

Andean Economy: Past and Present

ANG 6930 / GP69 Class # 27147

LAS 6938 / GPG1 Class # 28018

LAS 4935 / GPU1 Class 28017

Monday: 8:30 – 10:25 am

Wednesday: 9:35 – 10:25 am

Classroom: **TUR 2318**

Academic Term: Spring 2026

Instructor:

Gabriel Prieto

Email Address: ogabriel.prietob@ufl.edu

Office Hours: Monday 11:00 am – 1:00 pm. / Wednesday 11:00 am – 12:00 pm

Office location: B350, Turlington Hall. Also, via ZOOM meetings (if needed).

Course Description

This graduate seminar offers a rigorous examination of the past and present economies of the Andean region in South America. We will systematically survey core concepts from economic anthropology—including substantivist, formalist, and institutional approaches—and apply them to interpret the distinct modes of subsistence and resource management employed by communities across the diverse environments of the Andean *cordillera* and adjacent coastal zones. The central objective is to analyze the sophisticated strategies developed by these societies to navigate extreme environmental variability and climatic risk, ultimately enabling the formation and sustained success of one of the world's most enduring and impressive civilizations.

The course will delve into specific, relevant issues that define the Andean economic landscape. A major thematic pillar is the concept of ecological complementarity (as well as *verticality*, and *horizontality*), examining how ancient and modern communities strategically accessed and managed resources across distinct altitudinal tiers—from coastal fisheries and arid lowlands to highland *puna* pastures. We will analyze the archaeological evidence for organized labor and infrastructural investment in managing these disparities, including complex terracing, monumental storage facilities, and expansive irrigation networks. Furthermore, the seminar will investigate the central roles of reciprocity (*ayni*) and redistribution (*mita*) as non-market mechanisms crucial for risk mitigation, labor organization, and political integration, drawing heavily on ethnohistoric accounts and contemporary ethnography. Finally, we will assess the profound impact of native domestication of key camelids (*llama*, *alpaca*) and cultigens (potato, quinoa, hot peppers, coca, fruits, etc.) on global food security and the establishment of durable, surplus-generating economic structures that underpinned powerful polities, from the early second millennium BCE to the Inca Empire in the sixteenth century CE. Through a combination of rigorous archaeological data and critical ethnographic research, students will engage in a deep theoretical discussion of the Andean economy through anthropological lenses.

Credit Hours: 3-3

Course Objectives

1. Have a better understanding of the strategic role of ecological complementarity (verticality, horizontality) in resource access and risk mitigation across diverse altitudinal zones, from coastal lowlands to highland *puna*

- pastures. In addition, get a clear idea of the altitudinal and geographic regions in the Andes.
2. Differentiate the function of non-market mechanisms such as *ayni* (reciprocity) and *mita* (redistribution) in organizing mass labor and facilitating political integration throughout Andean history.
 3. Critique the archaeological evidence for monumental infrastructural investments, including complex terracing and expansive irrigation networks, as expressions of centralized political economy.
 4. Analyze the profound impact of native domestication of key cultigens (potato, quinoa) and camelids (llama, alpaca) on the establishment of durable, surplus-generating economic structures that underpinned powerful polities.

Student Learning Outcomes (SLO):

- **Outline** the primary archaeological and ethnographic proxies used for a rigorous understanding of the economic aspects of ancient and traditional Andean communities.
- **Analyze** the importance of ritualized behavior and activities in articulating and mitigating economic risk among traditional Andean communities.
- **Evaluate** the value of intra- and inter-household relationships in the articulation and maintenance of the regional Andean economy.
- **Critically Distinguish** the current theoretical models explaining the rise and maintenance of ancient and traditional Andean societies.
- **Identify** the key native domesticated plants, animals, and manufactured products that drove the ancient Andean economy and contributed to global food security.
- **Explore** and synthesize the different theoretical anthropological approaches (substantivist, formalist, institutional) applied to the study of the Andean economy.
- **Assess** the strategic role of ecological complementarity (verticality) in resource access and risk management across diverse altitudinal zones.
- **Differentiate** the function of non-market mechanisms such as *ayni* (reciprocity) and *mita* (redistribution) in labor organization and political integration.
- **Critique** the archaeological evidence for monumental infrastructural investments, including terracing and canal networks, as expressions of centralized political economy.
- **Analyze** the responses of ancient Andean societies to cyclical environmental stressors, such as El Niño-Southern Oscillation (ENSO) events, and the ideological embedding of climatic risk management.

Recommended Books:

Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, 1985. (Shozo Masuda, Izumi Shimada and Craig Morris, editors).
The Articulated Peasant. Household Economies in the Andes, 2002. (Enrique Mayer).
Rituals of Respect. The Secret of Survival in the High Peruvian Andes 1998 (Inge Bolin)

Important Dates:
Test and Writing Assignment Due Dates

MIDTERM PAPER: February 25th
FINAL PAPER: April 27th

Special Statement:

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.

Course Schedule:

Week 1 (January, Monday 12th – Wednesday 14th): Basic Concepts on Economy

Mayer: Chapter 1.

Godelier, Maurice. The Object and Method of Economic Anthropology, in Rationality and Irrationality in Economics; pp. 249-319. Monthly Review Press

Cancian, Frank. Maximization: Norm, Strategy, and Theory. American Anthropologist 1966 (68): 465-470 (A Formalist view)

Polanyi, Karl. The Economy as Instituted Process, in Trade and Market in the Early Empires, pp. 243-269. New York, Free Press. (A Substantivist view)

Mayer, Enrique. "Macro-ethno-economics". Review Essay of Gudeman, Stephen, Economics as Culture: Models and Metaphors of Livelihood, and McCloskey, Donald: The Rhetoric of Economics, in Reviews in Anthropology 14(3): 250-256 (A Culturalist view)

Week 2 (January, Monday 19th (Holiday) – Wednesday 21st: Models for Andean Economy 1: The Vertical Archipelago in the Andes: the model

Murra, John. (2002). El control vertical de un maximo de pisos ecologicos en la economia de las sociedades andinas. In El Mundo Andino. Población, medio ambiente y economia. John V. Murra, editor, pp. 85-131. Fondo Editorial PUCP and IEP. Original version: Visita de Iñigo Ortiz a la Provincia de Leon de Huanuco (1972).

Murra, John (1985). El Archipelago Vertical Revisited. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 3-13. University of Tokyo Press.

Murra, John (1985). The Limits and Limitations of the Vertical Archipelago in the Andes. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 15-20. University of Tokyo Press.

Week 3 (January, Monday 26th – Wednesday 28th: Models for Andean Economy 1: The Vertical Archipelago in the Andes: discussion and critics

Mayer, Enrique. 2013. In the Realm of the Incas. In Merchants, markets and exchange in the Pre-Columbian World, edited by Kenneth G. Hirth and Joanne Pillsbury, pp. 309-317. Dumbarton Oaks Research Library and Collection. Washington, D.C.

Dillehay, Tom. 2013. Economic mobility, exchange, and order in the Andes. In Merchants, markets and exchange in the Pre-Columbian World, edited by Kenneth G. Hirth and Joanne Pillsbury, pp. 283-308. Dumbarton Oaks Research Library and Collection. Washington, D.C.

Burger, Richard. 2013. In the Realm of the Incas. An Archaeological reconsideration of Household Exchange, long-distance trade, and marketplaces in Prehispanic Central Andes. In Merchants, markets and exchange in the Pre-Columbian World, edited by Kenneth G. Hirth and Joanne Pillsbury, pp 319-334. Dumbarton Oaks Research Library and Collection. Washington, D.C.

Stanish, Charles. (2011). Chapter 1: Andean Political Economy: A Theoretical Framework. In Ancient Andean Political Economy, pp. 1-28. University of Texas Press. Austin, Texas.

Week 4 (February, Monday 2nd – Wednesday, 4th): Models for Andean Economy 2: The Ecological Complementarity

Morris, Craig. (1985). From Principles of Ecological Complementarity to the Organization and Administration of Tawantinsuyu. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 477-490. University of Tokyo Press.

Salomon, Frank. (1985). The Dynamic Potential of the Complementarity Concept. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 511-531. University of Tokyo Press.

Flores-Ochoa, Jorge. (1985). Interaction and Complementarity in Three Zones of Cuzco. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 251-276. University of Tokyo Press.

Mayer, Enrique. (1985). Production Zones. In Andean Ecology and Civilization. An Interdisciplinary Perspective on Andean Ecological Complementarity, edited by Shozo Masuda, Izumi Shimada and Craig Morris, pp. 45-84. University of Tokyo Press.

Week 5 (February, Monday 9th – Wednesday 11th): Rituals and Economy in the Andean World

Salomon, Frank. (2018). At the Mountains' Altar. Anthropology of Religion in an Andean Community. Introduction + Ch 1 and Ch 2.

Sallnow, Michael (1987). Pilgrims of the Andes. Regional Cults in Cusco. Ch. 8: The Cult of Qoyllur Rit'I, pp. 207-242.

Bolin, Inge (1998). Rituals of Respect. The Secret of Survival in the High Peruvian Andes. Ch. 2: Susay Ch'isin – a Night of Secret Rituals, pp. 31-43.

Isbell, Billie Jean (1978). To Defend Ourselves. Ecology and Ritual in an Andean Village. Ch. 6: Three Essential Rituals, pp. 137-165.

Week 6 (February, Monday 16th – Wednesday 18th): Water and Power in the Andes

Gelles, Paul. (2000). Water and Power in Highland Peru. The Cultural Politics of Irrigation and Development (Ch. 1, 4, 6 and conclusions). Rutgers University Press. New Brunswick, New Jersey and London.

Trawick, Paul. (2003). The Struggle for Water in Peru; Ch. 3: Huaynacotas. Irrigation and Ethnicity in an Indigenous Community, pp. 71-109

Glowacki and Malpass 2003. Water, huacas and ancestor worship. Traces of a sacred Wari landscape. Latin American Antiquity 14(4); 431-448

Hayashida, Frances (2006). The Pampa de Chaparri: Water, Land, and Politics on the North Coast of Peru. Latin American Antiquity 17(3): 243-263.

Sikkink, Lynn. (1997). Water and Exchange: The Ritual of "yaku cambio" as Communal and Competitive. American Ethnologist 24(1): 170-189

Ramirez, Susan. (1996). The world upside down: cross-cultural contact and conflict in sixteenth century, Peru, Ch. 3.

Santillana, Julian. (2004). Terraces, Canals and Landscape. In The Incas, Art and Symbols, edited by Banco de Credito del Peru, pp. 61-107. Banco de Credito del Peru, Lima, Peru.

Week 7 (February, Monday 23rd – Wednesday 25th): Potato and its importance in Andean Economy MIDTERM PAPER DUE

Brush, Stephen, Rick Kesseli, Ramiro Ortega, Pedro Cisneros, Karl Zimmerer and Carlos Quiros. 1995. Potato Diversity in the Andean Center of Crop Domestication. Conservation Biology 9(5): 1189-1198

Brush, Stephen, Heath J. Carney and Zosimo Huaman. 1981. Dynamics of Andean Potato. Economic Botany 35: 70-88

Ugent, Donald. (1970). The Potato. Science 170(3963): 1161-1166.

Zimmerer, Karl. (1991). The Regional Biogeography of Native Potato Cultivars in Highland Peru. Journal of Biogeography 18(2): 165-178.

Zimmerer, Karl (1998). The Ecogeography of Andean Potatoes. BioScience 48(6): 445-454.

Zimmerer, Karl (2003). Geographies of Seed Networks for Food Plants (Potato, Ulluco) and Approaches to Agrobiodiversity Conservation in the Andean Countries. Society and Natural Resources 16: 583-601.

Ugent, Donald and Linda Peterson (1988). Archaeological Remains of Potato and Sweet Potato in Peru. Circular 16(3): 1-10.

Ugent, Donald, Shelia Pozorski and Thomas Pozorski (1982). Archaeological Potato Tuber Remains from the Casma Valley of Peru. Economic Botany 36(2): 182-192

Week 8 (March 2nd – 4th): Maize Cultivation, Production and Consumption in the Andes

Grobman, Alexander, Duccio Bonavia, Tom D. Dillehay, Dolores R. Piperno, Jose Iriarte and Irene Holst. (2011).

Preceramic maize from Paredones and Huaca Prieta, Peru. *Proceedings of the National Academy of Sciences* 109(5): 1755-1759.

Burger, Richard and Nikolaas J. Van Der Merwe. Maize and the Origin of Highland Chavin Civilization: An Isotopic Perspective. *American Anthropologist* 92(1): 85-95.

Prieto, Gabriel (2011). Chicha Production during the Chimu Period at San Jose de Moro, Jequetepeque Valley, North Coast of Peru. In *Advances in North Coast Archaeology: State and Empire in the Jequetepeque Valley*, pp. 105-128. Edited by Colleen M. Zori and Ilana Johnson. *British Archaeological Reports (BAR) International Series*, Oxford.

Washburn Eden, Jason Nesbitt, Richard Burger, Elsa Tomasto-Cagigao, Vicky M. Oelze, and Lars Fehren-Schmitz (2020). Maize and dietary change in early Peruvian civilization: Isotopic evidence from the Late Preceramic Period/Initial Period site of La Galgada, Peru. *Journal of Archaeological Science: Reports* 31.

Staller, John. (2021). Maize in Andean Food and Culture: Interdisciplinary Approaches. In *Andean Foodways. Pre-Columbian, Colonial and Contemporary Food and Culture*, edited by John E. Staller, pp. 283-310. Springer.

Week 9 (March, Monday 9th – Wednesday 11th) : Coca: Its Sacred and Economic Meaning for Andean Societies. Coca, Cocaine and Modern Challenges. Special guest: Dr. Richard Kernaghan.

Mayer, Enrique (2002). The Articulated Peasant. *Household Economies in the Andes*. Ch. 6: Coca as Commodity: Local Use and Global Abuse, pp. 173-203.

Allen, Catherine J. (1981). To Be Quechua: The Symbolism of Coca Chewing in Highland Peru. *American Ethnologist*, 8(1): 157-171.

Boucher, Douglas H. (1991). Cocaine and the Coca Plant. *BioScience* 41(2): 72-76

Gagnon, Celeste, Brian R. Billman, Jose Carcelen and Karl J. Reinhard. (2013). Tracking Shifts in Coca Use in the Moche Valley: Analysis of Oral Health Indicators and Dental Calculus Microfossils. *Nawpa Pacha* 33(2): 193-214.

Morales, Edmundo. (1986). Coca and Cocaine Economy and Social Change in the Andes of Peru. *Economic Development and Cultural Change* 35(1): 143-161.

Kernaghan, Richard (2013). Readings of Time. Of Coca, Presentiment, and Illicit Passage in Peru. In *Times of Security. Ethnographies of Fear, Protest and the Future*. Martin Holbraad and Morten Axel Pedersen, editors, pp. 80-102. Routledge.

Plowman, Thimoty (1984). The Ethnobotany of Coca (*Erythroxylum* ssp., *Erythroxylaceae*). In *Ethnobotany in the Neotropics*, edited by G.T. Prance and J.A. Kallunki, pp. 62-111. The New York Botanical Garden.

Week 10 (March, Monday 16th – Friday 20th – SPRING BREAK!

Week 11 (March, Monday 23rd – Wednesday 25th): The Gold of the Andes: Camelids and Camelid Husbandry. Caravans and camelids as beast of burden.

Goepfert, Nicolas and Gabriel Prieto. (2016). Offering Llamas to the Sea. The Economic and Ideological Importance of Camelids in the Chimu Society, North Coast of Peru. In *The Archaeology of Andean Pastoralism*, Jose M. Capriles and Nicholas Tripcevich, editors, pp. 197-210. University of New Mexico Press.

Tripcevich, Nicholas. (2016). The Ethnoarchaeology of a Cotahuasi Salt Caravan. In *The Archaeology of Andean Pastoralism*, Jose M. Capriles and Nicholas Tripcevich, editors, pp. 211-229. University of New Mexico Press.

Nielsen, Axel. (2016). Home-Making among South Andean Pastoralists. In *The Archaeology of Andean Pastoralism*, Jose M. Capriles and Nicholas Tripcevich, editors, pp. 231-243. University of New Mexico Press.

Browman, David. (1974). Pastoral Nomadism in the Andes. *Current Anthropology* 15(2): 188-196.

West, Terry. (1981). Llama Caravans of the Andes. *Natural History* 90(12):62-73.

Bolin, Inge (1998). Rituals of Respect. *The Sacred of Survival in the High Peruvian Andes*. Ch. 4: Fertility Rites in the Muyukancha, pp. 58-72.

Week 12 (March, Monday 30th – April, Wednesday 1st): Minerals, metals and the economy of mining: the sun sweats and the moon's tears.

Lechtman, Heather. *Andean Metallurgy in Prehistory*.

Lechtman, Heather. (1984). Andean Value System and the Development of Prehistoric Metallurgy. *Technology and Culture* 25(1): 1-36.

Tripcevich, Nicholas and Kevin J. Vaughn, editors. (2013). *Mining and Quarrying in the Ancient Andes. Sociopolitical, Economic and Symbolic Dimensions*. Chapters: 1, 8, 10, 11 and 15.

Shimada, Izumi and John F. Merkel. (1991). Copper-Alloy Metallurgy in Ancient Peru. *Scientific American* 265(1): 80-87.

Week 13 (April, Monday 6th – Wednesday 8th) and Week 14 (April, Monday 13th – Wednesday 15th): Fishing, shell gathering and navigation along the Andean Coast. The Fishmeal Revolution. Fishing at High Altitude Lakes

Moseley, Michael. (1978). *Pre-Agricultural Coastal Civilizations in Peru*.

Chicoine, David and Carol Rojas (2013). Shellfish Resources and Maritime Economy at Caylan, Coastal Ancash, Peru. *Journal of Island and Coastal Archaeology* 8: 336-360.

Sandweiss, Daniel. (2008). Early Fishing Societies in Western South America. *Handbook of South American Archaeology*.

Santoro, Calogero, Eugenia M. Gayo, Chris Carter, Vivien G. Standen,

Victoria Castro, Daniela Valenzuela, Ricardo De Pol-Holz, Pablo A. Marquet and

Claudio Latorre. (2017). Loco or no Loco? Holocene Climatic Fluctuations, Human Demography, and Community Based Management of Coastal Resources in Northern Chile. *Frontiers in Earth Sciences*.

Wintersteen, Kristin. (2021). *The Fishmeal Revolution. The Industrialization of the Humboldt Current Ecosystem*. University of California Press. Chapters 1, 2 and 3.

Orlove, Benjamin. (2002). *Lines in the water: nature and culture at Lake Titicaca*.

Beekman, Christopher and Colin McEwan. (2022). Waves of Influence. Maritime Contact Along the Pacific Coast. In Waves of Influence. Pacific Maritime Networks Connecting Mexico, Central America, and Northwester South America, Christopher S. Beekman and Colin McEwan, editors, pp. 1-91

Prieto, Gabriel (2024) Contemporary Observations on the Procurement, Processing, and Consumption of Shellfish and Seaweeds in Huanchaco, North Coast of Peru: Notes for Interpreting Archaeological Assemblages. Andean Past 14(2024): 275-331

Week 15 (April, Monday 20th – Wednesday 22nd): Textiles and its role on Andean Economy

Femenias, Blenda (2005). Gender and the Boundaries of Dress in Contemporary Peru. Chapters 3 and 6.

Pollard-Rowe (1997). Inca Weaving and Costume. The Textile Museum Journal 34-55: 4-30

Splitstoser, Jeffrey, Tom D. Dillehay, Jan Wouters and Ana Claro. (2016). Early Pre-Hispanic use of Indigo blue in Peru. Science Advance 2016:2: e1501623

(Readings and PDFs posted in Canvas)

Assessments and Grading:

- 35% Midterm paper (outline of final paper and summary 2,000 words for graduate students, 1000 words for undergraduate students)
- 20% Discussion and participation
- 10% Lecture attendance
- 35% Final paper (8-10 thousand words for graduate students; 4000 words for undergraduate students)

Grading in this course takes place within the following parameters.

For more information, please visit: [UF Graduate Catalog](#) / [Grades and Grading Policies](#)

Letter Grade	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%

C-	< 74.0 %	to 70.0%
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Letter Grade	Range:	
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Academic Policies and Resources: “This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).” Or directly here: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Specific course policies:

About Plagiarism and ChatGPT (AI) Use

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to [ChatGPT/AI](#) detection. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. If there is any evidence of violation of the [Student Honor Code](#), that suggests the student *has not written the majority of the content on their own and is egregiously plagiarized*, the instructor may do one or more of the following: ask the student to redo the assignment, deduct major points from the score, or receive a *grade of zero* for the assignment. The instructor may offer a make-up assignment, but multiple offenses will be reported to the Anthropology department administration for review and could result in a report to the [Student Conduct and Conflict Resolution](#) Office.

Religious observances: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Procedure for conflict resolution

Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu> [Links to an external site.](#); 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu> [Links to an external site.](#); 352-392-1261).

Specific late policies and assignment extension policies for the course

- Late assignments without an excuse will be reduced 5% per day late.
- All unexcused late work will not be accepted a week after the due date without agreement with the instructor.

Communication practices for the course

- You are responsible for materials posted on E-Learning (Canvas) at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.

Library Resources

- **Library Resources (Courses with Researching/Writing Component, Grad Courses):** The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional [resources, services, and study spaces](#). Further, as this class requires students to complete a bibliography, research paper, or project, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.
- **GiNESSA Mahar (Anthropology Librarian):** gimahar@ufl.edu, office: Library West Room 500

Useful [Health and Wellness](#) Resources:

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. <http://www.umatter.ufl.edu/>
- **Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352- 392-1575 for information on crisis services as well as non-crisis services. <https://counseling.ufl.edu>
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- **University Police Department:** Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352- 733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352- 273-4450.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.