

ORH 2540

Ethnohorticulture: A Coevolution of Plants and People

Quest 2, International (N)

I. General Information

Class Meetings

- Spring 2026
- Wed 10:40 – 11:30am
- Location Plant Science Facility (PSF) Rm. 5

Instructor

- **Dr. Bart Schutzman**, Ph.D., Lecturer in Environmental Horticulture
- Email: bart@ufl.edu
- Phone: (352) 273-4572
- Office: 1531 Fifield Hall
- Office hours: Mon 9-10am or by appointment
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Course Description

Ethnohorticulture is the chain of events that determines the global uses of plants once they are collected from the wild and have become a commodity. In this course, you will explore how human and plant coevolutionary relationships formed, focusing on several crops and their roles in world cultures as food, spices, fiber, building materials, and cosmetics. Topics are many, including tomatoes, corn, and even beer. You will learn how humans shaped iconic plants, which then traveled the globe.

More Information About the Course

The interdependence of humans and plants is long and complex. The world has used plants for food, medicine, fiber, cosmetics, and building materials, as well as plants with ornamental, cultural, and spiritual significance. The discovery of plants in the wild and the initial determination of their uses falls under the heading of ethnobotany. At points later in our comingled history, curious and ingenious people around the globe cultivated these plants, propagated and hybridized them, selected among their genetic variations for desirable traits, and eventually, raised them on a large scale and merchandised them, in a process we are calling “ethnohorticulture.” Not only were our introduced plants domesticated, but they were moved around the world in a surprising variety of ways, starting with domestication of some plants 10,000-12,000 years ago. The process of incorporating additional plants into the human experience, people shaping the world around them, continues to this day from a repository of what is thought to be about 500,000 wild plant species.

In this course, we start with the topic of “plant blindness”; after this, we can address the complicated interactions between plants and multiple groups of people, starting with local domestication, how and why they were cultivated, especially if use can be demonstrated in an ethnic or religious context, ways in which they were brought to new locations (often across the world from where they originated), and the social context. The use of money and commerce that followed the rise of civilizations and the phenomenon of surplus played heavily into this tapestry into which we and plants are woven. We will explore ethnohorticulture through the lens of historical and ethnic, and cultural contexts, how crop diversity impacts us today, and implications for sustainable food and other plant product systems of the

future. At the end of the course, students should be able to reflect cogently on the questions “How are plants woven into my life – what are some of the important relationships now and historically between them and other people in the world?”

Course Learning Objectives

At the conclusion of this course, students will be able to:

- Recognize many important plants cultivated for food, fiber, medicine, cosmetics, other products, and as ornamentals and note their distinctiveness, morphological and other features.
- Describe the role these plants have had and currently occupy in human culture, including their ethnic and spiritual significance throughout the world, and how their distribution relates to cultivation and commercialization.
- Describe where many important plants came from, how they were brought under cultivation, social issues (if any) that were involved in their practices to transition them from ethnobotanical discoveries to crops, and how and where in the world they spread. Their ethnic and cultural importance will be emphasized to combat our lack of knowledge about origin and use elsewhere.
- Assess the importance of landraces and cultivars to our connection and cultivation of useful plants.
- Discuss past and present issues of the plant/plant product supply chain, including ownership, fair trade, and sustainability principles and practices.
- Communicate what is needed today from a new plant discovery through to cultivation and production, and to fairly and sustainably deliver its end products to market throughout the world.

Quest and International Designation

- Quest 2
- International (N)
 - International courses promote the development of student’s goals and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.

This course accomplishes the Quest and International objectives of the subject areas listed above. A minimum grade of C is required for Quest courses. Courses intended to satisfy Quest requirements cannot be taken S-U.

Required Readings and Works

No textbook is required. Optional reading materials will be provided throughout the semester to accompany lectures. These will be available on the Canvas Web site and some will also be printed and distributed in class. Other optional materials as hardcopy and/or links will also be provided.

Course Format

Lectures will be given live and/or as video modules (through links to MediaSite). Optional readings will be provided as hard copy or links to online sources.

Writing and Presentation Aids:

- _____. n.a. **Creating a Poster.** The Writing Center, University of Wisconsin, Madison.
<https://writing.wisc.edu/handbook/assignments/posterpresentations/>
- _____. n.a. **How to Create a Poster Presentation.** Boston College Libraries.
<https://libguides.bc.edu/posterpresentation>
- _____. n.a. **Creating Effective Posters.** CWU Libraries
<https://libguides.lib.cwu.edu/creatingposters>

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

Your grade in this course will be based on the following assessments: assignments, quizzes and exams, and one poster presentation. Point values are listed below, and the total points achievable in the course is 1000.

Item	Points (Ea.)	Quantity	Total Points	Percent of Course
Quizzes (10) – 10 min.	10	10	100	10
Assignments	50	7	350	35
Poster Presentation	150	1	150	15
Midterm Exam	150	1	150	15
Final Exam	250	1	250	25
TOTAL			1000	100

Grading Scale

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

Grade	Points	Percent
A	930-1000	93 – 100%
A-	900-929	90 – 92.99%
B+	870-899	87 – 89.99%
B	840-869	84 – 86.99%
B-	800-839	80 – 83.99%
C+	770-799	77 – 79.99%

Grade	Points	Percent
C	740-769	74 – 76.99%
C-	700-739	70 – 73.99%
D+	670-699	67 – 69.99%
D	640-669	64 – 66.99%
D-	600-639	60 – 63.99%
E	0-599	<60

III. Annotated Weekly Schedule

WK	DATE	WEEKLY TOPICS	ASSIGNMENT	WEDNESDAY DISCUSSION	ASSESSMENT
1	Jan 14	Ethnobotany: The Prelude, Horticulture, Plant Cultivation	1 - Take Me Home	Plant blindness, recognizing and identifying plants	
2	Jan 21	The Basics*		Morphology, anatomy and taxonomy; How are plants judged to be related?	Quiz 1
3	Jan 28	Climate and Plant Geography, Propagation, Sustainability	2 - Turn Over a New Leaf	Why can we propagate plants? How do climate and geography interact with cropping, production, and distribution?	Quiz 2
4	Feb 4	Plant Variability, Hybridization, Selection		Why do plants vary? What does hybridization accomplish?	Quiz 3
5	Feb 11	Landraces and Cultivars	3 - You're My Favorite	The categorization of manmade plant variants	Quiz 4
6	Feb 18	Surplus, Bartering, Plants as Money, Coins and Currency		What is money? Civilization, hierarchical command structure, and wealth	Quiz 5
7	Feb 25	Advancement of Technology, Plant Hunters	4 - Variety is the Spice of Life	Who owns plants and plant products?	Quiz 6
8	Mar 4	Empires, "Spokes of the Wheel"		Ethics of obtaining new plants and plant products	Midterm
9	Mar 11	**Grains, Tea, Coffee, Cacao, Rubber	5 - My Secret Recipe	Midterm questions; Fairness in production, distribution, and marketing	Quiz 7
10		SPRING BREAK			
11	Mar 25	Bamboo, Spices and Herbs, Olives	6 - I Found It at the Store and Had to Have It	How did plants get moved about as they did?	
12	Apr 1	Potatoes, Corn, Tomatoes, Peanuts, Peppers, Bananas		Types of plants, connections to culture, races and religion	Quiz 8
13	Apr 8	Pineapples, Sugar Cane, Ornamentals	7 - Plants as Art		Quiz 9
14	Apr 15	Never Made It, Latecomers, Up-and-Coming			Quiz 10
15	Apr 22	Poster Day			Final

* "Basics" involves background information necessary for further discussion of plants, including the following sequence: plant structure and function, terminology and morphology, taxonomy and nomenclature

**For each crop listed in the lecture schedule, the following framework is used:

- Scientific Information about the plant
 - Scientific name – family, genus, specific epithet
 - Taxonomy / Systematics – relatedness to other plants
 - Ecology and geography
 - Pertinent morphology / recognition features
 - Origin, habitat, ecology
 - Landraces, strains, and cultivars, GMOs
- Ethnic and/or cultural associations, including spiritual or religious significance, where initially discovered and used
- Movement to other locations
- Crop cultural practices and production
- Products
- Technology
- Other notable information

Description of Assessments

Quizzes, the midterm, and the final exam will be based on lecture materials throughout the semester. Quizzes are used to make certain that materials are being read and/or watched. They will be based on the preceding week's materials, and their value is small, only 1% (10 points of the course total of 1000) per quiz. The midterm will be based on knowledge gained in the first half of the semester, and the final a cumulative assessment of the semester's materials. The two together will represent 40% of the course.

Questions on the two exams will be, just as they are on quizzes, multiple choice, true/false, fill-in the blank, or short answer, but will consist of 50-100 questions.

Description of Assignments

Assignments constitute a large part of the experiential objectives of this course, starting with the reduction and elimination of “plant blindness.” Understanding basic principles of horticulture, as a crucial portion of Ethnohorticulture, will also arise organically from these assignments. Grading of written assignments will be based on the following scale:

- 4 – clearly stated opinions and support for them
- 3 – opinion given but support is unclear or lacking in detail
- 2 – opinion given but weak, inaccurate, or no support is given
- 1 – entire answer is confused and unclear

1. Take Me Home

You will be given a plant to take home and grow throughout the semester, and to keep once class is over. Various questions will be asked of you concerning your plant that will challenge you to look closely at all the features of that plant. This assignment makes a direct connection between you and horticulture and is a great way to decrease/eliminate “plant blindness” and gain a general knowledge of cultivating plants. If your plant dies, that too constitutes a learning experience, and if that were to happen, we would give you another to replace it. You will not be penalized if your plant dies. What is required is careful observation, leading to basic understanding of horticultural processes. The assignment will be completed by writing a short description in Canvas of what actions and consequences were encountered. The topics that could be covered would include how much water was given, what the condition of the soil and plant were prior to and after watering, response time of the plant if it had wilted, effect of some timed-release fertilizer added to the top of the pot. Details of these topics will be given in a handout during class.

2. Turn Over A New Leaf

You will leave class and on the SAME DAY, collect a leaf from a plant somewhere in your daily environment. Do the following: (1) photograph the plant this leaf is taken from; (2) carefully remove the leaf, taking pains not to damage the plant it comes from; (3) press the leaf in a book, putting some weight on top to make sure it is pressed completely flat. During the course, you will be asked to do various things concerning your leaf (TBA). At the end of class, your leaf will be completely dried. You will bring it to class, and we will laminate it together with a descriptive label. You will also be shown the pressings of others in the class for the purpose of comparison. This assignment will help you with the process of recognizing uniqueness and features of the plants around you. Noticing leaf morphology, often requiring close examination on multiple occasions, is an important part of elimination of plant blindness, a major part of the course objectives. The activities regarding this leaf will be to compare it with a printed guide to leaf shapes and other features, a small amount of time in the latter part of the course comparing your leaf with those of others and the discussion of what differs between them, the success of the pressing, and how the pressing may have distorted the features of that leaf.

3. You’re My Favorite

Tell me the name of your favorite plant and give reasons for it that should include its appearance and any sensory experiences you associate with the plant. Are there other than ornamental uses for this plant anywhere in the world? You should do a little homework and find out where this plant originated and what uses the local people had for the plant, including any common names used for it. Having a favorite plant means that you must assess the features of this plant, and something about it draws you to it. We want to know about these experiences.

4. Variety Is the Spice of Life

In horticulture, the most important aspect of the market for cultivated plants are new and improved cultivars. Choose a cultivated plant and describe the species, including its origin, and at least three of its cultivars. List sources for these plants that can include online nurseries. Try to find cultivars that originate from places other than the U.S. If some different aspect of that crop is desirable in another country, tell us about it. Make sure that you learn enough about the species these cultivars come from to tell us what is better about them.

5. My Secret Recipe

Choose an important plant used in cooking and give us the name of a dish, significant to you or someone you interview, that features the plant as one of its major ingredients. Focus on family, country, region, ethnic, or social importance of the dish, describing those aspects. Describe how the dish is used.

6. I Found It at the Store and Had to Have It

Go to a grocery store or market and photograph a commodity that you find strange or unusual. This may be easier in an international or ethnic market. Find a little out about the commodity, such as where and when it originated, and how it might be used. This could include fruits, vegetables, or herbs. We can't cover every interesting, useful and edible plant over the globe, but you can certainly help us to broaden our knowledge!

7. Plants As Art

Choose a plant that you want to feature and create an art piece that includes the plant's visible attributes. This could be watercolor, oil painting, line drawing, sculpture, papier mâché, charcoal, pen and ink, scratchboard, or other type of artistic portrayal. To portray a plant in any of various art forms, you must study it carefully. Mission accomplished! If you really feel, however, that you cannot create an art piece, you could research and potentially find one created by an artist from outside the U.S., picture and add some verbiage to give context.

Poster Presentation

Content will be chosen by the student from either: a list provided or may be on a topic agreed upon between instructor and student. Topics will include a horticultural crop not included in lecture. Students will be expected to describe multiple aspects of the plant starting from its first known introduction into cultivation and any aspects of its cultivation or history that are of interest. On Poster Day, you will present it to your instructor and classmates. The original uses of this plant in areas close by to its habitat should be covered and emphasized.

Optional Readings to Support Learning

Allen, Stewart Lee. 1999. *The Devil's Cup: A History of the World According to Coffee*. Ballantine Books, New York.

Allen, Stewart Lee. 2002. *In the Devil's Garden: Sinful History of Forbidden Food*. Random House.

Angus, Julie. 2014. *Olive Odyssey: Searching for the Secrets of the Fruit that Seduced the World*. Greystone Books.

Coe, Sophie D. & Michael D. Coe. 2013. *The True History of Chocolate*. Thames & Hudson, London.

Farrelly, David. 1984. *The Book of Bamboo: A Comprehensive Guide to this Remarkable Plant, its Uses, and its History*. Sierra Club Books.

- Heiss, Mary Lou & Robert J. Heiss. 2007. *The Story of Tea: A Cultural History and Drinking Guide*. Ten Speed Press, Berkeley.
- Huxley, Gervas. 1956. *Talking of Tea: Here is the Whole Fascinating Story of Tea*. John Wagner & Sons, Ivyland, Pa.
- Hyde, James F.C. 1857. *The Chinese Sugar-Cane: Its History, Mode of Culture, Manufacture of the Sugar, Etc.* John P. Jewett & Co., Boston.
- Koeppel, Dan. 2008. *Banana: The Fate of the Fruit that Changed the World*. Penguin.
- Laws, Bill. 2012. *Fifty Plants that Changed the Course of History*. Quid.
- Milton, Giles. 1999. *Nathaniel's Nutmeg: or the True and Incredible Adventures of the Spice Trader Who Changed the Course of History*. Farrar, Straus and Giroux, New York.
- Musgrave, Toby, Chris Gardner and Will Musgrave. 1998. *The Plant Hunters: Two Hundred Years of Adventure and Discovery Around the World*. Ward Lock, London.
- Pendergrast, Mark. 2010. *Uncommon Grounds: The History of Coffee and How it Transformed the World*, Rev. Ed. Basic Books, New York.
- Pettigrew, Jane. 1997. *The Tea Companion: A Connoisseur's Guide*. Macmillan.
- Pollan, Michael. 2001. *The Botany of Desire*. Random House.
- Reader, John. 2009. *Potato: A History of the Propitious Esculent*. Yale University Press. New Haven.
- Rosenblum, Mort. 1996. *Olives: The Life and Lore of a Noble Fruit*. North Point Press, New York.
- Smith, Andrew E. 1994. *The Tomato in America: Early History, Culture, and Cookery*. University of Illinois Press.
- Stone, Daniel. 2018. *The Food Explorer: The Adventure of the Globe-Trotting Botanist Who Transformed What America Eats*. Penguin.
- Swenson, Allen A. 1995. *Plants of the Bible and How to Grow Them*. Citadel Press.
- Train, John. 2004. *The Olive: Tree of Civilization*. Scala Books.
- Weinberg, Bennett Alan, & Bonnie K. Bealer. 2001. *The World of Caffeine: The Science and Culture of the World's Most Popular Drug*. Routledge, New York.
- Zuckerman, Larry. 1998. *Potato: How the Humble Spud Rescued the Western World*. North Point Press, New York.

IV. Student Learning Outcomes (SLOs)

Quest 2

Quest 2 courses are grounded in the modes of inquiry and analysis characteristic of the social and/or biophysical sciences, Quest 2 courses invite students to address pressing questions facing human society and the planet—in this course, questions involving cultural and ethnic groups, horticulture and cultivation, marketing and transportation, that outstrip the boundaries of any one discipline and that represent the kind of open-ended, complex issues they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

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

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).* Students are able to explain historical events that led up to the current time in bringing of plants into cultivation and they and their products transported to various points and groups of people throughout the world. They should also recognize the practices involved in the introduction of new plants and plant products to society and think about the fairness of those practices. Student competencies will be assessed through readings quizzes, a midterm and final exam, and a poster presentation.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).* The stories of various plants will expose the students to consideration of various perspectives of the groups involved in their uses, cultivation, production, transport and marketing in many parts of the world. This thinking will be assessed through the various quizzes, exams, and poster presentation.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).* Skills in describing the history of plant introduction, uses by the ethnic and cultural groups where it was discovered, and transportation throughout the world along with horticultural production. will be assessed in a poster presentation.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.* The materials in this course should facilitate students understanding their and others' places in the movement of plants from their origins to their end users. This involves a multifaceted approach that includes examining botanical, horticultural, and cultural and religious as well as ethical, sustainability, and commercial aspects,

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Weekly activities and biweekly assignments will include experiential aspects, including but not limited to (1) caring for a plant given on the first week throughout the semester to carefully observe its structure and growth, (2) tasting experience with one or more unusual and less-known tropical fruits and/or vegetables, (3) artistic expression involving a choice of media, including painting, drawing, sculpting, photography or videography, (4) tours of greenhouse and conservatory to see unusual plant forms that are part of the edible or otherwise usable, or ornamental plant world, (5) trip to plant nursery, supermarket, or restaurant to find and document a exotic product followed by research, and final poster presentation. The experiential aspects will be included in assignments (see in III above) or class activities.

2. Details of Self-Reflection Component

Weekly topics will require individual reflection followed by group discussion, and finally, pooling of groups for consideration by the full class. These discussions will involve: methods and motives, including ethics and fairness, to obtain of plants from their native habitat, cultivation, production of their products, brokering and marketing, transporting plants and/or products to various places where consumers are found, and finally, consumption and/or use.

VI. Required Policies

Attendance 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/UGRD/academic-regulations/attendance-policies/>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online.

Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

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 Conduct Code specifies a number of behaviors that are in

violation of this code and the possible sanctions. See the [UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

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). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

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.

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 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 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing 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.

Whole Gator App and website connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.ufl.edu/whole-gator/topics>

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact 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](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- [Hitchcock Field and Fork Pantry](#). Food and toiletries for those experiencing food insecurity.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at 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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).
- [Dean of Students Office](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromise their ability to attend classes. This includes family emergencies and medical issues.

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complain>

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.