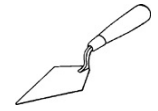


# ANTHROPOLOGY (ANG) 5184 PRINCIPLES OF ARCHAEOLOGY



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| Prof. Susan D. Gillespie                             | Spring 2022                                    |
| Office: B338 Turlington Hall, Phone: 352-294-7595    | Class # 30526, Section # 3A80                  |
| email: sgillesp@ufl.edu                              | 3 Credits                                      |
| Office Hours: T/R 3-3:30; Zoom Wed 1-3, and by appt. | T/R Per 6 lecture, T Per 7 discussion Tur 2346 |

## 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 graduate students in anthropology and related disciplines seeking an overview of constructs and methods for archaeological research, interpretation, and explanation. Content focuses on 21<sup>st</sup> 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, quantitative analysis and imaging, zooarchaeology, and bioarchaeology. 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

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.

## REQUIRED READINGS and E-LEARNING

No comprehensive textbook on 21<sup>st</sup> century archaeology is available. Students are asked to purchase or rent (or read on library reserve) the two following paperback books:

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 (elearning.ufl.edu), 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 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. **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, scale, sampling, validity, hypotheses, interpretive methods, 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 to be determined by mutual convenience. The written version (c. 2000 words) is due no later than noon on Tuesday April 26. All components of the Research Design constitute 15% of the final grade.

## 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.

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

|                                       |  |
|---------------------------------------|--|
| 1st exam (Feb 1)                      | 60 points, 20% of final grade                  |
| 2nd exam (Mar 15)                     | 60 points, 20% of final grade                  |
| 3rd exam (Apr 19)                     | 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.

### RECORDING OF LECTURES

Be aware that a new state law allows students to record (audio and/or video) lectures surreptitiously without permission by or notification of instructors or fellow students.

### 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, 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             | TOPIC   | Lucas Textbooks | Workbook                                  | Other: pdf or e-journal  |
|------------------|---|-----------------|---|--|
| Week 1<br>Th 1-6 | <i>Part I. Characterizing Archaeology</i><br>Archaeology's Past is in the Present |                 | CH I: Observation:<br>Believing is Seeing | R: Harrison and Schofield (2010) “Artefacts” 1 page<br>R: Olivier (2013) “The Business of Archaeology is the Present” pp. 121-129 only<br>R: Gibbon (1990) “What Does an Observation Mean in Archeology?”<br>R: “SAA Principles of Archaeological Ethics” (2016) |

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| <b>Week 2</b><br>Tu 1-11  | Modernity, Culture, and Multiple Archaeologies   | Lucas (2012) Ch 2: "The Total Record" pp 18-73<br>Ch 4: Materialized Culture, pp. 124-144 only                           |   | R: Sabloff (2005) "Processual Archaeology" and<br>R: Hodder (2005) "Post-Processual and Interpretive Archaeology" (in one pdf)  |
| <b>*Disc 1</b><br>Tu 1-11 | <i>Multiple Archaeologies Today</i>  | discuss all reading assignments  |   |   |
| Th 1-13                   | <i>Part II. Archaeological Investigations</i><br>Units of the "Archaeological Record"-1<br>Content, Time | Lucas (2012) Ch 1 "The Trouble with Theory" pp. 1-17<br>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"<br>R: Ramenofsky and Steffen (1998) "Units as Tools of Measurement"   |
| <b>Week 3</b><br>Tu 1-18  | Units of the "Archaeological Record"-2<br>Space, Scale, and Sampling<br>(Crystal River site case study)  |  | CH III: Scale and Sampling                          | R: Lock and Molyneaux (2006) "Confronting Scale"<br>R: Redman (1987) "Surface Collecting, Sampling, and Research Design"  |
| <b>*Disc-2</b><br>Tu 1-18 | <i>Units of the Archaeological Record</i>  | discuss readings since last Tuesday  |   |   |
| Th 1-20                   | Producing Archaeological Knowledge - Research Design, Scale, and Fieldwork 1: Reconnaissance and Survey  |  | CH IV: Locating Sites in Space<br>CH V: Making Maps | R: Pluckhahn et al. (2010) "Toward a New View of History and Process at Crystal River (8CI1)," pp 164-173 only<br>R: Barrett (1994) "The Beaker Complex: An Archaeological Text"  |
| <b>Week 4</b><br>Tu 1-25  | Producing Archaeological Knowledge - Fieldwork 2: Excavation as Disassembly                              |  |   | R: Pluckhahn & Thompson (2009) "Mapping Crystal River", pp. 5-7, 12-14 only<br>R: Bradley (1987) "Against Objectivity"<br>R: Hodder (1997) "Always Momentary, Fluid and Flexible" |
| <b>*Disc-3</b>            | <i>Producing Knowledge Through Fieldwork</i>   |  |   |   |
| Th 1-27                   | 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"<br>R: Kintigh (2005) "Writing Archaeology"  |
| <b>Week 5</b><br>Tu 2-1   | <b>EXAM I</b>  |  |   |   |

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| *Disc-4<br>Tu 2-1  | <i>Research Design - 1</i><br>Informal discussion of your potential projects  | [no reading posts required]                             |   |  |
| Th 2-3             | <i>Part III. Interpreting Archaeological Evidence - Sites in Process: Assemblages and Taphonomy</i> (Silver Glen site 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"<br>R: Praetzellis (1993) "The Limits of Arbitrary Excavation"   |
| Week 6<br>Tu 2-8   | What is the "Archaeological Record"? (Silver Glen site)   | Lucas (2012) Ch 5 "Archaeological Entities" pp. 169-214 |   | R: Lucas (2008) "Time and the Archaeological Event"<br>R: Gilmore (2015) "Subterranean Histories: Pit Events and Place-Making in Late Archaic Florida"<br>R: Patrik (1985) "Is There an Archaeological Record?"  |
| *Disc-5<br>Tu 2-8  | <i>Process, Event, and the Archaeological "Record"</i>  |   |   |  |
| Th 2-10            | Organizing Typological Assemblages: Classification  |   | CH VIII: Typological Assemblages: Archaeological Classification | R: Rouse (1960) "The Classification of Artifacts in Archaeology"<br>R: O'Brien and Lyman (2002) "The Epistemological Nature of Archaeological Units" pp. 37-56   |
| Week 7<br>Tu 2-15  | <i>Part IV. What is the Archaeological Objective?</i>   |   |   | R: (Anonymous 1993) "North Florida, 2500 B.P.-A.D. 1700",<br>R: Andrews et al. (2000) "Interpretation not Record: The Practice of Archaeology"   |
| *Disc-6<br>Tu 2-15 | <i>Classification and Interpretation</i>  |   |   |  |
| Th 2-17            | Interpretive Modeling: Analogy and Actualistic Studies: Uses, Biases, and Limitations in a Historical Science                     |   | CH IX: Models: Analogy and Actualistic Studies                  | R: Feder (2004) "How do Archaeologists Figure out the Function of an Ancient Tool?"<br>R: Hodder (1982) "The Use of Analogy"<br>R: Van Tilburg (1995) "Moving the Moai"<br>R: Stahl (1993): Concepts of Time and Approaches to Analogical Reasoning in Historical Perspective" |

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| <b>Week 8</b><br>Tu 2-22      | <i>Part V. Time:<br/>Temporality and<br/>Duration</i><br>Concepts of Time         | Lucas (2005) Ch 1<br>“Beyond<br>Chronology” pp. 1-<br>31                  |   | R: Bailey (2005) “Concepts of<br>Time”<br>R: Bailey (2008) “Time<br>Perspectivism: Origins and<br>Consequences”  |
| <b>*Disc-7</b><br>Tu 2-22     | <i>Analogy and Time</i>   |   |   |  |
| Th 2-24                       | Philosophies of Time:<br>Duration and<br>Succession                               | Lucas (2005) Ch 5<br>“Forgetting the<br>Past” pp. 114-136                 | CH X: Seriation<br>(A-Series Time)                      | R: Gell (1992) “Time in<br>Philosophy: The A-Series vs. the<br>B-Series” pp.149-155<br>R: Bradley (2002) <i>The Past in<br/>Prehistoric Societies</i> , excerpt<br>pp. 149-157   |
| <b>Week 9</b><br>Tu 3-1       | Following Traces of<br>Things in Time<br>(Swift Creek pottery<br>case study)      | Lucas (2005) Ch 4<br>“The Life and<br>Times of a Roman<br>Jar” pp. 95-113 |   | R: Joyce (2012) “Life With<br>Things: Archaeology and<br>Materiality”<br>R: Joyce and Gillespie (2015)<br>“Making Things out of Objects<br>that Move”<br>R: Wallis (2015) “The Living<br>Past: Itineraries of ‘Swift Creek’<br>Images through Wood,<br>Earthenware, and Ether”             |
| <b>*Disc-8</b><br>Tu 3-1      | <i>Things-in-Motion</i>   |   |   |  |
| Th 3-3                        | Principles of<br>Archaeological Dating<br>(early Southeast pottery<br>case study) |   | CH XI: Dating a<br>Thing in Motion:<br>Dendrochronology | R: Gilmore (2014) “Radiocarbon<br>Dating of Spanish Moss from<br>Orange and Stallings Fiber-<br>Tempered Pottery: Method and<br>Chronological Implications”<br>R: Ingold (2012) “No More<br>Ancient; No More Human: The<br>Future Past of Archaeology and<br>Anthropology,” pp. 77-81 only |
|                               | <i>spring break (3-7--11)</i>   |   |   |  |
| <b>Week<br/>10</b><br>Tu 3-15 | <b>EXAM II</b>  |   |   | [sorry - spring break timing<br>changed by University)   |
| <b>*Disc-9</b><br>Tu 3-15     | <i>Research Design - 2</i>  | no discussion posts<br>required   |   |  |

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| Th 3-17                    | <i>Part VI. Technology: Making (And Unmaking) Things and People - Transforming Things in Motion: Chaines Opératoires</i> |  | CH XII Analyzing Lithic Artifacts<br>CH XIII Analyzing Ceramic Artifacts | R: Ingold (2010) “The Textility of Making”<br>R: Bleed (2001) “Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Stone Tool Production and Other Sequential Activities”<br>R: Ingold (2013) “The Materials of Life” |
| <b>Week 11</b><br>Tu 3-22  | Technology of the Social: Crafting Identity (Stallings Culture case study)   |  |  | R: Dobres (2010) “Archaeologies of Technology”<br>R: Sassaman (1998) “Crafting Cultural Identity in Hunter-Gatherer Economies”   |
| <b>*Disc-10</b><br>Tu 3-22 | <i>Making Things/Making Persons</i>  |  |  |  |
| Th 3-24                    | Bodies in Motion (Weeden Island case study)  |  | CH XIV: Making and Remaking Bodies                                       | R: Sofaer (2006) “The Body as Material Culture”<br>R: Rakita and Buikstra (2005) “Introduction” to <i>Interacting with the Dead</i><br>R: Milanich et al. (1997) “Charnel Knowledge”<br>McKeithen Mounds” pp. 91-119 (ebook E99 .W48M37 1997)      |
| <b>Week 12</b><br>Tu 3-29  | Entanglement, and Historical Change  | Lucas (2012) Ch 7: “A ‘New’ Social Archaeology?” pp. 258-265 |  | R: Gillespie (2021) “The Entanglement of Earth in the Age of Clay”   |
| <b>*Disc-11</b><br>Tu 3-29 | <i>People and Things; Historical and Material Entanglements</i>  |  |  |  |
| Th 3-31                    | Landscapes in Motion: History, Memory, and Materiality   | Lucas (2005) Chap 3: “Time in Past Societies,” pp. 61-94     |  | R: Van Dyke (2008) “Memory, Place, and the Memorialization of Landscape”<br>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”                |

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|-------------------------|---|---|---|--|
| Week<br>13<br>Tu<br>4-5 | Living Landscapes:<br>Human-Animal<br>Relations<br>(shell mounds case<br>study)                               |   |   | R: Moore & Thompson (2012)<br>“Animism and Green River<br>Persistent Places: A Dwelling<br>Perspective of the Shell Mound<br>Archaic”<br>R: Allentuck (2015)<br>“Temporalities of Human-<br>Livestock Relationships in the<br>Late Prehistory of the Southern<br>Levant” |
| *Disc-<br>12<br>Tu 4-5  | Landscape Approaches<br>in Archaeology  |   |   |  |
| Th 4-7                  | <i>Part VII: Theory in<br/>Practice Today</i><br>Indigenous<br>Archaeologies and the<br>New Cultural Heritage |   |   | R: Ferguson (2003)<br>“Anthropological Archaeology<br>Conducted by Tribes”<br>R: Holtorf and Fairclough<br>(2013) “The New Heritage and<br>Re-Shapings of the Past”  |
| Week<br>14<br>Tu 4-12   | Archaeology of the<br>Contemporary Past<br>(Dozier School and<br>Rosewood case studies)                       |   |   | R: Buchli and Lucas (2001)<br>“The Absent Present:<br>Archaeologies of the<br>Contemporary Past”<br>R: Voss (2010) “Matter Out of<br>Time: The Paradox of the<br>'Contemporary' Past”  |
| *Disc-<br>13<br>Tu 4-12 | <i>Issues in Contemporary<br/>Archaeological<br/>Practice</i>   |   |   |  |
| Th 4-14                 | Inference and<br>Explanation in a<br>Historical Science   | Lucas (2012) Chap.<br>6: Archaeological<br>Interventions, pp.<br>215-228 only | [CH 25: Hypotheses<br>and Explanations] | R: Madella et al. (2014)<br>Introduction to Simulating the<br>Past, pp. 251-253 only<br>R: Fogelin (2007) “Inference to<br>the Best Explanation: A<br>Common and Effective Form of<br>Archaeological Reasoning”  |
| Week<br>15<br>Tu 4-19   | <b>EXAM III</b>   |   |   |  |
| *Disc-<br>14<br>Tu 4-19 | Final Discussion and<br>Preparation for<br>Presentations  | Abstracts of<br>research design are<br>posted                                 |   |  |
| TBA                     | Presentations of<br>Research Designs  |   |   |  |
| Tues<br>4/26<br>noon    | written research design<br>due; upload on Canvas  |   |   |  |



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. 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 who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#) (352-392-8565) to register. Once registered, their instructors will receive an accommodation letter, which must be discussed with the student so that accommodations are appropriate. Students should follow this procedure as early as possible in the semester. No accommodations will be granted until the letter is received.

### **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](#) 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. 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
- 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. These evaluations are conducted online at [gatorevals.aa.ufl.edu/students/](http://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/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-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 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](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.