

# INTRODUCTION TO WORLD ARCHAEOLOGY



ANT 2140  
Spring 2017  
3 Credit Hours



|                                                                                                        |                                                                                   |
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| <b>Instructor:</b> Ginessa J. Mahar                                                                    | <b>Email:</b> gjmahar@ufl.edu                                                     |
| <b>Lecture Times:</b><br>Tuesdays: Period 7; 1:55pm – 2:45pm<br>Thursdays: Period 7-8; 1:55pm – 3:50pm | <b>Lecture Location:</b><br>Turlington (TUR) L011                                 |
| <b>Office:</b> B355                                                                                    | <b>Office Hours:</b><br>Tuesdays: 3:00pm – 5:00pm<br>Wednesdays: 9:00am – 10:00am |

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| <b>Teaching Assistant:</b> Terry E. Barbour                                                                                                   | <b>Email:</b> terry.e.barbour@ufl.edu                                                            |
| <b>Laboratory Sections:</b> Tuesdays:<br>(2A98): Period 3; 9:35-10:25am<br>(2D11): Period 4; 10:40-11:30am<br>(2D12): Period 5; 11:45-12:35pm | <b>Laboratory Location:</b><br>Turlington Basement (TUR) B357<br><i>Archaeology Teaching Lab</i> |
| <b>Office Location:</b> B355                                                                                                                  | <b>Office Hours:</b> TBD                                                                         |

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| <b>Teaching Assistant:</b> Jessica A. Jenkins                                                                                                   | <b>Email:</b> jajenkins@ufl.edu                                                                  |
| <b>Laboratory Sections:</b> Wednesdays:<br>(8607): Period 3; 9:35-10:25am<br>(8608): Period 4; 10:40-11:30am<br>(8612): Period 5; 11:45-12:35pm | <b>Laboratory Location:</b><br>Turlington Basement (TUR) B357<br><i>Archaeology Teaching Lab</i> |
| <b>Office Location:</b> B355                                                                                                                    | <b>Office Hours:</b><br>Tuesdays: 10:35am – 1:45pm                                               |

## COURSE DESCRIPTION:

Ancient tombs, towering pyramids, mysterious stone arrangements, hidden temples, and puzzling artifacts – these are the tangible traces of our human past. These enduring marks engage our curiosity and inspire our imagination. TV shows, movies, books, news stories, blogs, and video games feed our interest in ancient worlds.

Why are we so intrigued by these remnants of ancient times? What can archaeology teach us about these past civilizations? What lessons can we learn from our ancient ancestors? How is archaeology relevant to our lives beyond our innate curiosity?

We will address all these questions and more as we explore some of the most *amazing* civilizations from across the globe! We will begin the course by briefly covering the history and fundamentals of the discipline. Subsequently we will venture into the world of the archaeologist—what questions they ask about the past and how they go about answering them. From there, we will cover cultural and technological developments that rocked the globe: tool use, agriculture, monumental architecture, writing systems, religion, warfare, and urbanization. In the course of doing so we will explore some of the most

fascinating archaeological sites and ancient personalities from around the world: Stonehenge, the Pyramids of Egypt, Teotihuacan, Qin Shi Huangdi and his Terra Cotta Army, Divine Kings and Commoners, and many more!

### **STUDENT LEARNING OUTCOMES:**

By taking this course students will begin to:

1. Recognize the diversity of archaeological sites, the people that made them and the diversity of material culture they created, from across the globe;
2. Identify the major shifts in culture and technology in our past that have influenced who we are and how we live today;
3. Discuss how archaeological approaches to studying the human past are important to understanding the present and future;
4. Gain an appreciation for the discipline of archaeology and the fascinating details of human cultures past and present it helps to unearth.

### **ENDURING KNOWLEDGE STATEMENTS:**

The following statements will guide how we learn about archaeology and what it can teach us. They explain how the world we live in today is a product of the past.

- The “past” is produced in the present.
- Archaeology furthers our understanding of people’s lives by investigating their interactions with their material worlds.
- The “archaeological record” is always in continuous formation as people continue to interact with the world around them. It may be interpreted in various ways.
- Our contemporary world is a result of a long history of separate developments and interdependencies, of continuities and transformations that are still ongoing.
- Archaeological investigation and dissemination of knowledge is relevant to contemporary issues, including indigenous rights, collective identities, conservation biology, ecology, agricultural development, climate change, and sustainability.

### **E-LEARNING**

In this course we will be using the e-learning system. The login page for e-learning can be found at <http://elearning.ufl.edu/>. Once logged in you should see this course (ANT 2140) listed on your dashboard. On the course page you will find various resources such as the syllabus, weekly modules, additional readings, and course announcements. As this page will be updated throughout the semester, you are responsible for regularly checking this site. You can set your alerts to receive daily or weekly emails. If you encounter any issues related to e-learning, contact the UF Helpdesk by email or phone: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu); (352) 392-4357.

### **REQUIRED TEXTBOOKS AND READING ASSIGNMENTS:**

*The Human Past: World Prehistory and the Development of Human Societies* (2013), 3<sup>rd</sup> edition. Edited by Chris Scarre. This textbook is on reserve at George A. Smathers Library West.

*Additional readings* (.PDF format) will be posted on the course e-learning page. They are organized by Weekly Modules.

Be sure to complete all reading assignments prior to class. Readings are assigned from the text book and also from additional readings available on e-learning. Websites are also offered for particular models and should be reviewed prior to class.

**Reading Quizzes:** To keep everyone on the same page, you are required to complete very brief quizzes that are based on the readings for the week (based on the text book and the additional readings posted on the e-learning page). Further, all of the readings are tied to modules on the e-learning page, and the module for the following week is **unlocked only after you complete the reading quiz** for the prior week. These quizzes are always due before class starts on Tuesdays (12pm, noon). You are allowed two (2) attempts on each quiz, so make sure you read the materials thoroughly to ensure you get the highest grade possible. You will have 15 minutes to complete the quiz.

### **COURSE FORMAT:**

This course involves two weekly lectures that introduce and discuss in detail the course materials, and one weekly laboratory section that will build upon various topics introduced during lectures. Attendance is taken at both lectures and labs and makes up a component of your final grade.

**Laboratory Sessions:** The weekly laboratory sessions give you hands on experience with archaeological materials. They also provide a forum for class discussions that build upon and clarify concepts introduced during lectures. The labs count for a portion of your participation and attendance grade. Make sure to attend the laboratory section you are assigned to in order to obtain credit for attendance and participation. NOTE: The online version of this course *does not* offer the laboratory sections. Anthropology majors are *strongly encouraged* to take the in-class version of this course due to the availability of the labs, to better prepare you for additional archaeology courses.

### **OTHER GRADE COMPONENTS:**

**Archaeology in the News:** As a way to reinforce the idea that the past is produced in the present, and to keep everyone up-to-date on the latest discoveries, we will spend some time discussing archaeology as it appears in the news (good, bad, and ugly, maybe even over-sensationalized?).

You will also do your own news research by reporting on three separate news articles that focus on a recent archaeological discovery. Each report will summarize the article's content (i.e., is it reporting the discovery of a new site or the destruction of an important one? An intriguing artifact? A new method?), how it contributes to the general public's understanding of archaeology and the past, and how it conveys the role of archaeology in our lives today. Further details of the assignment are available on the e-learning site.

**Exams:** Two mid-term exams will be administered during class times. The final exam (non-cumulative) will be held in the lecture hall (TUR L011) during the specified final exam schedule time. All exams consist of multiple choice questions and are computer-graded. Scantrons are provided. Questions are drawn from both the lectures and the reading assignments.

**Make-up Policy:** Make-up exams will *ONLY* be allowed for those persons able to provide certifiable documentation of an involuntary absence. If you know in advance that you will not be able to attend an exam you must notify the instructor ASAP to schedule alternative arrangements. This holds true for the lab sessions as well; if you know in advance you will miss a lab session, contact your teaching assistant ASAP to schedule alternative arrangements. *Any missed lab or exam is to be made up within one week of the original date.*

### **STRATEGIES FOR SUCCESS:**

\*Purchase the textbook on time, and read the assigned readings (both in the textbook and the additional readings) before the lecture on the topic.

\*Pay attention and take notes during class lectures. A sure fire way to remember the information presented is to write it down.

\*There are no “stupid” questions! Questions in class and/or lab can lead to discussions that enhance your and your peers’ understanding of the materials being discussed. Additionally, don’t hesitate to email the instructor and stop in during office hours if you are having difficulty grasping the course materials.

\*Submit your assignments in a timely fashion (i.e., on time). Start them early! Waiting until the last minute results in stress over the assignment as well as lower quality work.

\*Actively participate in laboratory activities and lectures. The more you participate the more you will get out of this course!

### **GRADING:**

Grades are assigned on the basis of attendance and participation in lab and lecture, three news report assignments, two mid-term exams, and a final exam for a total of 270 possible points:

Class attendance/participation: 30 points (10%)

Lab attendance/participation: 30 points (10%)

Reading Quizzes: 2 points each/30 points total (10%)

News reports: 10 points each/30 points total (10%)

Mid-term exams: 60 points each/120 points total (40%)

Final exam: 60 points (20%)

### **Letter grades are assigned according to the following grading scale:**

A: 251-270    A-: 243-250    B+: 235-242    B: 224-234    B-: 216-223    C+: 208-215  
(93-100%)    (90-92%)    (87-89%)    (83-86%)    (80-82%)    (77-79%)

C: 197-207    C-: 189-196    D+: 181-188    D: 170-180    D-: 162-169    E: 161 or less  
(73-76%)    (70-72%)    (67-69%)    (63-66%)    (60-62%)    (59% or less)

Concerns about grades must be addressed **promptly**. Any errors found in a graded assignment or exam must be brought to the attention of the instructor or teaching assistant ASAP (within 1-2 weeks of grade, except the final). The UF grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **PROJECTED SCHEDULE OF TOPICS AND READING ASSIGNMENTS:\***

*\* Disclaimer: This schedule is subject to change if the need arises. Any changes will be announced in advance during class time as well as on the course e-learning site. Be sure to check the weekly module for the most up-to-date assignments.*

| WEEK | DAY | TOPIC                             | READINGS (T: textbook; A: additional reading; W: website) |
|------|-----|-----------------------------------|-----------------------------------------------------------|
| 1    | 1/5 | Introduction to World Archaeology | T: Preface                                                |

|   |                                           |                                                                                                                                                                |                                                     |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
|   |                                           | <i>What to expect in this class. What is archaeology and how is it done?</i>                                                                                   | W: <a href="#">Society for American Archaeology</a> |
| 2 | 1/10                                      | History of Archaeology<br><i>From amateur collections to scientific discipline: Ancient Egypt, Rome, and Greece</i>                                            | T: Chapter 1 (all)                                  |
|   | 1/12                                      | Archaeology Today<br><i>Objects, Materiality, Places, Environments, Identities... Oh My!: SE USA, Chalcatzingo, Cahokia, Mohenjo-Daro</i>                      | A: Chilton 1999                                     |
|   | <b>Lab 1: Getting a Feel for the Past</b> |                                                                                                                                                                |                                                     |
| 3 | 1/17                                      | Understanding Space I<br><i>Places and Spaces: From Small to Big and Back Again: The Stonehenge Landscape, the Great Wall of China, the Roman Empire</i>       | A: Short Report: SHLP                               |
|   | 1/19                                      | Understanding Space II<br><i>Space Archaeology: Tools and Technology for a Futuristic Archaeology - Egyptian Pyramids, Nazca Lines, Angkor Wat, Ancient Ur</i> | A: LiDar at Angkor Wat<br>A: Wired: Sarah Parcek    |
|   | <b>Lab 2: Scale in Archaeology</b>        |                                                                                                                                                                |                                                     |
| 4 | 1/24                                      | Understanding Time I<br><i>Dating in Archaeology: Relative and Absolute Dating Techniques – Chaco Canyon, Ancient Egypt, and Colonial Massachusetts</i>        | Textbook, See e-learning<br>A: Dee et al 2014       |
|   | 1/26                                      | Understanding Time II<br><i>Processes, Palimpsests, Analogy, and Further Complications: Poverty Point, Gobekli Tepe, Ziggurat at Ur</i>                        | A: The World's First Temple                         |
|   | <b>Lab 3: The Dating Game</b>             |                                                                                                                                                                |                                                     |
| 5 | 1/31                                      | The Material Record: Enduring Objects<br><i>Materiality Matters: Great Zimbabwe, Petra, Teotihuacan</i>                                                        | A: African Architecture                             |
|   | 2/2                                       | The Material Record: Organics/Perishables<br><i>The Power of Preservation: Machu Picchu, Windover, Chaco Canyon</i>                                            | Textbook, See e-learning                            |
|   | <b>NEWS REPORT #1 DUE (8pm)</b>           |                                                                                                                                                                |                                                     |

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|    | Lab 4: Discovering Material Culture                       |                                                                                                                                                                                                                                                                                        |                                              |
| 6  | 2/7                                                       | Context & Interpretation I<br><i>Connecting the Dots: Reconstructing the Past – Çatalhöyük, Florida Gulf, Stonehenge</i>                                                                                                                                                               | Textbook, See e-learning                     |
|    | 2/9                                                       | Context & Interpretation II<br>Review and Class Discussion                                                                                                                                                                                                                             | Bring your notes and completed review sheets |
|    | Lab 5: Exam Review #1                                     |                                                                                                                                                                                                                                                                                        |                                              |
| 7  | 2/14                                                      | EXAM # 1                                                                                                                                                                                                                                                                               |                                              |
|    | 2/16                                                      | The Beginnings of Modern Humans<br><i>What makes us human?: Herto (Ethopia), Klasies River Mouth, comparison - Kebara Cave (Neanderthals)</i>                                                                                                                                          | Textbook, See e-learning                     |
|    | Lab 6: Documenting and Reconstructing the Past            |                                                                                                                                                                                                                                                                                        |                                              |
| 8  | 2/21                                                      | The Human Diaspora<br><i>Out of Africa and Colonizing the World: Pathways, Migrations, and Dispersals – Skhul &amp; Qafzeh (Levant), Lascaux (France), Tianyuan Cave (China), Meadowcroft &amp; Broken Mammoth Cave (N. America), Monte Verde (S. America), Lake Mungo (Australia)</i> | Textbook, See e-learning                     |
|    | 2/23                                                      | Early Communities & Environmental Challenges<br><i>The Advantages of Technology and Human Collaboration and Ingenuity: Uruk, Cahokia, Mohenjo-Daro</i>                                                                                                                                 | A: Why Settle Down?                          |
|    | Lab 7: Dining in the Past: Zooarchaeology & Archaeobotany |                                                                                                                                                                                                                                                                                        |                                              |
| 9  | 2/28                                                      | Monumentality I<br><i>Going Big: Teotihuacan, Tomb of Qin Shi Huangdi, Ancient Greece</i>                                                                                                                                                                                              | A: Monuments and Memorials                   |
|    | 3/2                                                       | Monumentality II (Guest Lecturer)<br><i>Connections Beyond: Poverty Point &amp; Fort Center</i><br>NEWS REPORT #2 DUE (8pm)                                                                                                                                                            | Textbook, See e-learning                     |
|    | Lab 8: Dissecting Monuments                               |                                                                                                                                                                                                                                                                                        |                                              |
| 10 | 3/7                                                       | No Class: Spring Break                                                                                                                                                                                                                                                                 |                                              |
|    | 3/9                                                       | No Class: Spring Break                                                                                                                                                                                                                                                                 |                                              |
|    | No Lab: Spring Break                                      |                                                                                                                                                                                                                                                                                        |                                              |

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| 11 | 3/14                                                          | The Neolithic Revolution I<br><i>Transformation of Relationships between People, Plants, and Animals: Jericho &amp; Abu Hureyra (Fertile Crescent), Gila Naquitz &amp; Tehuacan (Mesoamerica)</i>      | Textbook<br>A: Of Cereals and Civilization                                        |
|    | 3/16                                                          | The Neolithic Revolution II<br><i>Landscape Domestication: Water Worlds, Soil Creation, &amp; High Altitude Life – Angkor Wat, Amazonian Black Earth, Machu Picchu</i><br>Exam Review/Class Discussion | A: How Floods Shaped Civilization<br>Bring your notes and completed review sheets |
|    | <b>Lab 9: Exam Review # 2</b>                                 |                                                                                                                                                                                                        |                                                                                   |
| 12 | 3/21                                                          | <b>EXAM #2</b>                                                                                                                                                                                         |                                                                                   |
|    | 3/23                                                          | The Rise of Civilization<br><i>What is civilization? Ancient Uruk, Ur, Egypt, Mohenjo-Daro, Dynastic China</i>                                                                                         | Textbook, See e-learning                                                          |
|    | <b>Lab 10: The Garbage Lab: Interpreting Material Remains</b> |                                                                                                                                                                                                        |                                                                                   |
| 13 | 3/28                                                          | The Role of Ancient Writing and Symbols<br><i>The Power of Communication: Mesopotamian, Chinese, Egyptian, and Incan systems</i>                                                                       | Textbook, See e-learning                                                          |
|    | 3/30                                                          | The Development of Urbanization<br><i>Why live in cities? Çatalhöyük, Mohenjo-Daro, Great Zimbabwe, Rome</i>                                                                                           | Textbook, See e-learning                                                          |
|    | <b>Lab 11: How Does Archaeological Research Work?</b>         |                                                                                                                                                                                                        |                                                                                   |
| 14 | 4/4                                                           | Warfare and Conquest<br><i>Expansion, Borders, and Destruction: Chichen Itza, Tenochtitlan, The Great Wall of China &amp; the tomb of Qin Shi Huangdi</i>                                              | Textbook, See e-learning                                                          |
|    | 4/6                                                           | Religion and the State<br><i>Not Always a Separation: Divine Kings of Egypt, God-Kings of Angkor, Moche Warrior Priests</i>                                                                            | Textbook, See e-learning                                                          |
|    | <b>Lab 12: Archaeology and Museum Collections</b>             |                                                                                                                                                                                                        |                                                                                   |
| 15 | 4/11                                                          | Culture Clash<br><i>The Impact of Cultural Encounters: Acculturation No More – Roman Empire, Spanish Colonialism</i>                                                                                   | See e-learning                                                                    |

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|    | 4/13                                                                              | Ethics in Archaeology<br><i>Ethics, Stewardship, and Archaeology and the Public: Kennewick Man &amp; NAGPRA, Dakota Access Pipeline, Florida Public Archaeology Network</i> | See e-learning<br>W: <a href="#">SAA Code of Ethics</a><br>W: <a href="#">FPAN</a><br>W: <a href="#">Florida Cultural Resources</a> |
|    | <b>Lab 13:</b> Ethics in Archaeology: The Ethics Bowl – NEW TOPIC? Kennewick Man? |                                                                                                                                                                             |                                                                                                                                     |
| 16 | 4/18                                                                              | Course Recap and Class Discussion<br><b>NEWS REPORT #3 DUE (8pm)</b>                                                                                                        | TBD                                                                                                                                 |
|    | 4/20                                                                              | <b>No Class: READING DAYS</b>                                                                                                                                               |                                                                                                                                     |
|    | <b>Lab 14:</b> Review for Exam #3                                                 |                                                                                                                                                                             |                                                                                                                                     |
|    | 4/26                                                                              | <b>EXAM #3 7:30-9:30am TUR L011</b>                                                                                                                                         |                                                                                                                                     |

### CONTACTING YOUR INSTRUCTORS:

Email is the most efficient option for contacting the instructor and teaching assistants for this course. Per UF policy you should only contact the instructor and assistants using your Gatorlink email. General considerations for email contact:

\*Please allow a 24-hour response time to any emails sent, and expect these responses between 9:00 am – 5:00 pm, Monday – Friday.

\*Prior to asking a question refer to the syllabus to ensure the answer to your question is not listed there.

\*Always include the subject and the course number (and section for labs) in the subject line of the email.

\*Always be polite and *professional* (i.e., use salutations, full sentence structure, proper spelling, etc.) in your emails.

### CLASSROOM DECORUM:

It is your responsibility to maintain a respectful behavior towards your instructor and teaching assistants as well as your peers. Disrespectful behaviors include discussions among classmates (unless allotted time to do so), text messaging, talking on cell phones, eating, browsing the internet, late arrivals, and early departures. **CELL PHONES MUST BE SILENCED PRIOR TO ENTERING THE CLASSROOM.** Technologies such as laptops and tablets are permitted for **NOTE-TAKING PURPOSES ONLY.**

### SPECIAL ACCOMMODATIONS AND ASSISTANCE:

Any student requesting accommodations for disabilities *must* register with the Dean of Students Office (DSO) and Disability Resource Center (DRC). The DSO will provide the necessary documentation to the student, who is then responsible for providing this documentation to the instructor in order to request accommodation. This *must* be done at the beginning of the term, prior to any submission or due date of assignments, as accommodations *are not* retroactive. The Disability Resource Center is located in Reid Hall, Room 101. For further information or assistance visit the DRC or their website: <http://www.dso.ufl.edu/drc/>



## **U MATTER, WE CARE**

Your well-being is important to the University of Florida. The U Matter, We Care Initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another, and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing Staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

The University of Florida additionally offers several counseling and academic assistance services:

\*The Counseling and Wellness Center (located on Radio Road; (352) 392-1575) offers personal counseling, career counseling, and health care;

\*The Reading and Writing Center (located in SW Broward Hall; (352) 392-2010) offers test preparation assistance, study skill development, and writing assistance;

\*The Career Resource Center (located in the Reitz Union; (352) 392-1601) offers job counseling and career development assistance.

For other services that the University of Florida offers its students visit <http://www.ufl.edu> (Links to an external site.).

## **ACADEMIC HONESTY:**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

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

## **COURSE EVALUATION:**

All students are expected to provide feedback on the content, quality, and instruction of the course in the form of online evaluation forms. These online forms are available during the final weeks of each semester and students will be notified through both email and course announcements as soon as they are available. The forms are available at <https://evaluations.ufl.edu>.