

Syllabus: Research Design Workshop in Political Science

COURSE INFORMATION	<i>Term:</i> Spring 2022 <i>Level:</i> Intermediate/Pre-Thesis <i>Meet:</i> Wednesday 12:30-3:20 <i>Room:</i> CHL 221 <i>Revision:</i> January 30, 2022	<i>Instructor:</i> Jack Reilly <i>Office:</i> Social Sciences 205 <i>E-mail:</i> jreilly@ncf.edu <i>Office Hours:</i> Tues & Friday 4-5:30, by appt <i>Appointments:</i> jackreilly.com/appointments
DESCRIPTION	<p>This workshop will introduce students to the methodological and practical issues involved in studying politics and policy. Students will become familiar with the logic of inference and learn how to construct arguments about research in social science. A major goal of this course will be for each student to design a major research project, including the specification of the theories, models, literature, methods, data, and logistics involved in completing the project. Successful projects may be used as the foundation for a student's theses.</p> <p>The class is intended for students planning to complete a concentration in Political Science. All students who will be working with a Political Science thesis sponsor are welcome, including in concentrations in International Studies, Environmental Studies, Quantitative Social Science, Public Policy, and others. The course meets the requirements for Craft and Rhetoric in Political Science, Research Methods in Environmental Studies, and Research Design in Quantitative Social Science.</p>	
PREREQUISITE	Intermediate work in political science or the student's associated interdisciplinary field of study.	
CO-REQUISITE	Introduction to Statistics or equivalent (Dealing with Data I, Quantitative Political Analysis I) if not already completed.	
ENROLLMENT	This course is recommended for students who will begin to write their thesis next semester (or who are beginning this semester). Priority will go to third-year students preparing their thesis projects and fourth-year students who need the course for graduation. Second-year Political Science students who will be studying abroad in spring of their third year will have the next priority. Enrollment is by permission of the instructor.	

Materials

BOOKS

Required

- Toshkov, 2016. *Research Design in Political Science*. Palgrave. ISBN: 9781137342829
- Baglioni, 2016. *Writing a Research Paper in Political Science*. CQ Press. ISBN: 1483376168
- Becker, 2007. *Writing for Social Scientists*. Chicago. ISBN: 9780226041322

Recommended (for those interested in graduate study in politics or policy)

- King, Keohane, and Verba, 1994. *Designing Social Inquiry*. Princeton.
- Ashworth, Berry, and Bueno de Mesquita. 2021. *Theory and Credibility: Integrating Theoretical and Empirical Social Science*. Princeton.

The recommended volumes represent the kind of research design book you'll be expected to read and comprehend in a scientific empirical research-focused graduate program in politics and government - if you want to go to this type of program, it's a good idea to take your first run at one of them now.

Course Requirements

OVERVIEW	<p>Satisfactory completion of the course requires completion of the following:</p> <ol style="list-style-type: none">1. Daily Reading & Preparation2. Assignments<ol style="list-style-type: none">(a) Project Assignments(b) Minor Assignments3. Core Exam4. Final Project (Thesis Research Proposal)<ol style="list-style-type: none">(a) Paper(b) Presentation
PARTICIPATION AND READINGS	<p>Successful participation requires both attendance and familiarity with the readings. By class each day, you should have completed the readings for that day. Students are not expected to have mastered the reading by class, but students are expected to be familiar enough that they may ask and answer questions about the material during presentations and discuss the material during seminar. It is difficult to make up a missed class, as much of class is conducted interactively and with visiting speakers and we only meet once each week. If you must miss a class, make sure to complete the reading for the class and review the material with your fellow classmates or with the professor.</p>
EXAM	<p>There is one exam in this class, focusing on the core concepts of research design. It will take place March 16, 2022. If you cannot make this time, you must tell me now.</p>
ASSIGNMENTS	<p>You must turn in each paper on time or you will not receive credit. I do not accept late work. If, after turning in an assignment, you are unsatisfied, I welcome you to freely revise it as you wish and I will evaluate the revised document. All papers are due Sunday, by midnight, of the identified week.</p>
CONDITIONS FOR SATISFACTORY COMPLETION	<p>To satisfactorily complete the course, you must satisfactorily complete all four course requirements: daily preparation, assignments (major and minor), the exam, and the prospectus. Specifically:</p> <ol style="list-style-type: none">1. Students with more than one unexcused class absence may not receive a satisfactory course evaluation. [Excused absence example = "I emailed the professor because I was sick"]2. Students must complete all research assignments, the prospectus draft, and a peer review, as well as smaller group projects and intermediary assignments.3. Students missing an assignment due date may not receive a satisfactory course evaluation.4. Students must turn in a final prospectus and complete a presentation on their project proposal.5. Students must satisfactorily complete the core exam.

Course Structure

This class is not a typical lecture or seminar. Class is divided into three segments - **research design, project development, and your project.**

RESEARCH DESIGN

You will be introduced to the process of creating - rather than merely consuming - empirical research in political science. We begin by focusing on broad questions (what is science?), talk about theory (what kinds are there?), continue into the logic of inference (how can I be sure of my conclusions? how sure can I ever be?), and finish with a survey of common research designs in political science (experiments, surveys, interviews, case studies, and more). Along the way, we will discuss the difference between qualitative and quantitative work in the social sciences, issues of measurement and operationalization, and how to best critically analyze the work of yourself and others.

PROJECT DEVELOPMENT

This component of the class covers the practical aspects of the process of conducting research, from the very beginning (how do I identify an interesting question?) to the end (how do I revise my work most effectively?) We will cover how to approach literature reviews, how to go about identifying and managing data sources, how to schedule your time most effectively for your project, and how to pick a research strategy that best suits the question you have chosen. We will also talk about how your interests can lead to, and yield, different kinds of jobs and career paths.

YOUR PROJECT

As a workshop class, the goal is to produce a fully fleshed out research design proposal (or prospectus) that you, should you wish to, can immediately start implementing for your thesis. Ideally, the process of creating this project will help illuminate your own research interests, help you identify a thesis topic (whether or not you write on the exact topic you chose to do in the workshop), and give you a broader understanding of the world of political science and academic inquiry in general.

WEEKLY CLASS

In terms of the specific structure of daily class periods, we'll largely devote time equally to each of these three components, with slightly more time devoted to the scientific method early on and more time devoted to your projects at the end of the class. In addition to presentations by the professor, we'll have visiting speakers from other offices on campus, other professors, and former New College students to explore the variety of ways you can approach a project, implement it, and carry it out.

This class is a significant undertaking, and represents a lot of work on your and my part, but I'm excited to teach it and excited to have all of you in it. Its focus on the process of creating an academic paper, from start to finish, allows it to be one of the more unique courses you will take at New College. I hope that, in addition to being one of the most unique classes you take, it will also turn out to be one of the best.

Class Schedule					
W	Research Design	Project Development	Your Project Stage	Campus Resources	Research Presentation
1	Course Introduction	Political Science as a Discipline	Overview		
2	What is Political Theory?	Questions and Puzzles	Topic & Question	What is Political Theory? (Michael Gorup)	
3	What is Scientific Theory?	Library Research; Analyzing Articles	Literature Investigation	Library (Tammera Race)	
4	Causation	Writing I: The Process	Gathering Sources	WRC/SWA (TBD)	Michael Gorup (Political Theory)
5	Observation	Writing II: Outlines to Topic Sentences	Annotated Bibliography	CEO/Resume (Ciara Suarez)	Amanda Fidalgo (Comparative Politics)
6	Measurement	Writing III: Organizing Literature	Initial Theory	SSRL/Data Sources (Duff Cooper)	Jack Reilly (Political Behavior)
7	Core Exam	Writing IV: The Literature Review*	Hypotheses	WRC/Literature Reviews (Jenn Wells)	
B	SPRING BREAK				
8	Experiments	The IRB (Institutional Review Board)*	Literature Outline	ORPS/IRB (Justin Miller)	Rudabeh Shahid (Conflict, Human Rights)
9	Small-N Studies	Presenting	Data Identification		Frank Alcock (International Relations, Policy)
10	Large-N Studies	Practice Presentations	Literature Review		Student Practice Presentations
11	Mixed Methods, Research Transparency	Writing V: Revising*	Revising & Editing	WRC/Editing (Jenn Wells); CEO/Careers in PS (Ciara Suarez)	
12	BACC WEEK (no class)	Designing Research Plans	Research Design		
13	Panel: Advice from those who have been there	Writing VI: Abstracts	Presentation; Peer Review		Panel
14	Presentations	Where to go from here?	Presentation; Peer Review		Student Presentations
F	FINAL WEEK				Final Proposal

Work and Assignments

W	Major Work Due	Sources	Minor Work Due	Meetings
1	Assignment 0: Exploratory Interests			
2	-			
3	Assignment 1: Preliminary Question	5		
4	-			PS Sponsor 1 (Literature Recommendations)
5	Assignment 2: Annotated Bibliography	15		WRC 1: Initial Consult
6			Resume/CV	CEO Resume Meeting
7	Core Exam			
B	SPRING BREAK			
8	Assignment 3: Literature Outline	30	PAOC/Thesis Forms*	PS Sponsor 2 (Hypotheses/Theory)
9				WRC 2: Literature Review
10	Assignment 4: Literature Review	30+	Practice Presentations	CEO Mock Interview
11			Editing Assignment	WRC 3: Editing
12	Assignment 5: Research Design Draft	30+	Bacc Attendance Reports	Bacc Attendance (x2)
13	Presentations			PS Sponsor 3 (Thesis Proposal Discussion)
14	Presentations		Peer Review	
F	Assignment 6: Research Design Proposal			

Note: Assignments to canvas are due by Sunday of the identified week. Required meetings need to be completed by Friday.

Make sure to request reports from your WRC meetings are sent to me.

Abbreviations: PS = Political Science

WRC = Writing Center; SWA = Student Writing Assistant

CEO = Center for Engagement & Opportunity

SSRL = Social Science Research Lab; QRC = Quantitative Resource Center

ORPS = Office of Research Programs & Services

Course Expectations

COURSE POLICIES

Etiquette: Course participants must be courteous to the professor and fellow students. Attend class on time, listen to fellow students when they talk, and disagree (or agree) with others' arguments professionally. Keep cell phones silenced and out of sight.

Computation and Technology: Laptops are required to be closed and left out of sight. Alternate accommodations, if necessary, can be made in the case of documented necessity through New College's Student Disability Services office (SDS).¹

Office Hours: I encourage you to stop by my office hours at any point if you have questions about the course, the readings, school, etc. In addition to formal office hours, I have an open-door policy: if the door is open, you are welcome to come in, so long as I am not facing an immediate deadline of some kind. (In other words, coming in minutes before class is usually not a good idea.) If you want to be sure you can speak with me, setting up an appointment beforehand at jacklreilly.com/appointments is always a good idea. You can also schedule zoom meetings with me via my website, as well as find additional free times, outside of regular office hours, that I am available for appointments each week there.

E-mail: Students can generally expect a response to all e-mails within 24 hours, excepting weekends. Questions that require more than a couple sentences in response should usually be addressed in person. Please feel free to send me all the peculiar, eccentric, odd, weird and neat elections, voting, and public opinion-related tidbits you find.

Readings

WEEK 1

Course Introduction

- Read: Syllabus

WEEK 2

Research Design: What is Political Theory?

- Thiele, "Theory and Vision"
- Toshkov, ch 1
- Article: Gorevitch, "Labor Republicanism"
- *Optional:*
 - Grant, "Political Theory, Political Science, and Politics"

Project Development: Questions & Puzzles

- Read: Baglioni, ch 1 & 2

WEEK 3

Research Design: What is Political Science?

¹Why is my technology policy so constrained? Because in this class, we trust science. And on this matter, science is clear: use of laptops and technology in classes tends to not just distract the user, but also peers next to them – even in lecture based classes (??). In seminar classes, the problem is worse, with laptops breaking the implicit social contract of the classroom space and hindering sustained reflection of the material. Why? Because humans, by nature, are bad at multitasking (yes, despite what you hear about the importance of multitasking) and are prone to distraction by shiny things in the corner (??). There is even some reason to believe that long-hand writing and note taking improves comprehension and mental processing of material (?). To be present and engaged in a meaningful educational experience means placing yourself in the correct context for learning. Which, in turn, means knowing when to keep the electronics off.

- Toshkov, ch 2 & 3
- Lave & March, An Introduction to Models in the Social Sciences, ch 2 & 3

Project Development: Finding and Analyzing Articles

- Baglioni, ch 3
- Becker, ch 1
- Article: Fowler, James. 2008. "The Colbert Bump in Campaign Donations: More Truthful than Truthy." PS: Political Science and Politics, 41: 533-539.

WEEK 4

Research Design: Causation

- Toshkov, ch 6
- Article: Ross, Michael L. 2008. "Oil, Islam, and Women." The American Political Science Review 102(1): 107-23.

Project Development: Writing I: The Process

- Becker, ch 2, 3 (*read casually*)
- *Optional:* Healy, Kieran. 2017. "Fuck Nuance". Sociological Theory 35(2): 118-127.

WEEK 5

Research Design: Observation

- Toshkov, ch 4
- Article: Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." Political Analysis, 2(1): 131-150.
- *Optional:* Geertz, Clifford. Thick Description: Toward an Interpretive Theory of Culture.

Project Development: Writing II: Outlines to Topic Sentences

- Becker, ch 5, 6 (*read casually*)

WEEK 6

Research Design: Measurement

- Toshkov, ch 5
- Article: Paxton, Pamela. 2000. "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization." Studies in Comparative International Development, 35: 92-111.

Project Development: Writing III: Organizing the Literature

- Baglioni, ch 4

WEEK 7

Research Design: Core Exam

Project Development: Writing IV: The Literature Review

- Becker, ch 8

WEEK 8

Research Design: Experiments

- Toshkov, ch 7
- Article: Gerber, Alan S. and Donald P. Green. 2000. "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout" *American Political Science Review*.
- Article: Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a field experiment in Benin." *World Politics*, 55: 399-422.

Project Development: The IRB (Institutional Review Board)

- Scan: Milgram, Stanley. 1963. "The Behavioral Study of Obedience." *Journal of Abnormal and Social Psychology*. 67(4): 371-378.
- Browse: <http://www.prisonexp.org>
- Browning, Lynnley. "Professors Offer a Reality Check For Politicians" *New York Times* [Link](#)

WEEK 9

Research Design: Small-N Studies

- Toshkov, ch 9, 10

Project Development: Presenting Your Work

- Patterson, David. "How to Give a Bad Talk."
- *Select one article for presentation next week:*
 - Boydston, Amber E., Anne Hardy, and Stefaan Walgrave. 2014. "Two Faces of Media Attention: Media Storm Versus Non-Storm Coverage." *Political Communication*
 - Falletti, Tullia G. 2010. "Decentralization and Subnational Politics in Latin America." *American Political Science Review*
 - Fenno, Richard. 1977. "US House Members in their Constituencies: An Exploration." *American Journal of Political Science*
 - Gabel, Matthew. 1998. "Public Support for European Integration: An Empirical Test of Five Theories." *Journal of Politics*
 - Jha, 2013. "Trade, Institutions, and Ethnic Tolerance: Evidence from South Asia" *American Political Science Review*
 - Lowry, William R. 1998. "Public Provision of Intergenerational Goods: The Case of Preserved Lands." *American Journal of Political Science*
 - Mondak, Jeffery. 1995. "Newspapers and Political Awareness." *American Journal of Political Science*
 - Prez, E. O., and Tavits, M. 2017. "Language shapes people's time perspective and support for future-oriented policies." *American Journal of Political Science*
 - Spruyt, Hendrik. 1994. "Institutional Selection in International Relations: State Anarchy as Order." *International Organization*
 - Wasow, 2020. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting" *American Political Science Review*
 - Paglayan, 2022. "Education or Indoctrination? The Violent Origins of Public School Systems in an Era of State-Building" *American Political Science Review*.
 - Settle et al, 2010. "The Social Origins of Adult Political Behavior." *American Politics Research*

WEEK 10

Research Design: Large-N Studies

- Toshkov, ch 8

Project Development: Practice Presentations

- Baglioni, ch 5

WEEK 11

Research Design: Mixed Methods & Research Transparency

- Toshkov, ch 11 & 12

Project Development: Writing V: Revising

- Stimson, "Professional Writing in Political Science: A Highly Opinionated Essay"
- Baglioni, ch 6
- Becker, ch 4

WEEK 12

No Class

Project Development: Designing your Research Plan

- Baglioni, ch 7
- *Optional:* Baglioni, ch 8

WEEK 13

Research Design: Panel: Advice From Those Who Have Been There

- Panelists:
 - **Paige Pellaton** graduated from New College in 2017 with a degree in Political Science, and is currently a fifth year PhD student at the University of California, Davis, studying American political institutions.
 - **Eugenia Quintanilla** graduated from New College in 2018 with a degree in Psychology/Political Science, and is currently a fourth year PhD student at the University of Michigan, studying political psychology and behavior.
 - **Matthew Kirchman** graduated from New College in 2018 with a degree in Political Science & International and Area Studies, and is currently a masters student at Georgetown University, studying international relations and foreign policy.
 - **Jack Belk** graduated from New College in 2019 with a degree in Political Science/Finance, and is currently a first year law student at Duke University. Prior to his time at Duke, he spent two years working for the Analyst Institute as a statistical analyst.
 - **Jennifer Lin** graduated from New College in 2020 with a degree in Political Science & Psychology, and is currently a second year PhD student at Northwestern University, studying political psychology and behavior.
 - **Annika Kufrovich** graduated from New College in 2021 with a degree in Statistics & Political Science, and is currently a masters student at New York University studying quantitative social science and statistics.
 - **Rory Renzy** graduated from New College in 2021 with a degree in Economics & Political Science, and is currently a first year PhD student at Georgia State University, studying public policy with a focus on urban and labor policy.

Project Development: Writing VI: Abstracts

- Baglioni, ch 9

Research Design: Student Research Presentations**Project Development:** Where to go from here?

- Becker, ch 7, 10

ADDITIONAL
RESOURCES

Not required for the course, but useful for further study

Research Design

- Brady and Collier, 2010. *Rethinking Social Inquiry*, 2nd ed. Rowman & Littlefield.
- Geddes, 2003. *Paradigms and Sandcastles: Theory Building and Research Design in Comparative Politics*.
- George and Bennett, 2005. *Case Studies and Theory Development in the Social Sciences*.
- Kellstedt and Whitten, *The Fundamentals of Political Science Research*.
- Creswell, John. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*
- Lave and March, 1993. *An Introduction to Models in the Social Sciences*.
- Frankfort-Nachmias and Nachmias, *Research Methods in the Social Sciences* [many editions]
- Marshall and Rossman, *Designing Qualitative Research* [many editions]
- Miller and Page, *Complex Adaptive Systems*.
- Druckman, Green, Kuklinski, Lupia, *Cambridge Handbook of Experimental Political Science*.
- Creswell, John W. *30 Essential Skills for the Qualitative Researcher*.
- Leopold, David and Mark Stears. *Political Theory: Methods and Approaches*.

Project Development and Writing

- Turabian, 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations*.
- Graff and Birkenstein, 2018. *They Say I Say: The Moves that Matter in Academic Writing*.
- Lipson, 2005. *How To Write a BA Thesis*. Chicago.
- Tufte. 2006. *Artful Sentences: Syntax as Style*.
- *Writing in Political Theory*: <http://govthesis.site.wesleyan.edu/political-theory/>

Campus Academic Resources

YOUR ACADEMIC
ADVISOR

Your academic advisor is your first resource at the college for navigating your courses and academic work at the college. Many first year students find themselves uncertain about when it is "ok" to go their advisor with questions or for advice—but the real answer is "anytime"! We all have open office hours that you can simply drop in at, even if you don't have an appointment, and are eager to help you.

WRITING SKILLS	Clear writing and argumentation is a critical element to success in college (not to mention, life generally). That said, writing is hard, and students come to college with very different levels of preparation for college level and professional writing. Regardless of your skill and comfort with writing, I strongly recommend exploring the options for writing (and revising!) assistance at the Writing Resource Center. You can schedule an appointment through the writing center here: https://ncf.mywconline.com
QUANTITATIVE SKILLS	Like writing skills, quantitative literacy is an integral element to success in college (not to mention, life generally). That said, math is (also) hard, and students come to college with very different levels of preparation for college level and professional data literacy. While this course will cover many aspects of data literacy, should you desire additional support beyond what I and/or the course TA can provide, I recommend exploring the options for assistance at the Quantitative Resource Center. The QRC is located in the Academic Resource Center (ARC), located on the first floor of the Jane Bancroft Cook Library.
STUDENT SUCCESS CENTER	Having trouble figuring out how to manage it all? In addition to your faculty mentor and professors, New College has peer to peer coaching and group workshops available at the Student Success Center. The SSC helps you develop the skills necessary for success in college. We offer one-on-one appointments with trained peer coaches, group study sessions, recurring appointments, workshops, printable resources, regular newsletters, and referrals to other campus services. You can find more information here: https://www.ncf.edu/academics/student-success-center/
ADDITIONAL RESOURCES	Please see the Campus Support Resources document—located in the course canvas page and google drive—for all the academic resources available to you at New College.

New College & Community Academic Policies

CRITICAL THINKING	Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.
STUDENT ACCESSIBILITY	New College of Florida is committed to creating a learning environment that meets the needs of its diverse student body. If you are a student with a disability, or think you may have a disability, you are encouraged to initiate a conversation with the AALC (Advocacy and Accessible Learning Center). The AALC works with students with disabilities to identify reasonable accommodations and plans ways to implement these with your faculty members. Please visit their website for additional information: https://www.ncf.edu/departments/advocacy-accessibility/ . You may also contact the AALC in-person (HCL3), via phone at 941-487-4844, or via email at aalc@ncf.edu . Students are welcome to discuss privately any concerns related to barriers to both fully participating and learning in this course. Students with accommodations are highly encouraged to meet with their primary or partner instructor as soon as possible.
TITLE IX	New College of Florida is committed to equal access to education pursuant to Title IX of the Educational Amendments of 1972. The law protects all individuals on our campus from gender-based discrimination or exclusion or instances of sexual misconduct. All full-time faculty, full-time staff, and resident advisors are Responsible Employees required to report any known instances of sexual misconduct or gender discrimination to the Title IX Coordi-

nator. Please contact our Title IX coordinator (titleix@ncf.edu) or see the website (<https://www.ncf.edu/campus-life/title-ix/>) for more information.

EQUITY,
DIVERSITY, AND
EQUAL
OPPORTUNITY

New College's commitment to excellence can only be realized in a learning environment that is inclusive, characterized by openness to diverse perspectives, and marked by mutual respect. Anything short of this aspiration is inconsistent with our commitment. Equal access, and the opportunity to participate fully in all of our programs and facilities, without regard to race, color, creed, religion, political ideology, national origin, age, marital status, disability, public assistance status, veteran status, gender identity, gender expression, or sexual orientation, is essential to that commitment and will be the standard to which we expect all members of our learning community to adhere.

ACADEMIC
INTEGRITY

Academic integrity is essential to maintaining a vibrant, healthy, and engaging learning environment for which we all must take responsibility. The New College faculty considers academic dishonesty to be a serious violation of community standards. Students are expected to refrain from acts of academic dishonesty, which may include:

1. cheating and/or plagiarism (such as: presenting the intellectual work of others as one's own; failing to cite sources; improper paraphrasing via failing to use own words even if a citation is given; partial, incomplete, or inaccurate citation of work of others);
2. unauthorized multiple submissions (submission of the same work for different academic activities, without the approval of the instructor);
3. false citation (false citation of a source or knowingly attributing work to a source from which the referenced material was not obtained);
4. falsifying data (fabricating or altering data to deliberately mislead; for example, changing data to get better experiment results is academically fraudulent);
5. falsifying information, signatures, or initials on official and academic forms.

If you are in doubt about what practices are permissible in an examination, you should consult the professor prior to sitting for the exam. If you lack understanding of how, in a paper or other presentation, to distinguish your thoughts from those of others, the faculty can refer you to standard guidelines and discuss specific questions.

CLASSROOM
RECORDING

Florida State Law allows students to record classroom lectures without a requirement for prior notice and without the faculty member's consent, with specific limitations on where and how those recordings can be used.

"A recorded lecture may not be published without the consent of the lecturer," and it may be employed only

- a. "for a student's own personal educational use"
- b. "in connection with a complaint to the public institution of higher education where the recording was made"
- c. "as evidence in, or in preparation for, a criminal or civil proceeding"

Recorded lectures used for other purposes may allow the faculty member to seek damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000.

A class lecture is defined as an educational presentation delivered by faculty or guest lecturer, as part of a New College course, intended to inform or teach enrolled students about a particular subject. A class lecture does not include lab sessions, student presentations, clinical

presentations such as patient history, academic exercises involving 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.