

***Global Biodiversity and Culture:
Integrating Conservation and Human Well-being***
BOT4935/ZOO4926, 4 credits, Spring 2024
Room C2-41C, 2nd Floor Communicore Building

INSTRUCTORS:

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- All email correspondences must be from your “.ufl” account and have your full name in the body of the email, or through Canvas. Otherwise, your message may not be recognized by our email filters, and thus, may not be answered.

CLASS MEETINGS:

Tuesday, period 8 (3:00-3:50 PM)
Wednesday, period 2 (8:30-9:20 AM)
Thursday, period 7/8 (1:55-2:45 and 3:00-3:50 PM)

OFFICE HOURS:

By appointment; email us to set up a Zoom.
Ariana is most available Monday, Wednesday, Friday.

COURSE OBJECTIVES AND GOALS:

The term biodiversity represents the variety of life on earth. This biodiversity can be described at a number of levels – genetic, species, community, ecosystem – but in any case, this diversity is essential for the successful functioning of the global biosphere. The relationship between biodiversity and human well-being was explicitly studied in the systematic review “Biodiversity loss and its impact on humanity” (*Nature*, 2012). This study highlighted the fact that the “suite of benefits that ecosystems provide to humanity” are weakened by loss of

biodiversity. Scientific, economic, and aesthetic tolls accompany an erosion of human well-being.

As such, biodiversity conservation and sustainability efforts throughout the world are essential to humanity's future, but face many challenges. These challenges are especially difficult in developing countries, which may have high levels of poverty and population density, and lack basic infrastructure and food security. Strategies imposed by outsiders without taking into consideration local culture, customs, and traditions, and the needs (health, food, education, social justice) of the local people are rarely effective. Recent work strives to integrate the biological with the human, developing new strategies and methods for biodiversity conservation. Such approaches to global conservation highlight the need for solutions – without unintended consequences – that respond both to human and environmental concerns.

Global Biodiversity and Culture: Integrating Conservation and Human Well-being, introduces these global concerns. Students will learn about biodiversity and conservation (and human dimensions that facilitate or impede conservation progress) in four regions of the world – Madagascar, Ecuador's Choco and tropical Andes regions, the Himalayas, and the Coastal Plain of the US.

Students in the course will gain experience in engaging with experts at home and abroad, including Madagascar, Ecuador and India, via Skype, Zoom, or other technology to the distant locations. The course has been developed for students in majors related to and/or interest in the life sciences, conservation and sustainability, anthropology and cultural studies, human health and well-being, and the geographical areas of concern (Madagascar, Ecuador, India, the US), as well as those interested in the future of our planet.

After having completed the course and all of the requisite assignments, students will have an understanding of:

- Relationships among biodiversity/conservation and culture, social justice, healthy communities and human well-being;
- Models of conservation, sustainability, conservation education, and ecotourism;
- Finding biological, health science, and anthropological/cultural information, evaluating information, and avoiding plagiarism;
- Biodiversity and conservation challenges in four specific areas – Ecuador, India, Madagascar, the Southeastern US – and how to compare and contrast these challenges and strategies to overcome the challenges;

And students will have gained experience conversing with experts outside the United States.

Students may also reflect on how the lessons learned in the course can inform the decisions we make on a daily basis, both at home and abroad.

SCHEDULE OF TOPICS AND ASSIGNMENTS:

Note – session order and readings tentative

Week 1: An Introduction to Biodiversity and Biodiversity Hotspots

- Tuesday, Jan. 9 Introductions, syllabus, structure of class
 ***DUE - Pre-class self-assessment*
- Wednesday, Jan. 10 Biodiversity and its importance
 **Reading: Cardinale et al *"Biodiversity loss and its impact on humanity"*

- Thursday, Jan. 11 (per7) Discussion - biodiversity and biodiversity hotspots
**Reading: Myers et al *"Biodiversity hotspots for conservation priorities"*
- Thursday, Jan, 11 (per8) Biodiversity of Madagascar
**Reading: Jones et al *"Last Chance for Madagascar's Biodiversity"*

Week 2: Begin Biodiversity Hotspots and Attributes; Writing Tips

- Tuesday, Jan. 16 Biodiversity of Western Ghats
****DUE – Tuesday, Jan. 16 – Choose organization for final project and submit to**
- Wednesday, Jan. 17 Biodiversity of Florida
**Reading: Noss et al *"How Global Biodiversity Hotspots ... North American Coastal Plain"*
- Thursday, Jan. 18 (per 7) Biodiversity of Ecuador
**Reading: Guayasamin et al *"Biodiversity Conservation: Local and Global Consequences ..."*
- Thursday, Jan. 18 (per 8) Writing tips for journals, reflective essays, expectations for final project, discussion lead

Week 3: Complete Biodiversity Hotspots and Attributes; Begin Culture

****DUE – Monday, Jan. 22 – Reflective journal upload due for weeks 1 and 2**

- Tuesday, Jan. 23 Discussion - biodiversity, culture and challenges in Ecuador, Florida, India, Madagascar - **STUDENT 1 LEADS**
**Reading: Zaitchik *"How conservation became colonialism"*
- Wednesday, Jan. 24 Introduction to Culture
**Reading: Engelke *"How to think like an anthropologist"* (through p. 15)
- Thursday, Jan. 25 (per 7) Inclusive archaeology
**Video: Douglass *"Diggin' In"* <https://www.youtube.com/watch?v=UfAMyqrSb0s&t=327s>
**Reading: Douglass et al *"Toward a Just and Inclusive ..."*
- Thursday, Jan. 25 (per 8) Indigenous people and culture
**Reading: Maffi *"Biocultural diversity and sustainability"*

Week 4: Complete Culture; Begin Ecotourism

- Tuesday, Jan. 30 Overview ecotourism, conservation, culture
**Reading: Lopez Gutierrez et al *"Ecotourism: the human shield ..."*
- Wednesday, Jan. 31 Discussion - culture, biodiversity, conservation readings and speakers - **STUDENT 2 LEADS**
**Reading: Sodikoff *"Totem and taboo reconsidered"*
**Reading: Holmes et al *"Fantastic beasts and why to conserve them"*
- Thursday, Feb. 1 (per 7) Ecotourism in the US
**Reading: Jenkins *"US protected lands mismatch biodiversity priorities"*
**Reading: Jenkins et al. *"Global and regional priorities for marine biodiversity"*
- Thursday, Feb. 1 (per 8) Ecotourism in Ecuador
**Reading: WTTC *"Travel & Tourism: Economic Impact 2018: Ecuador ..."*
**Reading: WTTC *"Ecuador 2022: Annual Research Key Highlights ..."*
****DUE – Friday, Feb 2 - Reflective essay 1 - American Culture and Biodiversity/Conservation**

Week 5: Ecotourism

****DUE - Monday, Feb. 5 – Reflective journal upload due for weeks 3 and 4**

- Tuesday, Feb. 6 Ecotourism in India
- Wednesday, Feb. 7 Ecotourism in Madagascar
 - **Reading: WTTC *“Travel & Tourism: Economic Impact 2018: Madagascar ...”*
 - **Reading: WTCC *“Travel & Tourism: Economic Impact 2022: Madagascar ...”*
 - **Reading: World Bank *“Mada ... Unlocking the Tourism Potential”*
- Thursday, Feb. 8 (per 7) US Ecotourism - Connecting with Birds and Nature, Gullah-Geechee
- Thursday, Feb. 8 (per 8) Discussion – Ecotourism – **STUDENT 3 LEADS**
 - **Reading: Gezon *“Who wins and who loses ...”*

Week 6: Begin Conservation Education, Strategies, and the Arts

- Tuesday, Feb. 13 Foundational lecture on Conservation Education
 - **Reading: Monroe *“Co-evolution of ESD and EE”*
 - **Reading: Monroe *“Practitioner Guide to Assessing Connection to Nature”* – this one to get the general idea, read pgs. 14-15
- Wednesday, Feb. 14 Conservation education in India
- Thursday, Feb. 15 (per 7) Madagascar from A to Z
 - **Reading: Dolins, et al *“Conservation education in Madagascar: three case studies ...”*
 - **Reading: Gibson and Nguyen *“Madagascar from A to Z”*
- Thursday, Feb. 15 (per 8) Film and tourism to promote conservation
 - **Video See announcement in Canvas for video link

Week 7: Complete Conservation Education, Strategies, and the Arts; Begin Biodiversity and Health

****DUE - Monday, Feb. 19 - Reflective journal upload due for weeks 5 and 6**

- Tuesday, Feb. 20 Classroom and other conservation strategies
- Wednesday, Feb. 21 Discussion - conservation education and the arts - **STUDENT 4 LEADS**
 - **Reading: Rakotomamonjy et al *“The effects of environmental education on children’s ...”*
- Thursday, Feb. 22 (per7) Hunger and Biodiversity Loss
 - **Reading: Borgerson et al *“Food insecurity and the unsustainable hunting of wildlife ...”*
- Thursday, Feb. 22 (per8) Health and Green Spaces

Week 8: Continue Biodiversity, Health and Human Well-being

****DUE – Monday, Feb. 26 - Reflective essay 2 - Ecotourism and Conservation Education**

- Tuesday, Feb. 27 CHAMP (Climate, Health, Agricultural Monitoring Project) in Madagascar
- Wednesday, Feb. 28 Biodiversity and Zoonoses
 - **Video: <https://www.youtube.com/watch?v=oaDRYr7uF2s>
 - **Reading: Section 1, *Oxford Textbook of Nature and Public Health*
- Thursday, Feb. 29 (per 7) Invasive species, human and animal health
 - **Reading: Chinchio *“Invasive alien species and disease risk ...public and animal health”*
 - **Reading: Section 7, *Oxford Textbook of Nature and Public Health*
- Thursday, Feb. 29 (per 8) Biodiversity and psychology
 - **Reading: Section 2.1, *Oxford Textbook of Nature and Public Health*

Week 9: Complete Biodiversity, Health, and Human Well-being; begin Ethics, Religion, Policy

****DUE – Monday, Mar. 4 - Reflective journal upload due for weeks 7 and 8**

- Tuesday, Mar. 5 Indigenous people and health
**Reading: Section 9, *Oxford Textbook of Nature and Public Health*
 - Wednesday, Mar. 6 Discussion - biodiversity and health
**Reading: Sections 1.5, 2.2-2.6, 3.1-3.2, 4.1, 5.1-5.2, 6.1-6.4, 10.4 *Oxford Textbook of Nature and Public Health*
 - Thursday, Mar. 7 (per 7) Major world religions and conservation
 - Thursday, Mar. 7 (per 8) Indigenous people, religion, biodiversity
**Video "Aluna" <https://www.youtube.com/watch?v=ftFbCwJfs1I>
- **DUE – Friday, Mar. 8 – Project Mid-semester Reports**

WEEK OF MARCH 9-16 – SPRING BREAK, NO CLASS

Week 10: Ethics, Religion and Policy (cont.)

- Tuesday, March 19 Ethics and biodiversity
**Reading: Leopold "The Land Ethic"
- Wednesday, March 20 Discussion - Half Earth - **STUDENT 5 LEADS**
**Reading: Wilson "Half Earth: Our Planet's Fight for Life"
- Thursday, March 21 (per7) Biodiversity, Sustainability, Economics and Public Policy
**Reading: Cardinale You read the Cardinale paper for our very first guest speaker; skim again if you have time
- Thursday, March 21 (per8) Inclusivity in conservation
**Reading: Demery & Pipkin "Safe field-work strategies ..."

****DUE – Friday, Mar. 22 - Reflective Essay 3 - Biodiversity and Health**

Week 11: Complete Ethics, Religion, Policy; Begin Models of Conservation

****DUE - Monday, Mar. 25 - Reflective journal upload due for weeks 9 and 10**

- Tuesday, March 26 Environmental justice
**Reading: Fernández-Llamazares et al – "State of the Art Review of Indigenous ..."
- Wednesday, March 27 Communicating Science to the Public
**Reading: Christiano "The Science of What Makes People Care"
- Thursday, March 28 (per7) Discussion – Ethics, religion, justice, public policy, Karieva paper - **STUDENT 6 LEADS**
- Thursday, March 28 (per 8) Centre Val Bio
**Reading: Wright & Andriamihaja "Making a rain forest national park work ..."
**Website: Centre Val Bio (<https://www.stonybrook.edu/commcms/centre-valbio/>)

Week 12: Models of Conservation

- Tuesday, Apr. 2 Mashpi Lodge, Napo WLC, Tropical Herping
** Websites: Mashpi Lodge (<https://www.mashpilodge.com/>), Napo Wildlife Center (<https://www.napowildlifecenter.com/>), Tropical Herping (<https://www.tropicalherping.com/>)
**Reading: Renkert "Community-owned tourism and degrowth ... Kichwa"
- Wednesday, Apr. 3 Discussion - *Biggest Little Farm* and *Kiss the Ground* films - **STUDENT 7 LEADS**
- Thursday, Apr. 4 (per7) Association Mitsinjo and Anja Community Park
**Reading: Gould & Andrianomena "Ring-tailed lemurs ... south-central Madagascar"
**Reading: Dolch et al "Improving livelihoods ... biodiversity conservation in Andasibe, eastern Mada"

- Thursday, Apr. 4 (per8) Importance of zoos in conservation

Week 13: Models of Conservation

****DUE - Monday, Apr. 8 - Reflective journal upload due for weeks 11 and 12**

- Tuesday, Apr. 9 Hunting and Funding for conservation
- Wednesday, Apr. 10 Blue Ventures
 - **Website: <https://blueventures.org/>
 - **Reading: Singleton et al "Conservation, contraception, and controversy"
- Thursday, Apr. 11 (per7) Ficus Wildlife Tours
- Thursday, Apr. 11 (per8) Aquaria, zoos, conservation; children's books

Week 14: Complete Models of Conservation; begin student presentations

****DUE – Monday, Apr. 15 - Reflective Essay 4, Models of Conservation**

- Tuesday, Apr. 16 Ashton Biodiversity Center/Connecting Bird & Nature Tours
 - **Videos: <https://ashtonbiodiversity.com/home/our-story/>
<https://www.facebook.com/watch/?v=32233682272075>
- Wednesday, Apr. 17 Discussion - Models of conservation - **STUDENT 8 LEADS**
- Thursday, Apr. 18 (per7) Discussion - What you can do to preserve biodiversity - **STUDENT 9 LEADS**
- Thursday, Apr. 18 (per8) Class wrap up and celebration

Week 15: Student presentations and class wrap up

- Tuesday, Apr. 23 Student presentations
- Wednesday, Apr. 24 Student presentations
 - **DUE – Wednesday, Apr. 24 - Post-class self-assessment
 - **DUE – Saturday, Apr. 27 - Reflective Journal upload due for weeks 13-15 and final journal summary
 - **DUE – Monday, Apr. 29 – Final Project Report

GRADING:

Class participation: Students are expected to participate in discussions of readings and lectures, and to engage with guest speakers. Credit will be given based on the following breakdown: Students who discuss during at least 90% of class meetings will receive full credit (155 points); Students who discuss during 80-89% of class meetings will receive 90% of full credit (139 points); Students who discuss during 70-79% of class meetings will receive 75% of full credit (116 points); Students who discuss during 50-69% of class meetings will receive 50% of full credit (78 points); Students who discuss during less than 50% of class meetings will receive 0 points for participation.

Semester long project: Through this project, students will learn how conservation programs function both locally and globally and how many are moving to ensure people living locally are involved in planning and all aspects of the program implementation – especially programs designed to maintain biodiversity.

Each student will choose one separate organization (each student will have a different organization) or the government organized initiatives of a specific country and follow it throughout the semester. Students will provide a brief mid-semester report and a longer report at the end of the semester, that includes a presentation to the class. In addition to a description of the organization, its mission, programs and areas of

focus, organizations will be assessed based on social media presence, website, merchandising, report on Charity Navigator, news presence, research and publication record. The semester long project will be worth a total of 170 points. More detail will be provided in class.

Leading discussion: Each student will lead one or two discussions during the semester (depending on class size). Students will be responsible for creating an outline PPT, as well as discussion questions. Students will Zoom with the instructors ahead of time to discuss their presentation. 60 points each.

Reflective journal: Your reflective journal will concentrate on concepts learned, what surprised you, what confused you, and what questions were generated through your reflections of our class sessions and the readings. It is expected that you will cover **each week of the semester with a minimum 250 word entry**. These should be posted every other week (**so two weeks at a time; 500 words**); the deadlines are listed on canvas and above on this syllabus. Entries will be uploaded through Canvas. At the end of the semester you will also submit a summary of the most impactful things you learned from the course - length and instructions will be provided later in the semester. The reflective journal will be worth a total of 100 points.

Short reflective writings: 4 times during the semester you will write short (1500 words) reflection papers on particular prompts, such as comparing points of view on specific strategies among the countries of interest. Reflective writings will be worth 50 points each.

Pre- and post-class self-assessment: After the first and last class meetings you will complete a self-assessment of comfort levels and areas of improvement for communicating with those of other cultures. Gaining experience in such communication is an important component of International Scholar Program classes. Completion of the pre- and post-assessment will be worth 5 pts/assessment.

Your final grade will be based on the percentage of the total points earned as follows:

<u>Point Range (%)</u>	<u>Letter Grade</u>
90% and above	A
87-89%	A-
83-86%	B+
80-82%	B
77-79%	B-
73-76%	C+
70-72%	C
65-69%	C-
55-64%	D
54% and below	E

UF GRADING POLICIES:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .

ATTENDANCE:

Requirements for class attendance, assignments, and other work in this course are consistent with university

policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Attendance at and participation in class sessions are mandatory, with point totals described above.

It is understood that valid absences may occur. If you have a valid documented excuse and notify the instructor by email in advance, you will be able to make up missed class discussions through written means.

MAKEUP HOMEWORK DUE TO ILLNESS OR FAMILY EMERGENCY:

No homework will be accepted late without formal documentation of illness or family emergency. Specifically, the student will need to have the Dean of Students Office (P202 Peabody Hall) send a formal accommodation document to course faculty stating that the student was unable to complete the homework on the scheduled date due to illness or family emergency. These notes from the Dean's Office must be received by course faculty within 3 business days after the homework is due.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

REQUIRED TEXTBOOKS:

- *Oxford Textbook of Nature and Public Health: The Role of Nature in Improving the Health of a Population*, 2018, edited by Matilda van den Bosch and William Bird.
- *Half Earth: Our Planet's Fight for Life*, 2016, Edward O. Wilson.
- *Connecting Global Priorities: Biodiversity and Human Health. A State of Knowledge Review*, 2015, World Health Organization. Available free of charge at: https://apps.who.int/iris/bitstream/handle/10665/174012/9789241508537_eng.pdf;jsessionid=A36ED91A319F13169D8153971326A223?sequence=1

COURSE WEBSITE:

Course website: E-Learning (Canvas) website, <http://lss.at.ufl.edu>
The E-Learning (Canvas) website is where the class syllabus, handouts, notes and assignments will be posted, along with any announcements. This site is also where you will find basic course-related information. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

MATERIALS AND SUPPLIES FEES:

There are no materials and supplies fees assessed for this class.

STUDENT DEMEANOR:

Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion, and to treat the other students and the instructor with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation.

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 guest 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

ONLINE COURSE EVALUATION PROCESS:

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

UNIVERSITY HONESTY POLICY:

UF students are bound by The Honor Pledge which states,

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please let us know.

RESOURCES FOR ADDITIONAL HELP:

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 <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: <https://counseling.ufl.edu/> 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 <https://shcc.ufl.edu/>.

University Police Department: Visit <https://police.ufl.edu/> 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 <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk (<https://helpdesk.ufl.edu/>) 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.

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 <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/> for more information.