



## ANTHROPOLOGY (ANT) 4114



# PRINCIPLES OF ARCHAEOLOGY

Prof. Susan D. Gillespie	Spring 2017
Office: B338 Turlington Hall, Phone: 294-7595	3 Credits
email: sgillesp@ufl.edu	Prerequisite: ANT 2140 or ANT 3141
Office Hours: T 3-4 pm, W 1-3 pm, and by appt.	Lecture T (FLG 245), R 7(WEIL 273) 1:55-2:45 pm)
Teaching Assistant: Scott Macrae email: smacrae@ufl.edu TA Office, Office Hours: TBA	Lab Sections: R8 (#1H89), R9 (#13AH), meet in TUR B357

***This course is NOT eligible for Gordon Rule (writing requirement).***

### COURSE DESCRIPTION

*Why* do archaeologists do what they do? ANT 4114 explains the concepts and rationale—the foundational principles—of contemporary theory and practice in anthropological archaeology. This course is designed for advanced anthropology majors and minors as well as majors in related disciplines seeking an overview of constructs and methods of archaeological research and interpretation. Content focuses on 21<sup>st</sup> century archaeology and includes current challenges facing archaeology as well as archaeology's social relevance in the present and future. The course combines lectures with practical hands-on applications of techniques in the laboratory period. Case studies and artifact examples are drawn from a variety of prehistoric and historic sites, with special attention to Florida archaeology. Students should already have some basic knowledge of archaeological techniques and world archaeology by having completed ANT 2140, ANT 3141, or an equivalent course.

ANT 4114 is intended to prepare students for additional courses in archaeology, including area courses, field school, artifact analysis, zooarchaeology, and paleobotany. It is essential training for anyone contemplating graduate study in anthropology and archaeology or for a career in practicing or academic archaeology, as well as forensic anthropology, Classics, history, art history, museology, historic site interpretation, cultural resource management, and historic preservation law.

### STUDENT LEARNING OUTCOMES

1) Recognize basic principles and practices that organize and motivate archaeological field and laboratory investigations, including research design, site survey and excavation, and materials, temporal, and spatial analyses. 2) Apply foundational methods and the ideas upon which they are based to interpret dynamic historical and material processes, now and in the past, and their traces and trajectories in the present and future. 3) Critically analyze ethical issues pertaining to heritage management and the roles of professional archaeologists in the different facets of cultural heritage.

### CAREER READINESS COMPETENCIES

communication, critical thinking, sense of self, social responsibility, teamwork/collaboration

### REQUIRED READINGS

As yet no undergraduate textbook on 21<sup>st</sup> century archaeology is available. Lecture summaries, workbook chapters, published journal articles and book chapters, and handouts take the place of a textbook. All required readings are provided in pdf form on e-learning (Canvas) or can be accessed as digital journal

articles. See the weekly module for specific assignments. The *Archaeology Workbook* by Susan D. Gillespie, has chapters and exercises, most of which pertain to the Thursday labs. Students should print out and complete the numbered **exercises** from the Workbook, either as homework or in-class during lab periods.

### **E-LEARNING (Canvas)**

Go to <http://elearning.ufl.edu>. Use your Gator-link ID to log in. All materials and assignments are organized as weekly **Modules**. Certain assignments are to be accessed through e-learning. Check the site regularly for announcements and handouts, especially before the lab period. Some grades are posted here.

### **FORMAT AND CLASSROOM DEMEANOR**

The course format for the Tuesday/Thursday lecture periods is lecture and guided discussion, illustrated with slides. Lecture summaries are provided on e-learning to guide you through the lecture. You are strongly encouraged to ask questions during the lectures. However, talking amongst yourselves is disruptive, and all students are expected to show respect for classmates who are trying to listen to the lecture.

### **PERSONAL DEVICES**

*Cell phones must be silenced and stowed out of **your** sight.* Laptops and tablets are allowed *only* for taking notes or accessing readings and lecture summaries; any other use is prohibited, except as directed by the professor, and will be monitored. Newspapers and other reading materials not relevant to the class should be put away when class begins. You need to pay attention to the lectures.

### **CONTACTING THE INSTRUCTORS**

Use the email addresses on the first page to contact the Professor and TA. Put the course number or title in the subject line of the email. *Email messages sent through e-learning will not so quickly be answered.*

### **LAB MEETINGS**

The Thursday labs do NOT summarize the lectures nor do they provide a review of material prior to exams. Instead, new material is introduced in the workbook and additional readings, accompanied by laboratory exercises. **The workbook has exercises for you to complete, some as homework and some during your lab meeting.** Some labs are held outdoors. See the schedule for due dates. Homework exercises are due at the start of class. **Print** and bring your in-class exercises to lab and read *ahead* (not during class time) to be able to finish assignments in the allotted time. IMPORTANT: Print the exercises (pdf files) at **full size**; do not “shrink to fit.” You do not need to print the entire workbook unit as long as you can access it digitally. There is NO time available during the lab for you to read your assignment—you must come ready to work. If you are not prepared, you will not finish on time, and you will lose points. The exercises prepare you directly for the exams; consider them as sample tests.

**Supplies:** For some exercises you will need a 30 cm ruler with *metric* measurements, metric graph paper (you can download and print graph paper from the internet), scissors, and a calculator.

**No** food or beverages are allowed in the lab (B357 Turlington)—this policy is strictly enforced.

### **ATTENDANCE, PARTICIPATION, AND EXCUSED ABSENCES**

Attendance per se is not taken; however, participation in all class activities is recorded.

**Lectures:** All students are expected to be in their seats and ready to listen at 1:55; class begins promptly at that time and a participation activity is usually done then; these make-up 10% of the final grade. Missing lectures will prove detrimental to your understanding of the course material and to your final grade. If you must miss lecture, it is your responsibility to obtain the lecture notes from a classmate.

**Labs:** Participation is also recorded during labs as part of the in-class exercises. Without an excused absence, you will lose points for assignments turned in, even if perfect. With an excused absence, you must turn in the work to receive the grade; you are not penalized for being absent. Only students with excused absences can *request* a make-up lab; however, some lab exercises are impossible to reconstruct. Being late and unprepared for an exercise (not having your workbook or materials or not having done the reading) will

likely mean you cannot finish the activity. Make every effort to be prepared for and attend Thursday lab!

**Excused Absences:** An excused absence is involuntary, such as due to religious holiday, accident, court appearance, illness, death in the family, university-approved activity, etc; see the full policy below. You must email the professor *and* provide a written excuse as soon as you are able. Being excused allows you to request to make up lecture and lab activities and thereby get credit for them.

## LAB EXERCISES AND ASSIGNMENTS

Exercises are corrected *and* graded. Homework exercises are collected at the *beginning* of class; in-class exercises are started and/or finished in class (a few are designated to be turned in later). See grading rubric below. Exercises with majors errors can be resubmitted for a higher grade. Together lab participation and workbook exercises total 30% of the grade. All students are expected to do their own work. Except for group activities, any evidence that you relied on someone else for answers will result in the loss of credit for **both persons**. Don't lend your completed assignments to a "friend" who wants to copy them!

### Grading Rubric for Lab Activities/Workbook Assignments:

Actual point values vary for the different assignments. Assignments may be turned in late to be corrected, with or without an excused absence, but no later than 3 weeks after the original due date. Overdue work in the last 2 weeks is due no later than Friday after reading day. "Extra credit" exercises *are not accepted late*.

100%	completed with virtually no errors during class period
100%	completed with virtually no errors after class period with an excused absence for missing lab
90%	completed with a few errors during class
90%	completed with a few errors after class period with an excused absence for missing lab
80%	completed with no errors as a resubmission (resubmission grade overturns earlier grade)
80%	completed with no errors as a late assignment (no excuse) within the allowed time frame
70%	completed with major errors, on time, never resubmitted
70%	completed with a few errors but submitted late (no excuse) within the allowed time frame
60%	completed with many errors and omissions, on time, never resubmitted
60%	completed with major errors, submitted late (no excuse) within the allowed time frame
0	never turned in

## EXAMS

Exams consist of objective questions (matching, multiple-choice, fill-in-the-blanks), problem sets, and short answers (2-3 sentences). Personal lecture and reading notes may be used on *some* exams. **Missed Exams** may be made up only if you experience an excusable absence during the scheduled exam period (see above) and if you or someone on your behalf has informed the Professor or the TA preferably before the exam begins, but usually no later than within a week afterward. Missed exams should be made up within one week of the exam date and are administered at the instructor's convenience.

## GRADING

All grades in this course are *earned* throughout the semester. They are not negotiated individually at the end of the semester. Do not request a grade adjustment based on work other than what is described in this syllabus. Grading is based on **mastery** of course material, determined from the following instruments only:

1st exam (Jan 31)	60 points, 20% of final grade
2nd exam (Mar 14)	60 points, 20% of final grade
3rd exam (Apr 18)	60 points, 20% of final grade [non-cumulative]
Lab activities, assignments:	90 points, 30% of final grade
Lecture activities participation:	30 points, 10% of final grade
Total: 300 points	

Letter grades are assigned at the end of the semester, based on a maximum of 300 points, according to the grading scale below. See University policy: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**Important:** If a minimum grade of **C** is needed to fulfill certain graduation requirements, **C-** does **not** fulfill those requirements. Note the GPA points for each letter grade in the bottom line of the chart below. Don't pay attention to a percentage grade "assigned" to you by Canvas; look only at the point totals.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
270-300	264-269	255-263	240-254	234-239	225-233	210-224	204-209	195-203	180-194	174-179	173 or lower
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

The gradebook is "closed" on the date of the university-scheduled final exam for the class (Apr 27). Any overdue assignments or grade adjustments must be received by that date and time.

### COPYRIGHT INFORMATION

The contents of the syllabus, all lectures, lecture summaries, handouts, and the workbook for this course are *copyright-protected*. Lectures and slides **may not be video-recorded, audio-recorded, or photographed** without the instructor's permission. Neither lecture notes nor the workbook may be reproduced, sold, or distributed in any profit-making enterprise. This would constitute a punishable breach of copyright protections, and students who do so will be subject to sanctions; see the University code of ethics.

### STRATEGIES FOR SUCCESS, or HOW TO AVOID FAILURE

Attend class—be on time and be prepared. Keep up with *all* the readings each week. Redo any workbook exercises you did poorly. Take any practice quizzes. Ask questions in lecture and in lab section if you have any difficulty understanding the material. Contact us by email. Meet with us in person. The problem-solving components of this course may be unfamiliar. You are asked to think, be imaginative, look for patterns, apply concepts, and make interpretive judgments—not just memorize material. The readings are written for professionals and some will be challenging. The workbook exercises are designed to prepare you directly for your exams, so do not fall behind in your readings and workbook exercises.

### ACCEPTANCE OF COURSE REQUIREMENTS

By remaining registered in this class, you tacitly agree to accept all course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents; see the last two pages.

### Schedule of Topics and Assignments

\* = Thursday lab [finish all reading assignments and homework exercises *before* lab class meets]

**R** = reading, web, or video assignment      **CH** = Workbook chapter      **LS** (in module) = Lecture Summary

**Ex** = Workbook problem      **due** = collected at *start* of class (or assignment due on Canvas)

NOTE: Assignments here are *tentative and subject to change*. Use the **Module** tool on Canvas for the most complete and up-to-date assignments, including lecture summaries.

DATE	TOPIC	ASSIGNMENTS
<b>Week 1</b> 1/5	<i>Part I. Characterizing Archaeology</i> Archaeology's Social Relevance - Archaeology's Past is in the Present	R: Harrison and Schofield (2010) "Artefacts" (1 page) R: Olivier (2013) "The Business of Archaeology is the Present" R: "SAA Principles of Archaeological Ethics"
<b>*1/5</b> Lab 1	Observation	<b>CH I</b> Observation: Believing is Seeing <b>Ex 1:</b> What's In My Box? in class [print & bring]
<b>Week 2</b> 1/10	Modernity, Culture, and Multiple Archaeologies	R: Sabloff (2005) "Processual Archaeology" pp. 212-219 R: Hodder (2005) "Post-Processual and Interpretive Archaeology" pp. 207-212 (combined in one pdf)
1/12	<i>Part II. Archaeological Investigations</i> Units of the "Archaeological Record" -1 Content and Time Periods	R: Thomas (2012) "Archaeology, Anthropology, and Material Things"
<b>*1/12</b> Lab 2	Deposit Units and Measurement	<b>CH II</b> Units, Variables, and Measurement <b>Ex 2 due</b> at start of class: Metric System <b>Ex 3</b> Assemble a Site in class [bring metric graph paper]
<b>Week 3</b> 1/17	Units of the "Archaeological Record" - 2 Space and Sampling (Crystal River case study)	<b>CH III</b> Scale and Sampling <b>Ex 4 due</b> Sampling – turn in at start of lecture <b>Tuesday</b> R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future" pp. 5-7 only Recommended R: Weisman (1995) <i>Crystal River : A Ceremonial Mound Center on the Florida Gulf Coast</i> , pp. 1-18.
1/19	Producing Archaeological Knowledge - Fieldwork 1: Reconnaissance, Survey	<b>CH IV</b> Locating Sites in Space R: Pluckhahn et al. (2010) "Toward a New View of History and Process at Crystal River (8CI1), 164-173 only
<b>*1/19</b> Lab 3	Making Maps	<b>CH V</b> Making Maps <b>Ex 5, 6 due</b> at start of class: Townships, Topo Maps <b>Ex 7, 8 in class:</b> Read a site map, Locate a point in space (start on extra credit exercise #1 at home if you wish)
<b>Week 4</b> 1/24	Producing Archaeological Knowledge - Fieldwork 2: Excavation as Disassembly	R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future," pp. 12-14 only
1/26	Producing Archaeological Knowledge - Beginning the "Archive"	<b>CH VI</b> Mapping Archaeological Remains
<b>*1/26</b> Lab 4	Archaeological Drawings: Re-assembling the Site	possible outdoor activity: lay out a test pit <b>Ex 9, 10 due:</b> Read a Grid, a Profile Drawing <b>Ex 11</b> in class Draw a Site Plan; Read instructions <i>prior</i> to lab; due at end of class; <b>bring graph paper, metric ruler</b>
<b>Week 5</b> 1/31	<b>EXAM I</b>	
2/2	<i>Part III. Interpreting Archaeological Evidence</i> - Sites in Process: Assemblages and Taphonomy (Silver Glen site case study)	R: Joyce and Pollard (2010) "Archaeological Assemblages and Practices of Deposition"

<b>*2/2</b> Lab 5	Deposit Theory: Stratification and the Harris Matrix	<b>CH VII</b> Deposit Theory: The Harris Matrix <b>Ex 12 due</b> Harris Matrix method <b>Ex 13</b> Create a Harris Matrix in class extra credit #2 taphonomy identification (time permitting)
<b>Week 6</b> 2/7	What is the “Archaeological Record” (Silver Glen site)	R: Gilmore (2015) Subterranean Histories: Pit Events and Place-Making in Late Archaic Florida
2/9	Organizing Typological Assemblages: Classification	<b>CH VIII</b> Typological Assemblages: Archaeological Classification
<b>*2/9</b> Lab 6	Classification: Assemblage or Abstraction	<b>Ex 14 due</b> Classify your Wardrobe <b>Ex 15, 16</b> in class: Taxonomies, paradigms, and deviation <b>bring scissors</b> if you have them
<b>Week 7</b> 2/14	<i>Part IV. The Archaeological Objective</i> Reconstructing Culture? or Revealing History?	R: (Anonymous) “North Florida, 2500 B.P.-A.D. 1700”, pp. 1-7; focus on “Research Questions,” pp. 5-6 Recommended R: Andrews et al. (2000) “Interpretation not Record: The Practice of Archaeology”
2/16	Interpretive Modeling: Analogy and Actualistic Studies	<b>CH IX</b> Models: Analogy and Actualistic Studies R: “Moving the Moai”
<b>*2/16</b> Lab 7	Analogy: Its Uses and Limits (and) Experimental Archaeology	R: “How do Archaeologists Figure out the Function of an Ancient Tool?” R: “Analogy New World” –print and bring to lab if your birthday is on an even-numbered day R: “Analogy Old World” –print and bring to lab if your birthday is on an odd-numbered day <b>Ex 17 due:</b> What Kind of Analogy? <b>Ex 18, 19</b> in-class: Prevalence of Analogy, Create an Experimental Lab Exercise
<b>Week 8</b> 2/21	<i>Part V. Time: Temporality and Duration</i> Concepts of Time	R: Bailey (2005) “Concepts of Time” pp. 268-273 R: Lucas (2005) “The Archaeology of Time,” pp. 1-15 (e-book: CC75.5 .L83 2005)
2/23	Philosophies of Time: Duration and Succession	R: Lucas (2005) “The Archaeology of Time,” pp. 19-27 (e-book: CC75.5 .L83 2005)
<b>*2/23</b> Lab 8	Seriation as A-Series Time	<b>CH X</b> Seriation (A-Series Time) <b>Ex 20 due:</b> Stylistic Seriation <b>Ex 21</b> in class: Frequency Seriation Extra Credit exercise #3; start in class to turn in later
<b>Week 9</b> 2/28	Following Traces of Things in Time (Swift Creek pottery case study)	R: Joyce (2012) “Life With Things: Archaeology and Materiality” R: Wallis (2015) “The Living Past: Itineraries of ‘Swift Creek’ Images through Wood, Earthenware, and Ether”
3/2	Principles of Archaeological Dating (early Southeast pottery case study)	R: Gilmore (2014) “Radiocarbon Dating of Spanish Moss from Orange and Stallings Fiber-Tempered Pottery: Method and Chronological Implications” Recommended R: Ingold (2012) “No More Ancient; No More Human: The Future Past of Archaeology and Anthropology,” pp. 77-81 only

<b>*3/2</b> Lab 9	“Dating” Things in Motion	<b>CH XI</b> Dating a Thing in Motion: Dendrochronology <b>Ex 22</b> in class Interpreting Tree Rings R: Neely (2014) “Mystery of World Trade Center Ship Solved”
3/6-3/10	<i>spring break</i>	[sorry - the university moved spring break to here]
<b>Week 10</b> 3/14	<b>EXAM II</b>	
3/16	<i>Part VI. Technology: Making (And Unmaking) Things and People - Transforming Things in Motion: chaîne opératoire</i>	R: Bleed (2001) “Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Stone Tool Production and Other Sequential Activities” (skip pp. 102-105 on Japan)
<b>*3/16</b> Lab 10	Analyzing Technology: Lithics and Ceramics	<b>CH XII</b> Analyzing Lithic Artifacts <b>CH XIII</b> Analyzing Ceramic Artifacts <b>Ex 23</b> in class: Artifact Analysis extra credit #4 <i>chaîne opératoire</i> airplane (home/in class)
<b>Week 11</b> 3/21	Technology of the Social: Crafting Identity (“Stallings Culture” case study)	R: Dobres (1999) “Technology’s Links and <i>Chaînes</i> : The Processual Unfolding of Technique and Technician” pp. 124-130, 138-139 only R: Sassaman (1998) “Crafting Cultural Identity in Hunter-Gatherer Economies”
3/23	Bodies in Motion (Weeden Island case study)	R: Milanich et al. (1997) “Charnel Knowledge” in <i>McKeithen Mounds</i> pp. 91-119 (ebook E99.W48M37 1997)
<b>*3/23</b> Lab 11	Unmaking and Remaking Bodies at the McKeithen Site	<b>CH XIV</b> Making and Remaking Bodies <b>Ex 24</b> in class: Remaking Bodies at the McKeithen Site
<b>Week 12</b> 3/28	Things, Entanglement, and Historical Change	R: Gillespie (2016) “The Entanglement of Earth in the Age of Clay”
3/30	Landscapes in Motion: History, Memory, and Materiality	R: Wallis (2008) “Networks of History and Memory: Creating a Nexus of Social Identities in Woodland Period Mounds on the Lower St Johns River, Florida” 236-253. <i>Bring something from home that you picked up on a trip elsewhere and be prepared to briefly talk about it</i>
<b>*3/30</b> Lab 12	Landscapes of Change (Lower St. Johns sites case study)	<b>Ex 25</b> in class Landscapes of Change: work on maps in class and finish assignment to turn in next week
<b>Week 13</b> 4/4	Living Landscapes: Human-Animal Relations	R: Allentuck (2015) “Temporalities of Human-Livestock Relationships in the Late Prehistory of the Southern Levant” Recommended R: Moore & Thompson (2012) “Animism and Green River Persistent Places: A Dwelling Perspective of the Shell Mound Archaic”

4/6	<i>Part VII. Theory in Practice in Archaeology Today</i> Indigenous Archaeologies and the New Cultural Heritage	R: Ferguson (2003) “Anthropological Archaeology Conducted by Tribes” R: Neely (2014) “Ancient Site’s Cultural Resources Secretly Buried” (1 page) R: Holtorf and Fairclough (2013) “The New Heritage and Re-Shapings of the Past” Recommended R: Zimmerman (2006) “Consulting Stakeholders” pp. 39-55
<b>*4/6</b> Lab 13	The Past in the Present: Competing Agendas (Miami Circle case study)	<b>Ex 25 due</b> Landscapes of Change R: Bawaya (2014) “An Echo of the Miami Circle” <b>Ex 26</b> in class Debating the Miami Circle: Preservation or Development [bring laptops/tablets for online research]
<b>Week 14</b> 4/11	The Contemporary Past (Dozier School and Rosewood case studies)	R: Buchli and Lucas (2001) “The Absent Present: Archaeologies of the Contemporary Past” Recommended R: Voss (2010) “Matter Out of Time: The Paradox of the ‘Contemporary’ Past”
4/13	Archaeology: Past, Present, Future (Florida coastline case study)	R: Sassaman et al. (2014) “North Gulf Coastal Archaeology of the Here and Now”
<b>*4/13</b> Lab 14	Doing Archaeology of the Long-Term	<b>Ex 27</b> in class: Responses to Sea Level Rise in Florida’s history since the Ice Age [bring laptops for research]
<b>Week 15</b> 4/18	<b>Exam III</b>	

The following information is provided in conformance with University Policy: *Please Read!*

### 1. Policy related to class attendance, make-up exams, and other work

Requirements for class attendance, make-up exams, assignments, and other work in this course (e.g., excused absences) are consistent with university policies at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. University policy states that absences count from the first class meeting. “In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.” The UF Twelve-Day Rule for student-athletes (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>) states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption *must provide documentation* to the instructor for each absence. It is the student-athlete’s responsibility to maintain satisfactory academic performance and attendance.

### 2. Religious observances

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the instructor in advance and request this modification; it will then be granted. Please make requests early in the semester.

### 3. Accommodations for students with disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which **must be presented in hard copy** to the instructor when requesting accommodations. This requires a face-to-face meeting. Students should follow this procedure as early as possible in the semester. No accommodations will be granted until the presentation of the letter and the meeting.



#### 4. 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 Honor Code (<https://www.dso.ufl.edu/scer/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office. Students who have not committed any prior violations will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the Honor Code Resolution Process (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>). If you are accused of academic dishonesty, you are not allowed to drop the course until the matter is resolved. DO NOT CHEAT—the penalties are too severe. If you have any questions about what constitutes cheating or plagiarism, or have concerns about completing an assignment on time, please consult with the instructor.

#### 5. Counseling and Emergency Services

U Matter, We Care serves as the umbrella program for UF’s caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends.

- the University Counseling Center, 301 Peabody Hall, 392-1575; <http://www.counseling.ufl.edu/cwc/Default.aspx>
- Student Health Care Center, 392-1171
- Career Resource Center, Reitz Union, 392-1601
- Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161
- University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

#### 6. Online course evaluation process

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>

#### 7. Electronic Course Reserves

The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565 or at [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu). For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at [eres@uflib.ufl.edu](mailto:eres@uflib.ufl.edu).

If you are not using a UF computer, it is best to **use the UF VPN client** when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to electronic materials using off-campus computers. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>

#### 8. Software Regulations

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.