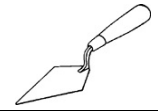


ANTHROPOLOGY (ANG) 5184 PRINCIPLES OF ARCHAEOLOGY



Prof. Susan D. Gillespie	Spring 2025
Office: B338 Turlington Hall, Phone: 352-294-7595	Class # A410, Section 22433
email: sgillesp@ufl.edu	3 Credits
Office Hours: TBA	T/R Per 6 lecture, T Per 7 discussion Tur B357

COURSE DESCRIPTION

This course covers the concepts and rationale—the foundational principles—behind the theory, methods, and practice of contemporary critical anthropological archaeology as a historical and interpretive scientific discipline. It is designed for MA level graduate students in anthropology and related disciplines seeking an overview of constructs and methods for archaeological research, interpretation, and explanation. Content focuses on 21st century archaeological practice primarily in the US and UK, and considers archaeology’s social relevance and ethics. Lectures (period 6 T/R) are combined with seminar-type discussion of readings (period 7 T). Case studies are drawn from a variety of prehistoric and historic sites, with special attention to Florida archaeology.

This course is intended to prepare students for additional courses in archaeology, including theory, methods, area courses, field school, artifact analysis, and quantitative analysis and imaging. It is essential training for anyone contemplating a career in practicing or academic archaeology, forensic anthropology, Classics, history, art history, museology, historic site interpretation, cultural resource management, and historic preservation law.

STUDENT LEARNING OUTCOMES—At the end of this course, students will be able to:

- 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 in the past and their traces and trajectories into the present.
- 3) Critically analyze ethical, ontological, and epistemological issues pertaining to the roles of professional archaeologists in the different facets of interpreting the past for diverse stakeholders in the present.
- 4) Articulate the social relevance of archaeology to the general public.

REQUIRED READINGS and E-LEARNING

No comprehensive textbook on 21st century archaeology is available. Students are asked to purchase, rent, or read on library reserve the two following books. They are also available as pdfs on Canvas.

Lucas, Gavin (2012) *Understanding the Archaeological Record*. Cambridge: Cambridge U Press.

Lucas, Gavin (2005) *The Archaeology of Time*. London: Routledge. (e-book: CC75.5 .L83 2005)

Other materials and assignments are organized as weekly Modules on Canvas, including required chapters from the *Archaeology Workbook* by Susan D. Gillespie, excerpted book chapters (available as pdf files on Canvas), and digital journal articles. The final type of required readings are the narrative lecture summaries and handouts on Canvas. Check Canvas regularly for announcements and to post discussion comments on the required reading assignments.

WORKBOOK CHAPTERS AND EXERCISES

The *Workbook* is shared with the undergraduate class. Workbook chapters are an important component of the course content, but graduate students are not required to complete the workbook exercises. You may if you wish to do so, and the instructor will correct any errors, but they are not part of your grade. Similarly, if you wish to do so, you may attend the Thursday lab to participate in the activities.

TUESDAY DISCUSSION

On Tuesday period 7 is devoted to discussion of the readings assigned since the previous Tuesday. Note that discussion assignments cross-cut the weekly Canvas pages. To facilitate discussion of readings, students *are required to post 3 questions or comments*, each from a different reading on the Canvas Discussions tool by **Monday 7:00 pm**, and everyone is expected to review all those questions. You may respond to them prior to class meeting, to start the discussion or indicate where you have difficulty understanding a reading or disagree with the author. Posting of questions/comments on the discussion boards and participation in class discussion on each Tuesday make up 15% of the final grade.

ATTENDANCE, PARTICIPATION, AND EXCUSED ABSENCES

T/R Lectures: The lectures coincide with ANT 4114, the undergraduate version of the course. All students are expected to be in their seats and ready to listen at 12:50; class begins promptly at that time and a participation activity is usually done then (10% of final grade). Although a lecture summary is provided, missing lectures will prove detrimental to your understanding of the course material and to your final grade.

Tuesday Discussion: Attendance is also taken during the discussion period. Unless your absence is excused, you will be penalized for assignments turned in late. Even with an excused absence, you must post discussion questions and turn in any assignments to receive the grade; you are not penalized for being absent. Only those with excused absences can request to make up the missed work.

Excused Absences: Examples of excused absences are religious holiday observance, accident, court appearance, illness, death in the family, etc; see the full university policy at the end of this syllabus. You must email the instructor and provide an excuse as soon as you are able. Being excused from class does *not* excuse you from the activities done on that date; you must make them up to get credit for those activities.

CONTACTING THE INSTRUCTOR

The preferred method is to use the email address on the first page to directly contact the instructor. Put the course number or title in the subject line of the email.

EXAMS

Three in-class exams consist of objective questions (matching, multiple-choice, fill-in-the-blanks), short answers, and short essays. They are all worth 50 points and are non-cumulative. **Missed Exams** may be made up only if you experience an *excused* absence during the scheduled exam period and if you or someone on your behalf has informed the instructor 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.

RESEARCH DESIGN PROJECT

The final grade component consists of a "Research Design" for a research problem of interest to you. This will be a brief version, not a full-fledged research design as in a grant proposal, as a way to practice creating a research design and employing concepts and methods learned in class (e.g., evidence, variables, measurement, scale, sampling, accuracy, validity, classification, modeling, hypotheses, interpretive methods, inference and explanation). Discussion and preparation of your research design takes place over three discussion periods (full instructions are on Canvas). At the end of the semester, everyone will give a powerpoint presentation of their research design to receive feedback from the class. Day, time, and place will to be determined by mutual convenience. The due date of the final paper (c. 2000 words) to be uploaded on Canvas will be determined later. All components of the Research Design constitute 15% of the final grade.

AI USE POLICY

Writing, analytical, and critical thinking skills are among the learning objectives of this course. Thus all writing assignments should be prepared by you, the student, without assistance. Developing strong competencies in these areas will prepare you for a competitive workplace. AI-generated (i.e., text-generating software such as Chat GPT) submissions are not permitted and will be flagged and treated as plagiarism.

LIBRARY RESOURCES

Library resources with direct links to critical library websites designed for graduate students:

<https://guides.uflib.ufl.edu/anthroUF/grad>

GRADING

All grades in this course are earned throughout the semester. Do not request a grade adjustment based on work other than what is described in this syllabus. 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](#). If a minimum grade of **B** is needed to fulfill certain requirements, B- does **not** fulfill those requirements. Because exam grades are returned to you, they are not put on Canvas until semester's end.

Grading is based on mastery of the course material, as determined from the following instruments only:

1st exam (Feb 11)	60 points, 20% of final grade
2nd exam (Mar 25)	60 points, 20% of final grade
3rd exam (Apr 22)	60 points, 20% of final grade
Discussion participation & posts	45 points, 15% of final grade
T/R Lecture activities participation:	30 points, 10% of final grade
Research Design Project	45 points, 15% of final grade (all components)
	Total: 300 points

Important: Note GPA points for each letter grade are in the bottom line of the chart.

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 course gradebook is “closed” on the date of the university-scheduled final exam for the class. Any overdue assignments or grade adjustments must be received by that date and time.

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 official University requirements and codes of conduct. You are expected to thoroughly read and understand the information in this syllabus.

Schedule of Topics and Assignments

* = Tuesday discussion section - post questions and finish all reading and other assignments *before class*

R = reading, web, or video assignment

CH = Workbook chapter

Recommended readings are on Canvas but not listed here

NOTE: Assignments here are *tentative and subject to change*. See the weekly Modules on Canvas for the most complete information, as well as lecture summaries (**LS**) as a reading assignment.

Date	Lecture Topic	Lucas Textbooks	Workbook	Other: (on Canvas)
Week 1 Tu 1-14	<i>Part I. Characterizing Archaeology</i> The Social Relevance of Archaeology: Archaeology's "Past" is in the Present			R: "SAA Principles of Archaeological Ethics" (2016) R: Olivier (2013) "The Business of Archaeology is the Present" pp. 121-129 only + 1 recommended reading

*Disc 1 Tu 1-14	<i>Observation/Data/ Evidence</i>		CH I: Observation: Believing is Seeing	R: Gibbon (1990) “What Does an Observation Mean in Archeology?”
Th 1-16	Modernity, Culture, and Multiple Archaeologies	Lucas (2012) Ch 2: “The Total Record” pp 18-73 Ch 4: Materialized Culture, pp. 124-144 only		R: Sabloff (2005) “Processual Archaeology” and R: Hodder (2005) “Post-Processual and Interpretive Archaeology” (in one pdf)
Week 2 Tu 1-21	Indigenous Archaeologies and the New Cultural Heritage			R: Bruchac (2014) “Decolonization in Archaeological Theory” R: Lunday (2021) “The Purpose of Archaeology” R: Holtorf and Fairclough (2013) “The New Heritage and Re-Shapings of the Past” + 2 recommended readings
*Disc 2 Tu 1-21	<i>Multiple Archaeologies Today</i> post questions from reading assignments last Thursday to today			
Th 1-23	<i>Part II. Archaeological Investigations</i> Units of the “Archaeological Record”-1 Content, Time	Lucas (2012) Ch 1 “The Trouble with Theory” pp. 1-17; Lucas (2005) Ch 2 “Time and the Archaeological Record” pp. 32-60	CH II: Units, Variables, and Measurement	R: Thomas (2012) “Archaeology, Anthropology, and Material Things” R: Ramenofsky and Steffen (1998) “Units as Tools of Measurement” pp. 3-10 only
Week 3 Tu 1-28	Units of the “Archaeological Record”-2 Space, Scale, and Sampling (Crystal River site case study)		CH III: Scale and Sampling	R: Lock and Molyneaux (2006) “Confronting Scale” R: Redman (1987) “Surface Collecting, Sampling, and Research Design” + 2 recommended readings
*Disc-3 Tu 1-28	<i>Units of the Archaeological Record</i> post questions on discussion board			
Th 1-30	Producing Archaeological Knowledge - Research Design, Scale, and Fieldwork 1: Reconnaissance and Survey		CH IV: Locating Sites in Space CH V: Making Maps	R: Pluckhahn et al. (2010) “Toward a New View of History and Process at Crystal River (8C11),” pp 164-173 only R: Barrett (1994) “The Beaker Complex: An Archaeological Text” [book excerpt]

Week 4 Tu 2-4	Producing Archaeological Knowledge - Fieldwork 2: Excavation as Disassembly			R: Pluckhahn & Thompson (2009) "Mapping Crystal River", pp. 5-7, 12-14 only R: Bradley (1987) "Against Objectivity" R: Hodder (1997) "Always Momentary, Fluid and Flexible"
*Disc-4 Tu 2-4	<i>Producing Knowledge Through Fieldwork</i> post questions			
Th 2-6	Producing Archaeological Knowledge - Reassembling the Site as the "Archive"	Lucas (2012) Chap. 6: Archaeological Interventions," pp. 228-244 only	CH VI: Mapping Archaeological Remains	R: Bradley (1997) "'To See is to Have Seen': Craft Traditions in British Field Archaeology" R: Kintigh (2005) "Writing Archaeology"
Week 5 Tu 2-11	EXAM I			
*Disc-5 Tu 2-11	<i>Research Design - 1</i> Informal discussion of your potential projects	[no reading posts required this week]		
Th 2-13	<i>Part III. Interpreting Archaeological Evidence - Sites in Process: Assemblages and Taphonomy</i> (Silver Glen case study)	Lucas (2012) Ch 3 "Formation Theory" pp. 74-123	CH VII: Deposit Theory: The Harris Matrix	R: Joyce and Pollard (2010) "Archaeological Assemblages and Practices of Deposition" required to p. 303 + 1 recommended reading
Week 6 Tu 2-18	What is the "Archaeological Record"? (Silver Glen site)	[Recommended: Lucas (2012) Ch 5 "Archaeological Entities" pp. 169-214]		R: Lucas (2008) "Time and the Archaeological Event" R: Gilmore (2015) "Subterranean Histories: Pit Events and Place-Making in Late Archaic Florida" R: Patrik (1985) "Is There an Archaeological Record?" [skim]
*Disc-6 Tu 2-18	<i>Process, Event, and the Archaeological "Record"</i> ; post questions			
Th 2-20	Organizing Typological Assemblages: Classification		CH VIII: Typological Assemblages: Archaeological Classification	R: Rouse (1960) "The Classification of Artifacts in Archaeology" R: O'Brien and Lyman (2002) "The Epistemological Nature of Archaeological Units" pp. 37-56
Week 7 Tu 2-25	<i>Part IV. What is the Archaeological Objective?</i>			R: (Anonymous 1993) "North Florida, 2500 B.P.-A.D. 1700", R: Andrews et al. (2000) "Interpretation not Record: The Practice of Archaeology"

*Disc-7 Tu 2-25	<i>Classification and Interpretation</i> ; post questions			
Th 2-27	Interpretive Modeling: Analogy and Actualistic Studies: Uses, Biases, and Limitations in a Historical Science		CH IX: Models: Analogy and Actualistic Studies	R: Hodder (1982) "The Use of Analogy" R: Stahl (1993): Concepts of Time and Approaches to Analogical Reasoning in Historical Perspective"
Week 8 Tu 3-4	<i>Part V. Time: Temporality and Duration</i> Concepts of Time	Lucas (2005) Ch 1 "Beyond Chronology" pp. 1-15 only		R: Bailey (2008) "Time Perspectivism: Origins and Consequences" +1 recommended
*Disc-8 Tu 3-4	<i>Analogy and Chronology</i> ; post questions			
Th 3-6	Philosophies of Time: Duration and Succession	Lucas (2005) Ch 1 "Beyond Chronology" pp. 15-31 only [Recommended: Lucas (2005) Ch 5 "Forgetting the Past" pp. 114-136]	CH X: Seriation (A-Series Time)	R: Gell (1992) "Time in Philosophy: The A-Series vs. the B-Series" pp.149-155 R: Bradley (2002) <i>The Past in Prehistoric Societies</i> , excerpt pp. 149-157
Week 9 Tu 3-11	Following Traces of Things in Time (Swift Creek pottery case study)	Lucas (2005) Ch 4 "The Life and Times of a Roman Jar" pp. 95-113		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" + 1 recommended reading
*Disc-9 Tu 3-11	<i>Things-in-Motion</i> ; post questions			
Th 3-13	Principles of Archaeological Dating (early Southeast pottery case study)		CH XI: Dating a Thing in Motion: Dendrochronology	R: Gilmore (2014) "Radiocarbon Dating of Spanish Moss from Orange and Stallings Fiber-Tempered Pottery: Method and Chronological Implications" R: Ingold (2012) "No More Ancient; No More Human: The Future Past of Archaeology and Anthropology," pp. 77-81 only + 1 recommended reading
	<i>spring break</i> Mar 17-21			
Week 10 Tu 3-25	EXAM II			[sorry - spring break timing changed by University)

*Disc-10 Tu 3-25	<i>Research Design - 2</i> no discussion posts			
Th 3-27	<i>Part VI. Technology: Making (And Unmaking) Things and People - Transforming Things in Motion: Chaînes Opératoires</i>	Lucas (2012) Ch. 4, p. 144-168, starting with Francophone Tradition	CH XII Analyzing Lithic Artifacts CH XIII Analyzing Ceramic Artifacts	R: Bleed (2001) "Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Stone Tool Production and Other Sequential Activities" R: Ingold (2013) "The Materials of Life" + 1 recommended reading
Week 11 Tu 4-1	Technology of the Social: Crafting Identity (Stallings Culture case study)			R: Dobres (2010) "Archaeologies of Technology" R: Sassaman (1998) "Crafting Cultural Identity in Hunter-Gatherer Economies"
*Disc-11 Tu 4-1	<i>Making Things/Making Persons</i> ; post questions			
Th 4-3	Bodies in Motion (Weeden Island case study)		CH XIV: Making and Remaking Bodies	R: Sofaer (2006) "The Body as Material Culture" R: Rakita and Buikstra (2005) "Introduction" to <i>Interacting with the Dead</i> R: Milanich et al. (1997) "Charnel Knowledge" McKeithen Mounds" pp. 91-119
Week 12 Tu 4-8	Landscapes in Motion: History, Memory, and Materiality (Lower St Johns case study)	Lucas (2005) Chap 3: "Time in Past Societies," pp. 61-94	CH XV: Landscapes in Motion	R: Van Dyke (2008) "Memory, Place, and the Memorialization of Landscape" 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" + 1 recommended reading
*Disc-12 Tu 4-8	<i>Landscape Approaches in Archaeology</i> ; post questions			
Th 4-10	Living Landscapes: Human-Animal Relations (shell mounds case study)			R: Moore & Thompson (2012) "Animism and Green River Persistent Places: A Dwelling Perspective of the Shell Mound Archaic" R: Allentuck (2015) "Temporalities of Human-Livestock Relationships in the Late Prehistory of the Southern Levant"

Week 13 Tu 4-15	<i>Part VII: Theory in Practice Today</i> Archaeology of the Contemporary Past (Dozier School and Rosewood case studies)	Lucas (2012) Ch 7: "A 'New' Social Archaeology?" pp. 258-265		R: Buchli and Lucas (2001) "The Absent Present: Archaeologies of the Contemporary Past" +1 recommended reading
*Disc-13 Tu 4-15	<i>Issues in Contemporary Archaeological Practice</i> ; post questions			
Th 4-17	Inference and Explanation in a Historical Science	Lucas (2012) Chap. 6: Archaeological Interventions, pp. 215-228 only	CH XVI: Inference to the Best Explanation	R: Fogelin (2007) "Inference to the Best Explanation: A Common and Effective Form of Archaeological Reasoning" + 3 recommended readings
Week 14 Tu 4-22	EXAM III			
*Disc-14 Tu 4-22	<i>Research Design - 3</i> post abstracts of research design for discussion			
TBA	Presentations of Research Designs			
TBA	written research design due; upload on Canvas			

In this class, students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings, lecture material, and other subject matter presented in this course, or beyond the course, as a way of determining whether they agree with their classmates, their instructor, and the authors of those readings. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

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](#). University policy states that absences count from the *first* class meeting, not the first meeting after you added the class. "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 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. Accommodations for students with disabilities

Students who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#) (352-392-8565) to register. It is important for students to *share their accommodation letter* with their instructor and discuss their access needs. Do not simply assume that the instructor has the letter. Follow this procedure as early as possible in the semester. No accommodations will be granted until the letter is received.

3. 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.

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 [Student 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. 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. 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 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.

6. Campus Resources: 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 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 and Wellness Center](#), 301 Peabody Hall, 392-1575
- Student Health Care Center, 392-1171
- 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
- Career Resource Center, Reitz Union, 392-1601

7. Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at 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 ufl.bluera.com/ufl/.

8. 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 see link above. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.

If you are not using a UF computer, you must **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>

9. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.