

ANT 2140 *Introduction to World Archaeology*

The global study of human culture from its origins to the present through the recovery, description and analysis of material remains.



INSTRUCTOR INFORMATION

Professor: Dr. Steven A. Brandt www.sweapmb.com

- Virtual Office Hours: Tuesdays xxx and Thursdays xxx by scheduled appointment via [Zoom Conferences](#). If necessary, other days and hours can be requested also via [Zoom Conferences](#).

Teaching Assistant: Domenique Sorresso

- Virtual Office Hours: Tuesdays xxx and Thursdays xxx by scheduled appointment via [Zoom Conferences](#). If necessary, other days and hours can be requested also via [Zoom Conferences](#).

E-mail/Messaging:

- Use the [Canvas mail](#) conversation tool to message Dr. Brandt or Ms. Sorresso on class-related issues including questions about lectures, readings and grades, or special circumstances and needed accommodations.
- Expect a response within 48 hours. All online correspondence must originate from your @ufl.edu account, have your full name in the message body, and contain your course and section number in the subject line.
- For technical issues, please see the "[Getting Help](#)" section below.

COURSE INFORMATION: This course is 100% synchronous online and open to all majors. There are no prerequisites nor lab fees.

- **Lecture:**
 - T | Period 5 - 6 (11:45 AM - 1:40 PM)
 - R | Period 6 (12:50 PM - 1:40 PM)
- **“Laboratory”:**
 - W | Period 6 (12:50 PM - 1:40 PM)

Course Description:

- This course explores the totality of human experience on earth, as known through archaeology, from the beginnings of humankind into the present. Course content is not organized chronologically or regionally, but thematically, focusing on how *humans have made themselves and their worlds* in the past and continue to do so today. It is an archaeological contribution to the anthropological question, “*What makes us human?*” An anthropological archaeology can inform us of where we come from, how we got to where we are today, and where we might be going in the future.
- Case studies from around the world and all time periods are drawn upon to illuminate the diversity of past human experiences and explain the archaeological methods and techniques used to gain that knowledge. Through global comparison these case studies shed light on the diversity of world areas along with commonalities in the human past. Archaeological investigation and dissemination of knowledge is shown to be relevant to contemporary issues on a global scale, including indigenous rights, structural violence, collective identities, diseases, racism, heritage preservation, conservation biology, agricultural development, maintenance of built environments, responses to climate change, and sustainability.

- Following introductory lectures on the history of archaeology and basic archaeological methods, the first part of the course explores key characteristics of pre- industrial technologies, the diversity of livelihoods and subsistence practices, why and how humans have created physical and meaningful worlds to live in, made themselves and their societies and (successfully and unsuccessfully) faced
- The second part investigates the evolution of human bio-cultural behavior by asking such questions as: Why is Africa the homeland of humans; Why and how did people disperse out of their homelands to settle the earth through “timewalking” (migration) and the movement of things (diffusion)? How did humans face environmental challenges (successfully and unsuccessfully: What drove major changes in technology and society?
- The third part considers archaeology of the present and for the future: threats to and conservation of the archaeological record; who owns the past; the archaeology of racism and sexism; monuments and memory; community archaeology; extraterrestrial archaeology; “Grand Challenges.” Special emphasis is given to UNESCO World Cultural Heritage (WCH) sites, and more generally issues relating to the role of archaeology in cultural heritage management. WCH sites are highlighted in the lectures, each identified with a blue logo, and a course project is devoted to researching one of these sites.:

Career Preparation

- This course prepares you for certain career skills, which you should include in your résumé when job-seeking: critical thinking, problem-solving, communication, collaboration, digital/online fluency, and cross-cultural appreciation.

Student Learning Objectives: By the end of this course you s will be able to:

- Recognize basic archaeological concepts, methods, and techniques used to interpret the lifeways and histories of past peoples.
- Apply those concepts, methods, and techniques to the analysis of archaeological remains.
- Identify major changes in culture and technology in human history and explain their material and historical impacts on a global scale, especially those that have resulted in cross-cultural commonalities and differences.
- Justify that “the past” is produced in the present and is subject to change as knowledge, methods, and attitudes change.
- Discriminate the more plausible interpretations and explanations of past phenomena that contribute to accumulated knowledge using evidence-based procedures, and correspondingly recognize interpretations that are less plausible.
- Appreciate how cultural heritage is an important resource and source of identity among virtually all peoples at the national, subnational, ethnic, and local levels, and thus be able to evaluate the ethical considerations of preserving tangible and intangible heritage.
- Recognize the diversity of experiences, formations, and impacts of human societies since the beginning of humankind on a global scale.
- Understand that our contemporary world is a result of a long history of separate developments and interdependencies, of continuities and transformations that are still ongoing.
- Evaluate how archaeological approaches to studying the human past are relevant to understanding the present and future in a diverse and dynamic global context.

International Scholars Program

- This course is eligible for the [International Scholars](#) certificate program, which has its own Student Learning Objectives (Terminology, Judgment, and Acceptance). By the end of this course, students will be able to:
 - Consistently recognize and effectively utilize important and relevant terminology regarding intercultural and global issues in the appropriate environmental context (terminology).

- Effectively and consistently make logical and informed judgements when encountering diverse intercultural and global situations (judgment, critical thinking).
- Effectively and consistently express and foster openness to other cultural views, differences, and opinions (communication, acceptance of others)

Workload, Expectations and Deadlines

- Both this synchronous course and the asynchronous version are overall equivalent in material and requirements, and largely requires the same amount of time and effort. However, there are a few key differences. This course has:
 - 1) different texts that have the same amount of reading, but in this instructor's opinion, is less "textbook-like" and more free-flowing with less jargon;
 - 2) a somewhat different structure that puts more emphasis upon the famous/infamous/significant archaeological sites that not only provide important data for reconstructing the evolution of human society, but have also made archaeology the exciting and adventurous discipline it is known for (not that it doesn't have its fair share of bureaucracy and tedium!);
 - 3) no quizzes; and
 - 4) **the major advantage** of "face-to-face" feedback and discussion, which should hopefully make the class more stimulating/interesting (or at least make time go by faster)..
- This course is definitely not "hard", but **if you are unwilling to consistently schedule a certain number of hours each week to do the readings, watch the videos, take and study your notes, fulfill the assignments and prepare for your exams, you should not be in this class.**

Instructor Response

- If you have questions that are not answered in the syllabus or the course's [General Help Forum](#), or about your own performance in the class, you should contact the instructors. Responses are usually provided within 48 hours. Questions that are answered on the syllabus or discussion board will not be answered again – you will be directed to those resources.
- For graded assignments, expect a grade with feedback within 72 hours after a lab or discussion assignment is due. The E-Map, E-Timeline and UNESCO project, all due at the end of the semester, will take longer to read, provide individual feedback, and assign a grade..

Tips for Success

- Regularly schedule weekly "class times" for this course as if it were in a traditional classroom.
- Read the helpful information provided on Canvas.
- Print the Course Schedule located in the Course Syllabus and check things off as you go.
- Use the course's [General Help Forum](#).
- Ask instructors for help or clarification of the material right away. Don't wait till it's too late.
- Do your work well before the due dates. If your computer goes down when you are trying to submit an assignment, you will need time to get to another machine. Computer problems are not acceptable excuses for a late or incomplete assignment.
- Read all the assignment instructions carefully!
- Back up all your work to an external drive or the cloud.

COURSE CONTENT:

E-Learning (Canvas): Everything is to be accessed and submitted through Canvas. Check the site regularly for announcements and handouts, especially before the lab period. Grades are also posted here.

Modules

- The course content is organized within 14 modules, which parallel the online version of this course. Some modules have more content than others; they do not correspond to weeks in the semester. For your purposes this is important only in accessing the information on e-learning by module.

Assigned Readings

- **Required Texts:** The first three texts are available for purchase anywhere where books are sold in e-book (recommended- cheap) or print format. The last two are exclusive to Amazon and available only in Kindle format, which can be downloaded for free from the Amazon web site. Although there are five required texts, they do not cost more than \$40 total if purchased in e-book format. They are all quick reads as they are short in length and generally free of jargon.
 - Bahn, P. 2012 *A Very Short Introduction to Archaeology* (Archaeology)
 - Condemi, S and F. Savatier 2019. *A Pocket History of Human Evolution* (Evolution)
 - David, B. 2017. Cave Art. (Art)
 - Captivating History: Ancient Africa 2020 (Africa)
 - The Ancient Indus Valley Civilization's Biggest Cities (Indus)
- **Recommended Text:**
 - Greene, K. and T. Moore 2012. *Archaeology: An Introduction*, 5th edition.
 - You may purchase or rent it in paperback or e-book format. It is or will be available on reserve in Library West.
- **Text Reading Assignments** are made by chapter or by numbered sections within each chapter. Pay careful attention to the reading assignment.
- **Other readings** come from journal articles (some online), book chapters presented as pdfs on Canvas, essays written specifically for this course, and webpages. You are responsible for the content—the major ideas or findings—from each of these types of required readings.
- **Assigned Videos:** Videos – including full-length movies - are an important part of the course and are usually linked to Canvas. However, on occasion they may be linked to an external free source (e.g. PBS). You are responsible for taking appropriate notes on the videos, including major ideas or findings.

Course Format

- **Classroom:** The Zoom “classroom” format for the Tuesday/Thursday lecture periods is Powerpoint (PP) lecture and guided discussion via Zoom and Canvas discussion board. We will usually upload the lectures and labs, notes Questions are encouraged during lectures, but I may not always answer them immediately.
- **Lab:** The “lab” format is also Powerpoint (PP) and guided discussion via Zoom and Canvas discussion board. They are coordinated and conducted by your T.A., Dominique Sorresso, on Wednesdays via Zoom. Although you can no longer handle and analyze archaeological materials in a real lab setting, we have designed many of the virtual labs in a way that permits you to touch/feel archaeological materials of your own creation. You will learn more about this during the Wednesday lab
 - There is an Activity Sheet for every lab, which you should download from Canvas. Some labs will require prior preparation before they start.
 - 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**.
 - There are 14 graded lab assignments each worth 10 points, for a total of 140 points.
 - **Other Lab Assignments:** You will also complete three semester-long projects that will contribute to your digital fluency and form part of your **e-portfolio**. They are due no later than 11:59 pm on December 9, the last day of classes.

- **E-Map:** The third lab assignment is to create a digital map of the globe, using Google Earth Pro, on which you will locate archaeological sites or regions presented in each module. Although you will turn in your initial map for the lab assignment, you are to continue adding sites to the same map from each succeeding module throughout the semester and submit the final map at the end. It provides a spatial and geographical orientation of important world archaeological sites. The final e-map is worth 25 points.
- **E-Timeline:** The fifth lab assignment is to create a digital timeline on which you will locate important events or time periods. Although you will turn in the timeline for your lab assignment, you will continue to add events and periods throughout the semester from succeeding modules and submit the final timeline at the end. It provides a chronological overview of world archaeology and is worth 25 points.
- **World Cultural Heritage Project:** In this semester-long project you will select and research a UNESCO World Cultural Heritage Archaeological Project and report on it in the form of a poster.
- **Extra-Credit Activities: Archaeology in the News:** You can earn extra credit points by providing a report on a recent archaeology news item. You may do two such reports for 10 extra points each. The due dates are listed in the course schedule below, and there are full instructions on Canvas.
- **Exams:** The three non-cumulative exams are scheduled for **Thursday October 1, Thursday November 6, and Wednesday December 16.** The last exam is on the official Finals day but is the same in content and length as the other two. Exams are given online. They consist of “mini” (maximum 1 page double spaced), and/or short answers and/or multiple-choice questions drawn from required lectures, readings, videos and other (multi/social) media sources.

Attendance and Participation

- **Attendance is mandatory for both the classroom and lab, It is also mandatory for you to always be visible on Zoom, except for the 10 minute break between periods on Tuesdays.**
- **Lectures:** All students are expected to be in front of their laptops or monitors and ready to go at the start of the class period. A **participation activity** will be done at a random time in each lecture and lab. These make up 10% of the final grade. Missing lectures will prove detrimental to your understanding of the course material and your final grade. **Do not** depend exclusively upon the uploaded lectures as they provide only the main points and not the instructors’ elaborations which will be included in exams.
- **Labs:** Participation is also recorded during labs as part of the in-class exercises. Without an excused absence, you will lose all points for lab assignments turned in late.. With an official excused absence, you must turn in the work to receive the grade, but you are not penalized for being absent. Only students with official excused absences can *request* a make-up lab.
- **Excused Absences:** An excused absence is involuntary, such as a religious holiday, accident, court appearance, illness, death in the family, university-approved activity, etc.; see the full policy below. You must email the professor or TA *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.

Grading:

- **Grade Rubrics:** Assignments have attached rubrics which you should consult *before submission* to make sure you have met all the criteria. Spelling and grammar count as part of your grade. Proofread carefully and run the spell check tool in your word processing program. Assignments are electronically monitored for plagiarism. All students are held to the UF Honor Code (see below).
- **Grade Components:** 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:
 - 3 non-cumulative exams 45 pts each 135 pts total
 - 14 labs 10 pts each 140
 - lecture class participation exercises ~1 point each 40
 - E-timeline final submission 25
 - E-map final submission 25
 - UNESCO World Heritage Poster Project (topic, presentation, poster) 35
 - TOTAL 400 points**
- **Course Grading Scale:** Every graded activity in this course earns points. Only the grade components listed above are used to determine your grade. Letter grades are based on a total of 400 points; see grading scale below. Important: A minimum grade of **C** (280 points) is required for certain major requirements; C- does not fulfill that requirement. GPA points for each letter grade are provided in the bottom line of the chart. See current [UF grading policies](#) for assigning grade points.

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Pts	360-400	352-359	340-351	320-339	312-319	300-311	280-299	272-279	260-271	240-259	232-239	<232
%	90%	88%	85%	80%	78%	75%	70%	68%	65%	60%	58%	<58%
GPA	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Schedule of Topics and Assignments

NOTE: Assignments and dates on this schedule are *tentative and subject to final change*.
Always Consult the Module on Canvas for the most complete and up-to-date assignments and links to readings and videos.

Week	DATE	TOPIC	TEXT READINGS
1	T 9/1	<i>Mod 1: Humans Make Themselves and their Worlds</i> 1.1 Introduction: Go Over Syllabus 1.2 The Archaeological Imagination -What is Archaeology and the Archaeological Record	All other assignments are on Canvas Archaeology Preface, Intro, Ch 1
	T 9/2 Lab 1	Getting a Feel for Archaeology	Activity Sheet must be uploaded to Canvas by 9am, Wednesday September 9.
	R 9/3	1.3 The Idea of the Past – History of Archaeology	
2	T 9/8	<i>Module 2: What Do Archaeologists Do?</i> 2.1 Archaeology sub-fields 2.2 Planning a Project: Scientific and other Methods	Archaeology Ch 7
	W 9/9 Lab 2	Categorizing Material Culture – Garbage!	Lab 1 Activity Sheet due on Canvas by 9 am
	R 9/10	2.3 Formation Processes of the Archaeological Record	
		2.4 Discussion: <i>The Iceman</i> and Formation Processes	
3	T 9/15	<i>Module 3: Placing Things in Space and Time</i> 3.1 Survey & Excavation 3.2 Relative Dating	Archaeology Ch 2
	W 9/16 Lab 3	Understanding Space: Making an E-Map for the remainder of the semester	Lab 2 Activity Sheet due on Canvas by 9 am. Read all instructions ahead of time. Create a Google Account if you do not have one before the lab
	R 9/17	3.3 Chronometric Dating	
4	T 9/22	<i>Module 4 Making Artificial Things: Technology</i> 4.1 Stone Artifacts and Miniaturization	Archaeology Ch 3
	W 9/23 Lab 4	Understanding Time. Making an E-Timeline for the remainder of the semester	Lab 3 Activity Sheet due on Canvas by 9 am You need to have graph paper and a metric ruler.
	R 9/24	4.2 Ethnoarchaeology of Lithics: Woman the Toolmaker	
5	T 9/29	<i>Module 5: Making Other Artificial Things:</i> 5.1 Ceramics, Metals and Plastics 5.2 Discard, Garbage and Landfills Assignment Discussion	

	W 9/30 Lab 5	Discussion of Previous Lab Assignment; Exam Review	Lab 4 Activity Sheet due on Canvas by 9 am
	R 10/1	FIRST EXAM	
6	T 10/6	<i>Module 6: Making Artificial Worlds to Inhabit</i> 6-1 Gimmie Shelter: The “Built” Environment	Archaeology Ch 4, 6
	W 10/7 Lab 6	Lithics: Reductive and Composite Technologies	Lab 5 Activity Sheet due on Canvas by 9 am
	R 10/8	6-2 “Natural” and Artificial Landscapes; Fire!	bring pencils and erasers
7	T 10/13	<i>Mod 7: Making a Livelihood: You Are What You Eat:</i> 7.1 Zooarchaeology and Archaeobotany 7.2 Bioarchaeology and Isotopes	
	W 10/14 Lab 7	Ceramics – Additive and Storage Technologies	Lab 6 Activity Sheet due on Canvas by 9 am
	R 10/15	7.3 Modes of Production/Subsistence: Hunter-Gatherers; Pastoralists; Farmers; and Urbanites	UNESCO World Cultural Heritage Project: Choose and explain your site (on Canvas) DUE
8	T 10/20	<i>Module 8: Making Meaningful Lives</i> 8.1 Rituals and Rites of Passage 8.2 Belief Systems (Religion)	Archaeology Ch 5
	W 10/21 Lab 8	People and Animal Relationships- Zooarchaeology	Lab 7 Activity Sheet due on Canvas by 9 am
	R 10/22	9.2 Society, Style, Ethnicity and Racism	
9	T 10/27	<i>Module 9: Making People</i> 9.1 Bodies (tattoos, deformation, burials, etc.) 9.2 Persons e.g. (gender, sex, individuality, jewelry)	Archaeology Ch 5
	W 10/28 Lab 9	Reading the Built Environment - Stratigraphy	Lab 8 Activity Sheet due on Canvas by 9 am
	R 10/29	Module 9 continued	Extra Credit: Archaeology in the News #1 DUE
10	T 11/3	<i>Module 10: Confronting Environmental Change</i> 10.1 Natural vs. Artificial Environmental Changes 10.2 Adaptation/Sustainability, Collapse, Extinction	<i>Module 11: Making Societies</i> 11-1 Making Societies
	W 11/4 Lab 10	Discuss Previous Lab Assignment; Exam Review	Lab 9 Activity Sheet due on Canvas by 9 am
	R 11/5	SECOND EXAM	
11	T 11/10	<i>Module 11: Earliest People on the Move</i> 11.1 Bio-Cultural Evolution and dispersal of Earliest Hominins	Evolution Ch 1-4
	W 11/11 Lab 11	People and Plant Relationships - Archaeobotany	Lab 10 Activity Sheet due on Canvas by 9 am
	R 11/12	11.2 Archaic Human Dispersals and Hunting/Gathering	Evolution Ch 5-6
12	T 11/17	<i>Module 12: What is “Modern” Human Behavior?</i> <i>12.1 Why, when and where did it begin?</i>	Evolution Ch 7 Art Whole book over the next 2 weeks
	W 11/18 Lab 12	Rock Art	Lab 11 Activity Sheet due on Canvas by 9 am

	R 11/19	12.2 Migration of Modern Humans throughout the inhabitable Earth.	Evolution Ch 8
13	T 11/24	<i>Module 13: Settling Down: 13.1 Complex Hunter-Gatherers and the invention of Food Production</i>	Evolution Ch 9
	W 11/25 Lab 13	TBD	Lab 12 Activity Sheet due on Canvas by 9 am
	R 11/26	13.2 Rapid Migration and Diffusion of Food-Producing Societies and the demise of hunters and gatherers	
14	T 12/1	<i>Module 14: The Rise and Fall of Cities and States</i> 14.1 The "Old World" 14.2 The "New World"	Evolution Ch 10; Conclusion Africa Ch 1, 4, 5, 6 Indus Whole book
	W 12/2 Lab 14	Maya Hieroglyphic Writing	Lab 13 Activity Sheet due on Canvas by 9 am
	R 12/3	14.3 The <i>Modern World System</i> and its Consequences (e.g. globalism, slavery, racism) 14.4 Historical Archaeology in the Americas	
15	T 12/8	<i>Module 15: Archaeology in the Present and for the Future</i>	Archaeology Ch 9, 10
	W 12/9	<i>Discuss Previous Lab Assignment: Exam Review</i>	Lab 14 Activity Sheet due on Canvas by 9 am
			Poster (pdf), E-map and E-timeline due on Canvas by 11:59pm.
	W 12/16	Third and Final Exam 12:30-2:30 pm	Non-Cumulative and the same length as the other exams.

The following information is provided in conformance with University Policy:

- Class sessions may be audio-visually recorded** for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voice recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials by students or any other party is prohibited.
- 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 are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- **Accommodations for students with disabilities:** <https://www.dso.ufl.edu/drc/>
Students requesting classroom accommodation must first register with the Dean of Students Office, Disability Resource Center. The DRC will provide documentation to the student and instructor. Upon receipt of documentation, the student must meet with the instructor to clarify the accommodation, after which it will be granted. Students with disabilities should follow these procedures as early as possible in the semester.
- **Online course evaluation process:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.
- **Religious Observances:** Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observances) should contact the Professor and request this modification; it will then be granted.
- **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 (<http://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.
 - 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 (see the full list at url above). All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office (DSO). Students who have not committed any prior violations according to the DSO 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>).
- **Counseling and Emergency Services:** U Matter, We Care serves as UF’s umbrella program for UF’s caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance for students in distress. – the University Counseling and Wellness Center, 301 Peabody Hall, 392-1575
<http://www.counseling.ufl.edu/cwc/> – Student Health Care Center, 392-1161 – Career Connections Center, Reitz Union, 392-1601.

- **Online course evaluation process:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://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 <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
- **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. 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, 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>

