

## Cover Sheet: Request 12683

### POR 3930 Topics in Brazilian Culture and Civilization

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	5/10/2018 6:43:02 AM
Updated	9/1/2018 6:09:29 PM
Description of request	Variable topics in Brazilian culture and civilization, including: racial identity, feminism, regionalism, music, film, art, religion, sports and more.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward		5/10/2018
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) please edit the course objectives to make them consistent with university style guidelines, particularly the "understands" objective.	8/24/2018
No document changes					
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward	Made requested changes to course objectives, all of which now use key vocabulary from Bloom's taxonomy to describe student outcomes and course expectations.	8/26/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/1/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/1/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

# Course|New for request 12683

## Info

**Request:** POR 3930 Topics in Brazilian Culture and Civilization

**Description of request:** Variable topics in Brazilian culture and civilization, including: racial identity, feminism, regionalism, music, film, art, religion, sports and more.

**Submitter:** Gillian Lord-Ward glord@ufl.edu

**Created:** 8/26/2018 4:21:28 PM

**Form version:** 2

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:  
POR

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:  
3

### Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:  
930

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:  
Intermediate

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

*4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)*

**Lab Code**

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:  
None

**Course Title**

*Enter the title of the course as it should appear in the Academic Catalog.*

Response:  
Topics in Brazilian Culture and Civilization

**Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).*

Response:  
(depends on topic)

**Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Baccalaureate

**Delivery Method(s)**

*Indicate all platforms through which the course is currently planned to be delivered.*

Response:  
On-Campus

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Co-Listing Explanation**

*Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.*

Response:  
n/a

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
Earliest Available

**Rotating Topic?**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
Yes

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
Yes

**If repeatable, # total repeatable credit allowed**

Indicate the maximum number of total repeatable credits allowed per student.

Response:  
9

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the

*UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.*

Response:

No

### **Contact Type**

*Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.*

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

*Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.*

### **Weekly Contact Hours**

*Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.*

Response:

3

### **Course Description**

*Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.*

Response:

Variable topics in Brazilian culture and civilization, including racial identity, feminism, regionalism, music, film, art, religion, sports and more.

### **Prerequisites**

*Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.*

Response:

POR3010

*Completing Prerequisites on UCC forms:*

- *Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.*
- *Use parentheses to specify groupings in multiple requirements.*
- *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order*



## Weekly Schedule of Topics

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

DATE READING/ASSIGNMENTS (to be discussed that day)

I. The Amazon: Myth and Reality

M Jan 8 Introductions

W Jan 10 Myths of the Amazon, Entangled Edens (EE) 1-13

F Jan 12 Realities of the Amazon, EE, 13-27

II. History and Legends

M Jan 15 MLK

W Jan 17 Slater, El Dorado EE, 29-40

F Jan 19 Slater, El Dorado EE, 40-53, Vitória régia: Legend of the Amazonian Lily Leaf

<http://www.amazoniadeaaz.com.br/cidades/lenda-da-vitoria-regia/>

III. History and Modernization

M Jan 22 Todd Diacon, Rondon

W Jan 24 Euclides da Cunha, Land without History

F Jan 26 Articles about the Amazon (student find their own news stories on the Amazon in Portuguese)

IV. The Economy and the Development of the Amazon

M Jan 29 Açaí

J. E. Zerrer. The Consequences of Açaí

<http://www.indianafoodreview.com/archives/issue-1/consequences-of-acai>

W Jan 31 Barragens, Simone Athayde, Indigenous Peoples, Dams and Resistance (2014)

<http://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1181&context=tipiti>

F Feb 2 Managing the Rainforest

<https://www.economist.com/node/616834>

V. Indigenous Peoples of the Brazilian Amazon

M Feb 5 Student presentations on indigenous groups with the largest populations:

Commonalities/history; Xavante, Terena, Ticuna, Kayapó, Guajajara

W Feb 7 The Villas Boas and the first Indigenous Reserve Xingu (1964) (online sources)

Dimenstein and Giansanti "Povos indígenas" [Indigenous Peoples]

F Feb 9 João Guimarães Rosa's "My Uncle lauretê" (1962) and Lúcia Sá's interpretation

"Shamanic Image and Social Defense" Rainforest Literatures (2004)

VI. Riverine Populations, Beliefs and Strategies of Survival

M Feb 12 Slater "The Encante [The Enchanted Worlds and Beings] as a World in Motion," Entangled Edens, 54-67

W Feb 14 Slater "The Encante [The Enchanted Worlds and Beings] as a World in Motion," Entangled Edens, 68-80

F Feb 16 Students bring articles in Portuguese about riverine populations in the Brazilian Amazon

VII. Deforestation, Climate Change, Mining: Reality and Fiction

M Feb 19

João Campari, "Migration Dynamics" The Economics of Deforestation in the Amazon (8-26)

Eduardo Viola. "The Drivers of Climate Commitment in Brazil" Brazil and Climate Change: Beyond the Amazon (190-197)

W Feb 21 Slater, "Gold as Woman" Entangled Edens 102-132

F Feb 23 Short Stories: Bráulio Tavares, "Uma gota de sangue" (A Drop of Blood) (2014)

Daniel Munduruku, a retelling of "Iara, The Mother of the Water" Amazonia, Indigenous Tales from Brazil (2003)

VIII. The Amazon as Contested Region

M Feb 26 Review for Exam

W Feb 28 EXAM  
F Mar 2 Slater, Roots of the Rainforest EE, 133-157  
IX. Mar5-9

#### Spring Break

#### X. Amazonia in Literature and Legend

M Mar 12 Lúcia Sá., Creation legends of Jurupary; poetry Suárez-Araúz's Literary Amazonia (2004): Thiago de Mello; João de Jesus Loureiro Paes; Astrid Cabral; Luiz Bacellar, Jorge Tufic and Alcides Werk

W Mar 14 Short stories: Daniel Munduruku, "A Sabedoria das Águas" (The Wisdom of the Waters) (1998)

F Mar 16 Ginway, The Amazon in Brazilian Speculative Fiction: Utopia and Trauma

#### XI. Sustainable Development: The Case of the Brazil Nut and Açaí

M Mar 19 Ana Luiza Espada: Daily Life of Riverine Populations VISIT

W Mar 21 The Brazil Nut: its nutritional value and sustainability; making charcoal bricks from shells, and Brazilian Beauty Products Natura and the use of nuts in cosmetics:

<http://institutochicomendes.org.br/potencial-de-crescimento-e-amplificado-por-caracteristicas-como-praticidade-valor-nutricional-e-sustentabilidade-2/>

<http://www1.folha.uol.com.br/empreendedorsocial/colunas/2013/11/1365591-brasil27-caso-ouro-verde---inovacao-e-sustentabilidade-na-floresta.shtml>

F Mar 23 Article on sustainability and forest management policies

Tatiana Schor "Riverine Food Regimes" Bolsa Família e Bolsa Floresta

<https://journals.openedition.org/echogeo/15052>

#### XII. The Amazon in Film

M Mar 26 Slater, "Women Warriors," 81-100

W Mar 28 Film Paper Research; students choose their own films.

See requirements on handout

F Mar 30 Draft of film Paper Research 3, discussion of films seen

#### XIII. Chico Mendes and the Establishment of Extractive Reserve and Sustainable Practices

M Apr 2 Eduardo Schmitz Bongiolo VISITA

W Apr 4 Gomercido Rodrigues, "Walking in the Forest with Chico Mendes"

Chico Mendes, O preço da floresta [https://www.youtube.com/watch?v=\\_c-BfipCgig](https://www.youtube.com/watch?v=_c-BfipCgig)

F Apr 6 Slater, Beyond Eden, Final Chapter 108-203

Global Witness and Crimes against Activists in Latin America

#### XIV. Amazon realities and Legends on Film;

Sources/Outline of Final Project

M Apr 9 Iracema [1975] (Bodanzky e Senna); semi-documentary of riverine teenage girl as an allegory for exploitation deforestation during the Brazilian dictatorship

W Apr 11 Selections of the documentary Lendas da Amazônia (1998) "O boto" [The River Dolphin] "Cobra norato" [The River Snake Legend]

F Apr 13 Written project outline

Eu sou a Amazônia: descubra sua conexão series [I am the Amazon: Discover your connections]:

I am water, food, Brazilnut tree, gastronomy, change (2017)

[https://www.youtube.com/watch?v=GWpEHZF\\_gLY](https://www.youtube.com/watch?v=GWpEHZF_gLY)

#### XV. Presentations of final projects: 30 pts. of the final exam will be on these presentations

M Apr 16 Student presentations

W Apr 18 Student presentations

F Apr 20 Student presentations

#### XVI. Review

M Apr 23 Review for the final exam

W Apr 25 Review for final exam

Due as per registrar Final Exam, ex. 2B [i.e., May 2, 10am-noon]

Additional readings (for projects, etc.):

#### Development and Climate

Simone Athayde, Indigenous Peoples, Dams and Resistance (2014)

<http://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1181&context=tipiti>  
João Campari. *The Economics of Deforestation in the Amazon: Dispelling the Myths*. Elgar, (2005). 8-26.  
“‘Managing’ the Rainforest (2001) *The Economist* <http://www.economist.com/node/616834>  
Global Witness and Environmental Defenders  
<https://www.globalwitness.org/en/blog/new-data-reveals-197-land-and-environmental-defenders-murdered-2017/>  
Carlos Nobre et al. “Land Use and Climate Risks in the Amazon” (2016)  
<http://www.pnas.org/content/113/39/10759.full>  
Tatiana Schor “Ribeirinho Food Regimes” *Bolsa Família e Bolsa Floresta*  
<https://journals.openedition.org/echogeo/15052>  
Eduardo Viola. *Brazil and Climate Change: Beyond the Amazon*. Routledge, 2018.  
J. E. Zerrer. *The Consequences of Açaí*  
<http://www.indianafoodreview.com/archives/issue-1/consequences-of-acai>

#### History

Euclides da Cunha, *The Amazon: Land without History*. Intro. by Lúcia Sá. Oxford UP, 2004.  
Todd Diacon, *Stringing Together a Nation: Rondon and the Construction of Modern Brazil*. Duke UP 2004.  
Gilberto Dimenstein and Alvaro Cesar Giansanti: “Identidades culturais: Os povos indígenas brasileiros.” 35-43: *A quebra cabeça do Brasil: Temas de cidadania*. Ática, 2003.  
Gomercindo Rodrigues. *Walking in the Rainforest with Chico Mendes*. Trans. Biorn Maybury-Lewis. U of Texas P, 2007.  
Márcio Souza. *História da Amazônia*. Valer, 2009.

#### Myth and Culture Selections:

M. Elizabeth Ginway. “The Amazon in Brazilian Speculative Fiction: Utopia and Trauma.” *Alambique* (2015) [online] <http://scholarcommons.usf.edu/alambique/vol3/iss1/3/>  
Anísio Mello, *Igapó: histórias e lenda da Amazônia*. Valer, 2011  
Daniel Munduruku, *Amazonia, Indigenous Tales from Brazil*. Groundwood Books, 2013.  
Daniel Munduruku, “A sabedoria das águas.” *Estranhos contatos*. Ed. Roberto de Sousa Causo São Paulo: Caioá, 1998.  
Lucia Sá, *Rainforest Literatures*. U of Minnesota P, 2004.  
Candace Slater, *Dance of the Dolphin*. U of California P, 1994.  
---. *A festa do boto*. trans. Astrid Figueiredo. Funarte, 2001.  
Nicomedes Suárez-Araúz. *Literary Amazonia: Modern Writing by Amazonia authors*. UP of Florida, 2004.  
Bráulio Tavares. *Sete monstros brasileiros*. Casa da Palavra, 2014. 91-109.

#### Fiction:

Ivanir Calado *A mãe do sonho* (1989)  
Gastão Cruis, *A Amazônia misteriosa* (1925)  
Ferreira de Castro, *A selva* (1930)  
[https://is.muni.cz/el/1421/jaro2012/PO0B003/um/ferreira\\_de\\_castro\\_-\\_A\\_SELVA.pdf](https://is.muni.cz/el/1421/jaro2012/PO0B003/um/ferreira_de_castro_-_A_SELVA.pdf)  
David Grann, *The Lost City of Z* (2005)  
Márcio Souza, *Galvez, imperador do Acre* (1976) [The Emperor of the Amazon]

#### Films and videos:

*Iracema* (1975) Jorge Bodanzky, Orlando Senna  
*Bye Bye Brazil* (1980) Carlos Diegues  
Chico Mendes, *O preço da floresta* [https://www.youtube.com/watch?v=\\_c-BfipCgig](https://www.youtube.com/watch?v=_c-BfipCgig)  
Dorothy Stang, *The Killed Sister Dorothy* <https://www.youtube.com/watch?v=sVaqqPURp1U>  
Google Earth *Eu Sou Amazônia*, Fernando Meirelles et al. video series 2017

#### Links and Policies

*Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.*  
*Please see: [syllabus.ufl.edu](http://syllabus.ufl.edu) for more information*

Response:

#### UNIVERSITY POLICIES AND RESOURCES

##### Attendance and make-ups

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

##### Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

##### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

##### Academic Integrity

Suggested wording: "UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

##### Resources Available to Students

###### Health and Wellness

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

###### Academic Resources

- E-learning technical support: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu); <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

##### Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

## Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.*

Response:

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93 C (S) = 76-73

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

A- = 92-90 C-(U) = 72-70

B+ = 89-87 D+ = 69-67

B = 86-83 D = 66-63

B- = 82-80 D- = 62-60

C+ = 79-77 E = 59-0

## ASSESSMENT

- **Class Grade:** The course grade will be comprised of the following components  
**Composition notebook (15%)** This will be a notebook of class notes. The aim of this notebook is to work on students' command of Portuguese and offer the opportunity to reinforce grammar and comprehension. Collected three times during the first 6 weeks of class, it is more a diary of impressions and thoughts for giving feedback to the instructor and brainstorming for the final project.

- **Essays (25%)** Students will be responsible for writing and turning in 3 short response papers, of 2-4 pages each, over the course of the semester. Students may choose which readings or texts they will write about, as a means of working towards their final project. Students are advised to consult with the instructor regarding topic and content before writing. Papers should incorporate class readings from diverse areas (humanities, social sciences, and environmental sciences), reflecting the student's capacity for making connections between class readings, discussions and their own research. Papers may be handwritten in pen (not in pencil) skipping lines (3-4 pp.) or typed, double-spaced (2- 3 pp.) Assignments will be graded for summaries without references to readings (B-C) and for papers with reflection and references to readings (A-B+). Students who had in papers on time will have the chance to re-write and improve their grade.

- **Exams (25%)** There will be two exams during the term – an in-class midterm exam and a take-home final exam – Exams will require students to write short essays in response to prompt questions, and will be evaluated based on evidence of understanding of course material and capacity for critical analysis.

- **Final project: (20%)** based on an interest in the Amazon: projects may include making an informational website on the history or myths of the region, a short research paper on an important issue or an ecotourism project or other entrepreneurial undertaking designed and related to the region (15% written, 5% presentation)

- **Presentations (10%)** Students will prepare and deliver two presentation on a topic related to the readings by Slater and one shorter presentation on an indigenous group. Presentations will be timed and can be done in pairs or alone. Grades are based on thoroughness, accuracy and interest. Details will be provided in class and on a handout on Canvas

- **Participation (5%)** Answering and participating in small group discussions, paying attention, asking questions, participating in class discussions, listening respectfully, going to office hours, using time in class to work on project fruitfully, sharing ideas and resources with other students (5%). While attendance to all classes is expected, health and emergencies may interfere.

- **Students must attend office hours and or/ set a meeting to make arrangements for make-up work. Three unexcused absences without penalty. After that a point will be subtracted from the final grade for each absence.**

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:  
to be determined