

## GENERAL COURSE INFORMATION

**Instructor:** **Dr. Olesya Savchenko**  
1183 McCarty Hall A  
[olesya.savchenko@ufl.edu](mailto:olesya.savchenko@ufl.edu)  
352.294.7634

**Teaching Assistant:** **Roberto Koeneke**  
2120 McCarty Hall B  
[rkoeneke@ufl.edu](mailto:rkoeneke@ufl.edu)

**Location:** [Little Hall 0121](#) or on Zoom (details on course Canvas page)

**Office hours:** TR 2:00 PM – 3:00 PM on Zoom (instructor)  
F 10:00 AM – 12:00 PM on Zoom (TA)

*Note: Zoom links for office hours are provided on the course Canvas page. Please email the instructor or the TA if you have a time conflict with the office hours and would like to schedule an appointment or if you prefer to meet face-to-face. **Per university policy, students are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.***

**Undergraduate Advisor:** **Danielle Shu**  
1170B McCarty Hall A  
[dshu@ufl.edu](mailto:dshu@ufl.edu) | 352.294.7640  
Office hours: 9:00AM-12:30PM and 1:30PM-4:30PM daily

**FRE Technology Assistance:** **Dave Depatie**  
1197 McCarty Hall A  
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**Communication:** The best way to get a hold of myself or our TA is by emailing us either to our emails or via Canvas. Make sure to [enable emails for course announcements](#) and read this syllabus thoroughly. I will post important announcements on Canvas sparingly and will not answer questions by email that are already answered via canvas announcements or the course syllabus.

## COURSE DESCRIPTION

*Course catalogue:* Explores the role of international trade policy in agriculture and examines the effects of trade policies on domestic and international prices, consumption, production, trade and government revenues. Addresses impact of current trade issues on the agricultural sector. (S)

*More detailed:* This undergraduate course is designed as a lecture-discussion to explore important policy topics related to the U.S. agriculture, including food, trade and the environmental policies. We will address the impact of current trade, food and environmental issues and policy decisions on the agricultural sector. Economic tools will be used to analyze existing policies and their implications for relevant stakeholders. This course will provide a broad understanding of how policy actions in agriculture and trade impact not only producers' incomes, but also the well-being of consumers, the economic viability of rural communities, and the quality of environmental resources worldwide.

**Prerequisites:** [AEB 3103](#) (Principles of Food and Resource Economics) OR [ECO 2023](#) (Principles of Microeconomics) OR Consent of instructor.

## COURSE LEARNING OBJECTIVES

Given active participation and engagement throughout the class, at the end of this course students will:

1. Develop a broad understanding of the U.S. agricultural, food, trade, and environmental policies.
2. Apply economic tools and intuition to analyze contemporary policy issues and measure their impacts on prices, producers, consumers, and the government.
3. Evaluate the impacts of alternative policy options to determine how they impact various stakeholders.
4. Understand the role the U.S. government and international institutions, such as the World Trade Organization, play in the design and formation of domestic and international policies.
5. Formulate an objective opinion about current alternative policy options by performing economic analysis of the impacts these policies have on various stakeholders.
6. Develop the ability to make analytical arguments and communicate them in written and oral forms.

## COURSE STRUCTURE & TEACHING APPROACH

Due to the COVID-19 pandemic, in the fall 2021 semester this course will be delivered in a HyFlex format, which includes a combination of face-to-face and online instruction. This means that students have a choice to either physically come to the classroom OR to join the class via Zoom conferencing system during regularly scheduled class time. **\*\*\*If you join the class via Zoom, I expect that you will be in a quiet place, turn your video on, and mute your microphone unless you are speaking. If you come to the classroom, I expect that you will wear a mask\*\*\***

In class I will act as a lecturer, facilitator, and discussion moderator to help you gain understanding of a range of policy issues, identify linkages between international trade and domestic policies, and apply economic analysis to evaluate policy impacts. The course will consist of a blend of lectures, discussions and group activities, all aimed at helping you learn the material. Your active participation in these activities will create a positive, valuable and productive learning experience.

**Case study method:** Students in this class will be engaged in case study analyses and discussions of selected case studies relevant to policies covered in class. Cases provide a way for students to gain a basis for analysis, problem-solving, and decision-making necessary for successful professional careers. To facilitate learning, case study analysis will be conducted through discussions and written case study memos.

### EXPECTATIONS FOR AEB 4242 STUDENTS

Our success in the HyFlex version of this class will greatly depend on the same commitment we all bring to the physical classroom. We will adopt the same rules and norms - participate by asking and answering questions, wear classroom-ready clothing, take notes, and turn your camera on if joining via Zoom.

1. Attend lectures either by physically coming to class or via Zoom.
2. Study the lecture and other course materials posted on Canvas.
3. Complete all assigned readings prior to the respective lecture(s) and be prepared to discuss readings in class.
4. Participate in class discussions.
5. Be involved with your team and do your part towards completing team assignments.

### STUDENT FEEDBACK

I welcome students' feedback about the course, including content, assignments, and the style of lectures and discussions. I am committed to making this course a valuable and positive learning experience for each student. I will be collecting your feedback throughout the semester using anonymous surveys. You are also always welcome to talk to me directly.

### COURSE MATERIALS

- **Course packet:** Available for purchase from Harvard Business Publishing. This packet includes policy case studies we will analyze in class. To purchase the packet, you need to first register as a "student" user. This packet contains cases we will be analyzing and discussing in class. Website: <https://hbsp.harvard.edu/import/856825>.

- **Canvas:** There is no required textbook for this class. The instructor will cover the material in lectures and will provide students with assigned reading material (e.g. research and news articles, books excerpts, etc.). All relevant class material will be posted on the Canvas course website. To access this course on Canvas login in using your Gatorlink username & password via <http://elearning.ufl.edu>.

## COURSE EVALUATION

- **Availability of assignments:** All assignments will be posted a week or more in advance of the deadline.
- **Feedback/evaluation:** Students will receive feedback on the assignments and grades a week after the assignment due date, unless noted otherwise in class. If at any time you fall behind, let me know as soon as possible when you realize this is happening. Do not wait until the end of the semester as I will not be able to do much to help you at that point.
- **Due dates:** All assignments must be turned in by midnight on the indicated due date. Assignments received after the deadline will be reduced by **10% for each day (24 hours) they are late after the deadline.**
- **Re-grade policy:** After any grade is posted, should you believe that your exam/assignment is incorrectly graded or that your grade was posted incorrectly, please contact the instructor within 7 days. To be considered, you must provide (1) the graded work in question and (2) a written explanation of why you are requesting the re-grade. **After 7 days have passed, your posted grade will be assumed to be correct and final.**
- **Course grade components:**

Graded Activity	Activity Type	Points	% of Grade
Contribution to case study discussion labs (5)	Individual	100	12.5%
Case study memos (best 4 out 5)	Individual or Team	140	17.5%
Graded activities (3)	Individual	80	10%
Policy Briefs (2)	Individual	200	25%
Group project	Team	200	25%
Engagement in class activities	Individual	80	10%
<b>TOTAL</b>		<b>800</b>	<b>100%</b>

- **Grading scale:**

93 – 100%	A	80 – 82.9	B-	66 – 69.9	D+
90 – 92.9	A-	76 – 79.9	C+	63 – 65.9	D
86 – 89.9	B+	73 – 75.9	C	60 – 62.9	D –
83 – 85.9	B	70 – 72.9	C-	≤59.9	E

## COURSE ASSIGNMENTS & EXPECTATIONS

**Contribution to Case Study Discussion Labs (12.5%):** This is a lecture - discussion class, therefore, thoughtful contribution is critical for your success in this course and for creating an active and productive learning environment for all students. We will have five case study discussion labs. Using the questions provided by the instructor, students will participate in in-depth discussions of the policy issues raised in case studies both in group settings and as an entire class.

The quality of your learning experience in this course will directly depend on your preparation and active participation in discussion labs. Through your contributions during the class and discussion labs, you will have an opportunity to demonstrate your knowledge of class material and how it applies to policy case studies we analyze. *What you will gain in this class directly depends on what you put in.* Discussions of policy issues will necessarily involve different and opposing opinions. Respectful discussions and debates of issues or opposing opinions relevant to policies covered in class are welcome.

This component of your grade will be based on your contribution to the learning process. Therefore, I will evaluate both the quantity and the quality of your contribution to the discussion labs. The best way to prepare for discussion labs is by thoroughly reading the assigned case study prior to coming to class, by being prepared to answer discussion questions posted for you prior to each lab, and by engaging in discussion with follow up questions/opinions. In other words, I recommend that you follow these steps:

1. Thoroughly read the case study before coming to class, following the case study method outlined in the first lecture.
2. Review discussion questions and be prepared to provide your thoughts in response to those questions based on your analysis of the case study and the material covered in lectures.
3. Actively participate in case study labs by providing your thoughts, opinions and analyses of the cases discussed both orally and through Zoom chat function. I expect that you will participate with your camera on!
4. Active participation means that you not only respond to the discussion questions, but also follow up, evaluate, support or debate opinions provided by your peers.

**Policy Case Study Analysis Memos (17.5%):** Throughout this course, we will analyze 5 policy case studies. In addition to discussing policy issues raised in case studies during discussion labs described above, students will submit case study memos, in which students will provide their final analysis and opinion on a key policy question(s) from the case. Case memos should be about 2 pages long (single-spaced, 12-point Times New Roman font).

Each case will be tailored to the specific material covered in lecture to provide students with an opportunity to analyze real world policy issues. Students have an option of working on these cases individually or in small groups (no more than 3 students per group). I don't require group work for this assignment, but I recommend it as case analysis is challenging and you will benefit

greatly from discussing the cases with your peers. If you choose to work in a group, you will need to let me know who you will be working with by the deadline specified in the course outline below.

These assignments will be graded based on your ability to analyze qualitative and quantitative information provided in the case study, while relying on lecture material, to formulate and argue your position on a policy issue. I will drop the lowest score for this assignment.

**Graded activities (10%):** Graded activities will consist of variety of questions that test your knowledge of lecture material. These will be short-answer questions and/or problem-sets.

**Policy Briefs (25%):** You will write two policy briefs on a topic provided to you. The goal of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or a course of action outlined and therefore, serve as an impetus for action. Policy briefs will require you to synthesize the material covered in class and conduct relevant economic analysis.

**Final group project report & presentation (25%):** Students will be assigned to teams of 5 students. Each team will work on a project that analyzes a current policy of their choice related to international trade, agricultural, environmental or food policies covered in class. This project will require students to select a policy of interest, conduct research and economic analysis of the policy to demonstrate how it affects relevant stakeholders. This assignment will consist of a project proposal, written report, presentation, and peer evaluation.

*Experiential learning component:* A critical part of this project will be to engage local stakeholders who are directly involved/affected by the policy analyzed by each team (e.g. farmers/consumers/local NGOs, etc.) through stakeholder interviews. Students will present their projects in class and will submit a written report that will be between 3-5 pages long single-spaced, not including figures/tables/references. Stakeholder engagement will be demonstrated through pictures and videos embedded in the presentations. Additional instructions will be provided to help you complete the project. A detailed grading rubric will be also provided to ensure each team understands how the points for this assignment are allocated.

**Engagement in class activities (10%):** This component of your grade includes your overall engagement in the course, which consists of attending class (face-to-face or on Zoom), actively participating during lectures and being engaged (not getting distracted by phone/laptop), arriving to class on time, using camera if on Zoom, and submitting assignments that are well-written and professional.

**Note: Any and all items presented on this syllabus are subject to change. Any changes and additional announcements will be communicated through canvas and in class as the semester progresses. By enrolling in this class, you agree to the terms outlined in this syllabus.**

## TENTATIVE COURSE SCHEDULE

**\*\*Dates are subject to change based on progression through the material\*\***

W	Dates	Topics covered	Assignments & Key Due Dates
1	8/24, 8/26	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Case study method</li> <li>• Intro to public policy &amp; policy formation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8/26:</b> Introduction video due</li> </ul>
2	8/31, 9/2	<ul style="list-style-type: none"> <li>• Evolution of the US agricultural policy</li> <li>• Government intervention in the US agricultural sector</li> <li>• Role of political institutions in agricultural policy formation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>9/2:</b> Sign up for case study analysis teams</li> <li>• Read: <i>Government Agricultural Policy, United States.</i></li> </ul>
3	9/7, 9/9	<ul style="list-style-type: none"> <li>• Market Failures</li> <li>• Domestic Agricultural Support Policies</li> <li>• Pros &amp; cons of support policies</li> <li>• Consolidation of US agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>9/9: Homework 1 due</b></li> <li>• Read: <i>Crop insurance is good for farmers, but not always for the environment.</i></li> </ul>
4	9/14, 9/16	<ul style="list-style-type: none"> <li>• 9/14: <i>Case study discussion lab – Four Creeks Farm</i></li> <li>• Consolidation of US agriculture</li> <li>• Domestic agricultural support policies in international context</li> </ul>	<ul style="list-style-type: none"> <li>• <b>9/16: Case study memo due</b></li> <li>• Read: <i>Four Creeks Farm case study</i></li> <li>• Review &amp; prepare to discuss discussion questions</li> </ul>
5	9/21, 9/23	<ul style="list-style-type: none"> <li>• Globalization &amp; agricultural trade</li> <li>• Multilateral rules for agriculture: From GATT to WTO</li> <li>• Liberalization of agricultural sector</li> </ul>	<ul style="list-style-type: none"> <li>• <b>9/21: sign up for group project teams</b></li> <li>• Read: <i>WTO in brief</i></li> </ul>
6	9/28, 9/30	<ul style="list-style-type: none"> <li>• 9/28 - <i>Guest speaker: John Connelly, President of the National Fisheries Institute, will share real world insights about trade policies</i></li> <li>• WTO &amp; disputes resolution</li> <li>• Disputes over agricultural trade</li> </ul>	<ul style="list-style-type: none"> <li>• <b>9/30: Group project proposal due</b></li> <li>• Read: <i>Revising the WTO</i></li> </ul>
7	10/5, 10/7	<ul style="list-style-type: none"> <li>• 10/5: <i>Case study discussion lab – WTO is a disaster</i></li> <li>• From multilateralism to mega-regionalism to unilateralism: implications for agricultural trade policy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/7: Case study memo due</b></li> <li>• Read: <i>WTO case study</i></li> <li>• Review &amp; prepare to discuss discussion questions</li> </ul>
8	10/12, 10/14	<ul style="list-style-type: none"> <li>• Trade policies &amp; barriers to trade</li> <li>• Economic analysis of trade policies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/14: Policy brief I due</b></li> </ul>
9	10/19, 10/21	<ul style="list-style-type: none"> <li>• 10/19: <i>Case study discussion lab - US - China trade war</i></li> <li>• Bilateral and Multilateral trade agreements</li> <li>• From NAFTA to USMSA agreement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/21: Case study memo due</b></li> <li>• Read: <i>US-China trade war case study</i></li> <li>• Review &amp; prepare to discuss discussion questions</li> </ul>
10	10/26, 10/28	<ul style="list-style-type: none"> <li>• 10/26: <i>Case study discussion lab – Renegotiating NAFTA</i></li> <li>• Implications of USMSA agreement for Florida farmers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>10/28: Case study memo due</b></li> <li>• Read: <i>NAFTA case study</i></li> <li>• Review &amp; prepare to discuss discussion questions</li> </ul>
11	11/2, 11/4	<ul style="list-style-type: none"> <li>• Federal food and nutrition policies</li> <li>• Economics of food labeling</li> <li>• COVID-19 impacts on food, agriculture &amp; its policies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>11/4: Homework 2 due</b></li> <li>• Read: <i>The US is taking a bite out of its food insecurity.</i></li> <li>• <i>What do we mean by local foods?</i></li> </ul>

12	11/9, 11/11	<ul style="list-style-type: none"> <li>Environmental issues and trade &amp; agriculture</li> <li>Environmental policy instruments</li> <li>11/11: UF is closed. Veteran's Day. No class.</li> </ul>	<ul style="list-style-type: none"> <li>Read: <i>Science- Based Agriculture for Expanding Food Production and Sustainability</i></li> </ul>
13	11/16, 11/18	<ul style="list-style-type: none"> <li>11/16: Case study discussion lab – <i>Climate Change: Paris &amp; the Road Ahead</i></li> <li>Climate change implications for farmers in Florida and across the US</li> </ul>	<ul style="list-style-type: none"> <li><b>11/18: Case study memo due</b></li> <li>Read: <i>Climate Change</i> case study</li> <li>Review &amp; prepare to discuss discussion questions</li> </ul>
14	11/23, 11/25	<ul style="list-style-type: none"> <li>Watch lecture by William Nordhaus on your own</li> <li>No class this week. Happy Thanksgiving!</li> </ul>	
15- 16	11/30, 12/2, 12/7	<ul style="list-style-type: none"> <li>Project presentations</li> </ul>	<ul style="list-style-type: none"> <li><b>11/30: Homework 3 due</b></li> <li><b>12/7: Policy brief II due</b></li> </ul>
17	12/13- 12/17	<ul style="list-style-type: none"> <li>Final exams week</li> </ul>	<ul style="list-style-type: none"> <li><b>12/14: Project report due</b></li> </ul>

## COURSE & UNIVERSITY POLICIES

This syllabus is a contract between the students and the instructor. Each student can be assured that I will hold everyone to the same standards and policies.

### COURSE NETIQUETTE

This course will you a blend of face-to-face and online instruction. Please remember that online classroom is in fact a classroom, and certain behaviors are expected when you communicate with the instructor and your peers. When communicative online you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

### EMAIL NETIQUETTE

- Always start the subject line with AEB4242, followed by a short, descriptive subject line.
- Always use your professors' proper title: Dr. or Prof.
- Be brief.
- Sign your message with your name and return e-mail address.

### ONLINE COURSE EVALUATION PROCESS

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, 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 are 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>.

## 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 Honor Code and Student Conduct Code.

## STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

## SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

## GRADES AND GRADE POINTS

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

## ABSENCES AND MAKE-UP WORK

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

## ACADEMIC HONESTY

I take academic honesty very seriously and expect that you will too. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

## SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## YOU WELLBEING & CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

## ACADEMIC RESOURCES

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

## LAUREN'S PROMISE: I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
  - [UFPD Office of Victim Services](#): 51 Museum Road, 352-392-5648

- [Sexual Assault Recovery Services \(SARS\)](#): Infirmery Building, 352-392-1161
- Alachua County Rape Crisis Center (confidential): 352-264-6760

## Diversity, Equity, and Inclusion

The University of Florida's College of Agricultural and Life Sciences (CALs) supports the University of Florida's commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor and/or teaching assistant (TA). Instructors in CALs are a great resource for you and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.
- CALs instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or TA or contact the CALs Dean's Office ([cals-dean@ufl.edu](mailto:cals-dean@ufl.edu)).