • Required Readings/Works: <ul style="list-style-type: none"> ○ The Great Trigonometrical Survey Livelystories [6 pp.] ○ Putrill, C. (2015). <i>Behold, the Geographically Accurate Tube Map. The Atlantic.</i> [2 pp.] ○ Video: Aris Venetikids TED Talk [16:19] • Assignment: <ul style="list-style-type: none"> ○ M5 PlayPosit Videos, Due Thursday February 8 ○ Homework Activity 2: Old Map vs. New Map, due Friday February 9
Exam Week Feb 12-16	<ul style="list-style-type: none"> • Topic: Exam Week • Summary: This week includes taking the exam. • Required Readings/Works: <ul style="list-style-type: none"> ○ none • Assignment: <ul style="list-style-type: none"> ○ Exam 1, Friday February 16
Unit 3: Mapping technology	
Module 6 Feb 19-23	<ul style="list-style-type: none"> • Topic: Introduction to Mapping Technologies • Summary: This week includes an expansion on module 2’s historical context, introducing contemporary technologies used to create, edit, and interact with maps. Emphasis will be on technology as a problem-solving tool, and discussion will examine the capacities and limitations of GIS as such a tool. • Required Readings/Works: <ul style="list-style-type: none"> ○ National Geographic Society. (2012). <i>GIS (Geographic Information System).</i> [4 pp.] ○ Video: Geospatial Revolution, Episode 1 [13:45] • Assignment: <ul style="list-style-type: none"> ○ M6 PlayPosit Videos, Due Thursday February 22
Module 7 Feb 26 – Mar 1	<ul style="list-style-type: none"> • Topic: GIS, Geovisualization, & Photogrammetry • Summary: Building on last week’s discussion, this week dives deeper into one of the most notable mapping technologies used across many fields and economies: GIS. The third homework activity will require students to apply the problem-solving techniques introduced last week to complete an economic impact analysis using spatial data, creating their own map to visualize the relationships between economics and geography in examining where (and why) a case study business is located relative to competitors. Work will also investigate one of the key sources of data for GIS and digital mapping – remotely sensed data, such as satellite imagery.

Week	Topics, Homework, and Assignments
	<p>Discussion will reflect on the impact of satellite imagery on human understanding of the earth and of other societies in the 20th and 21st centuries.</p> <ul style="list-style-type: none"> ● Required Readings/Works: <ul style="list-style-type: none"> ○ Slocum, T. A., McMaster, R. M., Kessler, F. C., Howard, H. H., & Mc Master, R. B. (2008). Thematic cartography and geographic visualization. [pp 18-24] ○ Video: 3D Spies of WWII [52:10] ● Assignment: <ul style="list-style-type: none"> ○ M7 PlayPosit Videos, Due Thursday February 29 ○ Homework Activity 3: Create thematic map using ArcGIS online, due Friday March 1
Module 8 Mar 4-8	<ul style="list-style-type: none"> ● Topic: Satellite Mapping and GPS ● Summary: This week complements last week by exploring the applications of the photogrammetry material, with an explicit focus on GPS and its impacts on modern life. Discussion will link these technologies to political contexts, exploring the policy and privacy ramifications of an ever-increasing amount of spatial data. ● Required Readings/Works: <ul style="list-style-type: none"> ○ National Academy of Sciences. (1997). <i>The Global Positioning System: The Role of Atomic Clocks</i>. [8 pp.] ● Assignment: <ul style="list-style-type: none"> ○ M8 PlayPosit Videos, Due Thursday March 7
Module 9 Mar 18-22	<ul style="list-style-type: none"> ● Topic: Interactive Web Mapping ● Summary: This week completes our journey through modern mapping technologies by exploring the very accessible options for web-based mapping, and tasks students to evaluate how data is used for specific communication goals for the fourth homework assignment, using disease mapping and epidemiology as a focus. Discussion will explore the capacity for open-access mapping technologies to impact physical science research as well as the communication of that research to the public. ● Required Readings/Works: <ul style="list-style-type: none"> ○ Goodchild, M. F. (2007). Citizens as sensors: the world of volunteered geography. <i>GeoJournal</i>, 69(4), 211-221. ● Assignment: <ul style="list-style-type: none"> ○ M9 PlayPosit Videos, Due Thursday March 21 ○ Homework Activity 4: Mapping infectious disease, due Friday March 22
Exam Week Mar 25-29	<ul style="list-style-type: none"> ● Topic: Exam Week ● Summary: This week includes taking the second exam. ● Required Readings/Works: <ul style="list-style-type: none"> ○ none ● Assignment: <ul style="list-style-type: none"> ○ Exam 2, Friday March 29

Week	Topics, Homework, and Assignments
Unit 4: Use of maps in society	
Module 10 Apr 1-5	<ul style="list-style-type: none"> • Topic: Maps as propaganda • Summary: This week pulls from the three previous modules by exploring how maps can be and are used as propaganda tools, both historically and in contemporary times. Discussion will use political science and psychology frameworks to draw connections across disciplinary lines. • Required Readings/Works: <ul style="list-style-type: none"> ○ Textbook pp 87-122 ○ Video: Mapping the World – Spirit of the Age [23:03] • Assignment: <ul style="list-style-type: none"> ○ M10 PlayPosit Videos, Due Thursday April 4
Module 11 Apr 8-12	<ul style="list-style-type: none"> • Topic: Mapping denied territory & Conflicted Maps • Summary: This week expands on the previous exploration of propaganda, touching on specific examples of mapping contested and denied territories. The final homework assignment requires students to map environmental impacts of contemporary or historical conflicts, connecting and contrasting environmental changes with political ones. • Required Readings/Works: <ul style="list-style-type: none"> ○ Taylor, A. (2015). Say goodbye to the weirdest border dispute in the world. <i>The Washington Post</i>. [3 pp.] ○ Miller, G. (2015). Inside the secret world of Russia’s cold war mapmakers. <i>Wired</i>. [7 pp.] • Assignment: <ul style="list-style-type: none"> ○ M11 PlayPosit Videos, Due Thursday April 11 ○ Homework Activity 5: Mapping Environmental Science, due Friday April 12
Module 12 Apr 15-19	<ul style="list-style-type: none"> • Topic: Maps that advertise • Summary: This week explores maps as advertising tools and the ways this trend influences larger understandings and uses of maps by society. Utilizing both business and journalism perspectives on maps as advertising, this week’s discussion asks students to explore their daily exposure to this phenomenon. This week also includes submission of the semester-long reflection assignment, in which students critique their own beliefs and biases about maps and the information appearing on them, focusing on two or more modules’ content in their discussion. • Required Readings/Works: <ul style="list-style-type: none"> ○ Textbook pp. 58-70. ○ Denil, M. (2011). The search for a radical cartography. <i>Cartographic Perspectives</i>, (68), 7-28. • Assignment: <ul style="list-style-type: none"> ○ M12 PlayPosit Videos, due Thursday, April 18 ○ Reflection, due Monday, April 22

Week	Topics, Homework, and Assignments
Final Exams Apr 22-24	<ul style="list-style-type: none"> • Topic: Exam Week • Summary: This week includes taking the third exam. Due to the reading days conflicting with our Friday meetings, we will have a take-home exam for Exam 3. • Required Readings/Works: <ul style="list-style-type: none"> ○ none • Assignment: • Exam 3, due Wednesday, April 24

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

	Social & Behavioral Sciences SLOs Students will be able to...	Quest 2 SLOs Students will be able to...	This course's SLOs Students will be able to...	Assessment Student competencies will be assessed through...
Content: <i>Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).</i>	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	Recall and discuss key principles of cartography and communication related to mapping; explain how maps can be used as communication tools and the historical contexts they exist within	Three exams, in-class discussion activities, video quizzes
Critical Thinking: <i>Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).</i>	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and	Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	Analyze and interpret the impact of maps in multiple case study contexts; create maps illustrating key pieces of information and utilizing concepts	Five applied homework activities, final reflection, essay questions on three exams

	group decisions. Assess and analyze ethical perspectives in individual and societal decisions.		discussed in class to solve problems	
Communication: <i>Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).</i>	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Present real world examples of course concepts; develop and explain solutions to key scientific concepts in written, oral, and visual media.	Five applied homework activities, in-class discussion activities
Connection: <i>Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.</i>	n/a	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Articulate personal opinions and beliefs related to the role of maps in lived experiences and predict future uses of evolving technologies.	Reflection, essay questions on three exams, in-class discussion activities.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

- Visit to Map & Imagery Library:** The UF Map Library collection has a wide-ranging and diverse set of maps illustrating many examples of both cartographic techniques and communication goals. During a visit to the library, students will explore the resources and select a map to share with the class, describing both the map itself and their own experiences as a consumer of the map, including finding and selecting the map. Students will also use this map as the basis for one of the analytical/reflective homework assignments.

- **Create a cognitive map:** Students will create and share their own cognitive map of a typical day, including activities such as a daily commute, movement through or across school or work settings, and recreational activities such as visits to the park or a restaurant.

2. Details of Self-Reflection Component

This Quest 2 course concludes with a reflection essay. Students will be required to discuss two module topics in comparison to each other, drawing out contrasts in the various social science approaches presented during class with their own evolving understanding of maps and mapping as a field of study and as a broadly accessible communication tool. Students will consider the role of maps in their own lives by addressing the following questions: What economic, political, social, and other factors influence the content appearing on maps you use? Who makes these maps we consume, and why does that matter? How can you more critically consume maps in your daily life to increase our understanding of the world we inhabit?

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

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

Make-up Policy

Exams missed for an excusable reason can be made up. For absences excused ahead of time, your instructor will develop a make-up plan and schedule. In case of documented illnesses or emergencies, arrangements for completing make-up exams or assignments should be made upon return to class. If experiencing truly extenuating circumstances resulting in longer absences, please notify your instructor

as soon as possible to develop a plan to make up missed work. Missed extra credit opportunities cannot be made up. Instructors reserve the right to offer an alternate format make-up exam.

Late Work

You are responsible for turning assignments in on time unless an extension has been requested via email prior to the deadline. In case of true documented emergencies, we may waive this requirement. Technical difficulties are not an excuse for missing an assessment or assignment; you should have contingency plans in case any such issues arise. We recommend storing your documents on a cloud service that can be accessed from any device ([Dropbox](#) and [OneDrive](#) are free to UF students), and having a plan for internet outages (such as identifying a source for public WiFi near you or tethering through your cell phone). Try not to wait until the last minute to submit assignments!

Assignments submitted between one and four days late will incur a penalty of 20% of the possible points per day. Work submitted more than four days late will be assigned a score of zero.

We highly recommend starting work on assignments early to preclude unexpected emergencies or late-semester stress from compromising your grade. Deadline extensions may be available on certain assignments if requested ahead of time via email, but must be justified. If extended deadlines are not met, late penalties will be assessed based on the original, not the revised due date!

Finally, please do not wait until the end of the semester to discuss problems with the course material or performance in class. Your performance and success are important to the instructional team, the College of Agricultural and Life Sciences, and University of Florida, so please contact your instructor to discuss your concerns as soon as they arise.

Grading Disputes

Grading in this course is based on how well you were able to apply the learned material as outlined by assignment-specific rubrics and the student learning objectives listed in the syllabus. In case of a grading dispute, you must notify your instructor via email within one week of the date the grade is posted to Canvas. Please include an explanation of what aspect of your grade you disagree with.

End-of-semester requests for grade bumps, assignment do-overs, additional extra credit, etc. will be denied.

University Honesty Policy

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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 or TAs in this class.

Artificial Intelligence (AI) Statement

AI applications including natural language chatbots like ChatGPT are an amazing new technology that is revolutionizing the way we access information, just like computers, the internet, and mobile phones did in prior decades. AI can be a useful tool for tasks such as editing, spellchecking, organizing, and brainstorming. Other uses, including copying & pasting ChatGPT output and representing as your own work, are not appropriate in college courses; doing so constitutes academic dishonesty.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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