



ECONOMIC ANTHROPOLOGY

Principles, Practices and Comparative Perspectives – A Project-Driven Approach

ANG5266/ANT4266

Fall 2020 Thurs per 7-9 (1:55-4:55p)

Professor Brenda Chalfin, bchalfin@ufl.edu

(ZOOM) Office hours Mon 3-5p and by appointment

Course Description:

Economic Anthropology addresses the diversity of human economic practice across the present and past with an eye on future trends and pathways of interconnection and transformation. Focused on *production, exchange and consumption*, and grounded in ethnographic research from across the world, the class develops a broad-ranging approach to the study of economic life. Our anthropological study of economies will examine cultural meanings, social relations, historical continuities, local and global interdependencies, and structured inequalities in power and resources.

This is a *project-driven* course designed to accommodate the unusual circumstances of the semester and synchronous remote-learning. The class combines reading, discussion, and hands-on research and brainstorming toward the application of questions and principles from course materials to our own lives and contexts. Building research and communication skills, each of 4 class projects will require students to *apply* and *test* the relevance of definitions and frameworks from course material to their personal experience and the contemporary moment. It will also allow students to offer their own insights via anthropological research and theory building and offer a *grounded contribution* to the anthropology of the present. Simply put, students will *consume* and *produce* anthropological knowledge as well as *exchange* their findings through shared presentations and feedback. Students will serve as a source of comparative perspectives via means of rigorous data collection and analysis and collective critique.

At the center of the course is the critical interrogation of capitalism. We will investigate prevailing evidence and arguments regarding capitalism's origins, its defining and

enduring features, and trajectories of variation and transformation. We closely examine the similarities, differences and interdependencies between capitalism and other economic systems, whether labor-intensive agrarian economies predominant in many parts of the world, reciprocity-based foraging economies characteristic of earlier eras of human existence, or systems of centralized redistribution and social provisioning. Taking up UF President Kent Fuchs charge to use the 2020-2021 academic year to focus on the Black experience, racism and inequity, we will also attend to the place of racial identity and disparity in the world's varied but closely linked economic orders. By the end of the semester, students will comprehend large scale shifts as well as small-scale efforts by individuals, communities and, in some cases, corporations to generate alternatives to and within capitalism. A prevailing concern is to track capitalism's internal contradictions and collective recalibrations in situations of acute crisis, including the economic shocks set-off by COVID.

Taught through a combined seminar/studio format, the course is appropriate for ambitious undergraduate students and graduate students in anthropology, geography, history, development practice, international business, international studies, sustainability, African studies, Latin American studies, english, and related fields. In addition preparing students for BA, MA and PhD, students will gain critical analytic and communication skills appropriate for work in the public and private sector. The course will include opportunities to learn about the application of knowledge and skills in Economic Anthropology outside of academe through short guest lectures and presentations from practicing anthropologists.

Learning Outcomes:

- Become conversant with the analytical and historical foundations of economic anthropology.
- Understand the application of economic anthropology to contemporary social issues.
- Learn to evaluate and apply abstract theoretical constructs to empirical case studies.
- Develop skills in participatory and observational research, data analysis, and project presentation.
- Grasp the on-going development and variation of modern capitalism.
- Use the perspectives of economic anthropology to capture and anticipate economic trends.

Core Topics: Exchange, Reciprocity and Gift Economies; Labor, Reproductive Work and the Gig Economy;

Global Economies, Racial Capitalism and Supply Chains; Conspicuous Consumption, Class and Commodity Fetishism; Finance, Speculation and Neoliberalism; Crisis, Debt and Austerity; Human Economy & Sustainable Economic Futures.

Required Texts and Course Materials:

(Purchase used copies on-line)

Sweetness and Power: The Place of Sugar in Modern History, S. Mintz, 1986.

Liquidated: An Ethnography of Wall Street, K. Ho, 2009

The Power of Debt, H. Appel, S. Whitley, C.Kline, 2019 (free on-line download)

Dispossessed: How predatory bureaucracy foreclosed on the American middle class, N. Stout. 2019

Other required course readings, podcasts and other materials will be available on CANVAS. Readings are to be completed PRIOR to the course period for which they are assigned. Students should be prepared to refer to readings during class. Pls pay close attention to the EXACT PAGES indicated in the posted readings and course communications. Course readings rely on carefully selected extracts from longer works in addition to the main anthropological texts.

Students will be asked to listen to Podcasts and view film clips and other popular media during and prior to class.

Participation in class and small group discussions is expected as is providing feedback on student projects.

Course Requirements: Projects - Mapping Exchange Networks (7%), Covid Work Diaries Podcast (15%), Supply Chain Capitalism Prezi (15%), Economic Futures 'Zine (18%), Reading Assignment Annotations (7x5%), Class Participation (10%).

All work should be submitted in appropriate electronic/digital format via Canvas, email or dropbox.

Grading Policies and Grade Scale

Grading in this class is consistent with UF policies available at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Point Range for this Class: A 100-94, A-94-90, B+90-87, B 87-84, B-84-80, C+ 80-77, C 77-74, C- 74-70, D+ 70-67, D 67-64, D-64-61, F <60

Policy on Late and Make-up Work: Assignments should be completed and submitted via Canvas or email (bchalfin@ufl.edu) by the start of the class period for which they are assigned. Any concerns about late assignments or inability to complete course work on time should be discussed with instructor prior to the due date. Failure to communicate will result in grade reduction without an official excuse from academic advisor, Dean of Students Office, or a health professional. Students will have the opportunity to rewrite, revise and resubmit graded work. Any resubmitted assignments must be turned in within 2 weeks of receiving an initial grade or as otherwise instructed.

Communications: Course Communication will be via email, zoom and Canvas.

Zoom Etiquette:

- Do not share your Zoom classroom link or password with others.
- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.

- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. *For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357).*
<https://elearning.ufl.edu/media/elearningufledu/zoom/How-to-Join-a-Meeting.pdf>
 - During class session, set yourself on mute unless you want to speak or you are called upon.
 - If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
 - Your webcam must remain on throughout the class hour. If you have a reason to keep your webcam off, please communicate that reason with me or through the Dean of Students Office.
 - **Important: Our 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 voices 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 is prohibited.**
 - During unrecorded group work sessions we expect students to interact with each other using audio and their webcam whenever possible. If you have a reason to keep your webcam and audio off, please communicate that reason with me or through the Dean of Students Office.
 - Dress appropriately for class. Even though you may be alone at home your professor and classmates can see you.
 - Find a quiet space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for school work in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
 - Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
 - Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
 - Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly
-

Class Schedule and Class Assignments

1. Sept 3 - Introduction Themes, Format, Methods

<https://www.theatlantic.com/business/archive/2015/09/economists-tribal-thinking/403075/>

2. Sept 10 - Exchange, Reciprocity, Redistribution & Gift Economies

M. Mauss, 1967 The Gift: Forms & Functions of Exchange in Archaic Societies, selected pages.

A. Weiner, 1988 The Trobrianders of Papua New Guinea, selected pages

B. Malinowski, 1922 Argonauts of the Western Pacific, selected pages

In-class:

Kula Ring Film Clips

Emily Post etiquette

Social Network Tutorial: on-line resources for Project #1: Mapping Social Relations Through Exchange

3. Sept 17 – Mapping Social Relations Through Exchange

Project #1 Due (7%)

Step 1: Document your involvement in non-market economic relations involving the exchange of gifts, favors, objects, loans, services, etc. This is your *ego-centric* exchange network. Using a data log, for each transfer indicate the following: a. direction of transfer (who gives, who receives), b. what is transferred, c. if the transfer is reciprocated and through what means, d. time between, e. sentiment about transaction, f. any 'spoiled' transactions. Step 2: Sort and Code (by type)– Identify similar types of transactions based on same or similar types of things exchanged (i.e. food vs. drink, manual vs. intellectual labor, monetary vs. non-monetary, work-related vs. leisure related). Sort and Code by person: Step 3: Analyze the types of exchange for each person. For which persons are types of exchange similar? Identify different clusters or tiers. Step 4: Interpret – what do you know about these relationships. What do you see anew through the rubric of exchange. Step 5: Represent – decode and describe the rules of the game. Step 6: Compare with classic exchange networks covered in Class 2.

In-class: Student Project Sharing, Feedback and Recommendations for Revision

4. Sept 24 - Labor, Leisure & Modes of (Re)Production

M. Sahlins, Stone Age Economics, 1982, Original Affluent Society, selected pages.

E. Wolf, (2001(1955). Types of Latin American Peasantry: A Preliminary Discussion. in Pathways of Power. selected pages.

S. Reyna, 1994. Sometimes to be less than brilliant is brilliant: an accumulation of labour approach to the domestic mode of production. Man, pp.161-173. selected pages.

C. Griffith, D. Preibisch, K. and Contreras, R., 2018. The value of reproductive labor. American Anthropologist, 120(2), pp.224-236. Selected pages.

K. Marx Capital Vol. 1 1967, International: Labor Power 164-169; Labor Process 173-176, 180, 188-189; Surplus Population 600-604.

K. Millar, K.M. 2014. The precarious present: wageless labor and disrupted life in Rio de Janeiro, Brazil. Cultural Anthropology 29, 32- 34.

N.A. Immaterial labor, 1pg.

A.Chen, 2019 Review of Next Stop: Uberland: <https://nymag.com/intelligencer/2018/11/alex-rosenblats-uberland-review.html>

R. Reader, 2018. Review of Giggled: Future of Work.

<https://www.fastcompany.com/40583951/giggled-a-new-book-explores-the-promise-and-peril-of-the-gig-economy>.

In-class and additional Resources:

Film: "Sorry we missed you; UberLand

<https://medium.com/work-futures/instacarts-broken-flywheel-3b22ca7d5968>

<https://medium.com/work-futures/newsletters/work-futures-update>

<https://blogs.lse.ac.uk/lsereviewofbooks/2020/05/11/book-review-hustle-and-gig-struggling-and-surviving-in-the-sharing-economy-by-alexandrea-ravenelle/>

<https://culanth.org/fieldsights/ethnography-and-design-3-labor-in-the-gig-economy>

<https://www.ucpress.edu/blog/38568/future-of-labor-uberland/>

<https://www.youtube.com/watch?v=Re6JSSlb364>

5. Oct 1 – Production in Our Midst: Work Diaries and Podcasts Project #2

Projects #2 Work Diaries and Podcasts Due

Option 1: Domestic Work in times of Covid

Option 2: The Gig Economy Here and Now

Resources:

<https://www.thepodcasthost.com/planning/how-to-start-a-podcast/>

M. Droumeva 2017. Curating Aural Experience. Interference Journal. Issue 7

<http://www.interferencejournal.org/curating-aural-experience-a-sonic-ethnography-of-everyday-media-practices/>

Project Description: Create a 5-minute pod-cast documenting and discussing the character of work with respect to Option 1: Domestic Work in Times of Covid or Option 2: The Gig Economy Here and Now. Utilize real life work diaries from specific individual(s). Make sure they are anonymous in the podcast and there are no identifying features. Include your own voice to provide background and overview. With permission include the words of the person you interview and other audio that helps to establish context. To create the podcast, collect and draw on work diaries as well as retrospective interviews on work practices in the past 3-6 months and examples of both typical work days and unusual or atypical work days. Find out what the person likes or dislikes about the work and what they consider difficult or unsustainable and what they would like to change. Compare with experiences represented and conclusions from the course material. (UF research code: The Code of Federal Regulations (CFR) defines research as a *“systematic investigation ... designed to develop or contribute to generalized knowledge...CFR now specifically excludes “scholarly and journalistic activities (e.g., oral history, journalism, biography, literary criticism, legal research, and historical scholarship), including the collection and use of information, that focus directly on the specific individuals*

about whom the information is collected" <http://irb.ufl.edu/irb02/forms-templates-guidelines/irbrev.html>)

In-class: Student Project Sharing, Feedback and Suggestions for Revision

6. Oct 8 - World Systems, Racial Capitalism and Commodity Supply Chains

- S. Mintz, *Sweetness and Power: The place of sugar in Modern History*. Penguin, 1986.
 S. Mintz, *Worker in the Cane: A Puerto Rican life history*, 1960. brief excerpt
 S. Smallwood. 2018. What slavery tells us. *Boston Review*.
 G. Bhattacharyya, 2018. *Rethinking racial capitalism: Questions of reproduction and survival*.
 Selected pages.
 C. Robinson, 2000. *Black Marxism: The making of the Black radical tradition*. Univ of North Carolina Press. Selected pages.

In-class:

FILMS; Sugar-Rules of the Game. *Cana y sudor*.

<https://www.acorrectionpodcast.com/phoneyeconomy/6ymabn5xrc5wjmrwrlanbb53sglwba>
<http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism>

7. Oct 15 – Consumption: Conspicuous, Symbolic, Ethical

- K. Marx, 1967. *Capital* Vol. 1, "Commodities: Sec 1&2" pp. 43-53, Commodity Fetishism 76-87
 T. Veblen, 1899 *Theory of the Leisure Class*, Dover, p. 10, 16-22, "Conspicuous Consumption" p43-62.
 P. Bourdieu, 1987. *Distinction: A social critique of the Judgement of Taste*. selected pages.
 H. Barnett, 1938. The nature of the potlatch. *American Anthropologist*, 40(3), pp.349-358.
 S. Lyon & M. Moberg. (2010) S. Besky, Ch. 5 or other chapter in *Fair Trade and Social Justice: Global Ethnographies*.
 Tsing, A.L., 2012. Ordinary catastrophe: Outsourcing risk in supply-chain capitalism. *Futures of Modernity: Challenges for Cosmopolitical Thought and Practice*, pp.51-63.

In-class:

<https://www.red.org/how-red-works>

Alison Montgomery, Practicing Anthropologist, Guest conversation on Ethical Consumption.

8. OCT 22 – Achebe | Baldwin @ 40 Conference – No Class Meeting

Research Preparation and Consultation for **Project #3 Interconnection and Inequality in Contemporary Supply Chains**

Project #3 (see below) use PREZI

Option 1: Commodity Supply Chain in Context of COVID

Option 2: Local Businesses, Global Sourcing

Option 3: Ethical Consumption & Buy Black Movement

Option 1: Commodity Chains in Context of Covid - Select and research a present-day commodity and its supply chain. Identify and investigate the modalities of production, exchange and consumption. Pay particular attention to modalities of interconnection and shifts in scale from local to national to international. Across the supply chain are forms of racial capitalism or other institutionalized inequalities present? What kinds of bottlenecks or points of friction are evident? How has this supply chain changed in the context of COVID. Use PREZI to represent webs of interconnection and shifts in scale.

Option 2: Local Business, Global Sourcing: Research a local, owner-operated business that sells ostensibly global products (for example La Aurora Latin Market) and research the supply chains through which they receive their stock. What options are available to them? Compare the extent to which products are locally or internationally-sourced. How have supply lines changed over time (last 5-10-20 years). What strategies do they employ to access special or hard-to-find products? Use PREZI to represent these connections, disconnections and shifting arrangements over time.

Option 3: Ethical Consumption and Buy Black - The 'Buy Black' movement builds on practices of ethical consumption tied to national and international social agendas including movements like "RED" and BUY LOCAL as well as earlier civil rights struggles and Reconstruction. Pick a specific manifestation of BUY BLACK in a particular economic sector or region and research the supply chain and forms of production and exchange on which the business or sector relies. What are the geographic, local, national or global contours of the sector or business? What role does race play in these arrangements and how do these practices alter, subvert or reproduce the typical terms of racialized capitalism. Use PREZI to present your results.

9. Oct 29 - Interconnection & Inequality in Contemporary Supply Chains Project #3

Project #3: Supply Chain Capitalism PREZI Due

In-class: Student Project Sharing, Feedback and Suggestions for Revision

10. Nov 5 The Neoliberal Turn: Financialization and Speculation

Karen Ho, 2009, *Liquidated: An Ethnography of Wall Street*, selected pages.

D. Harvey, 2007. *A brief History of Neoliberalism*. selected pages.

Clapp, J. and Isakson, S.R., 2018. Risky returns: The implications of financialization in the food system. *Development and Change*, 49(2), pp.437-460. Selected pages.

Review of Gillian Tett, *Fool's Gold: How the Bold Dream of a Small Tribe at J.P. Morgan Was Corrupted by Wall Street Greed and Unleashed a Catastrophe* 2009.

<https://www.nytimes.com/2009/06/14/books/review/Barrett-t.html>

Preview Film: Wall Street

11. Nov 12 Crisis and Recalibration: Property, Debt and New Precarity

N. Stout, 2019. Dispossessed. How Predatory Bureaucracy Foreclosed on the American Middle Class.

J. Palomera 2014 "[How did finance capital infiltrate the world of the urban poor? Homeownership and social fragmentation in a Spanish neighborhood](#)", *International Journal of Urban and Regional Research*, 38(1): 218-235

L. Lavinas. 2019. Chap 26 "Collateralization of Social Policy...in the Global South," in *The Routledge International Handbook of Financialization*, edited by Philip Mader, et al., Taylor & Francis Group, 2020. <https://ebookcentral.proquest.com/lib/UFL/detail.action?docID=6036754>.

Read one:

J. Fox 2014. Piketty's Capital. *Harvard Business Review*. April 4.

<https://hbr.org/2014/04/pikettys-capital-in-a-lot-less-than-696-pages>

R. Yglesias, 2014. A short guide to Capital. *VOX* <https://www.vox.com/2014/4/8/5592198/the-short-guide-to-capital-in-the-21st-century>

<https://www.economist.com/the-economist-explains/2014/05/04/thomas-pikettys-capital-summarised-in-four-paragraphs>

In-class films:

The Big Short

Money Never Sleeps

Inside Job

12. Nov 19: Economic Futures: Extremes, Alternatives and Afterlives

H. Appel, S. Whitley, C.Kline, 2019 *The Power of Debt*, (free download)

J. Melamed, J., 2015. Racial capitalism. *Critical Ethnic Studies*, 1(1), pp.76-85.

Tsing, A., 2009. Supply chains and the human condition. *Rethinking Marxism*, 21(2), pp.148-176.

Gibson-Graham, J.K., Cameron, J. and Healy, S., 2013. *Take back the economy: An ethical guide for transforming our communities*. U of Minnesota Press

K. Hart, 2010. *Human Economy*. "Social Enterprise", "Community and Complementary Currencies", "Social Entrepreneurship", "Digital Commons".

Bradley M. Jones; (Com)Post-Capitalism: Cultivating a More-than-Human Economy in the Appalachian Anthropocene. *Environmental Humanities* 1 May 2019; 11 (1): 3–26. doi:

<https://doi.org/10.1215/22011919-7349347>

Milanovic, B., 2020. The Clash of Capitalisms: The Real Fight for the Global Economy's Future. *Foreign Aff.*, 99, p.10.

Podcast: <https://voxeu.org/vox-talks/locust-and-bee-predators-and-creators-capitalisms-future>

Other resources for **Project #4**

Human Economy & Sustainable Futures Economic Futures

<https://www.jacobinmag.com/2015/12/erik-olin-wright-real-utopias-anticapitalism-democracy/>

Review of G. Mulgan. 2013. Locust and the Bee: Predators and Creators Capitalism's Future.

<https://www.newstatesman.com/books/2013/02/reviewed-locust-and-bee-predators-and-creators-capitalisms-future-geoff-mulgan>

Grassroots Economics <http://www.ub.edu/grassrootseconomics/>

<http://www.ub.edu/grassrootseconomics/?p=2083>

<https://www.anthropology-news.org/index.php/2018/11/09/mapping-dispossession-mapping-affect/>

In-class: **Brain Storm on Project #4 What Comes Next? Late Capitalist Futures**

13. Nov 26 Thanksgiving Holiday – No Class

12. Dec 3 What Comes Next? Economic Futures and Late Capitalism

Proposal for Project #4 Due and Scheduled Consultation.

Project #4: This is your possibility to engage in a mix of economic forecasting and wishful thinking and propose a possible economic future. Create a Digital 'Zine sketching out a plausible economic future, whether optimistic, dystopian, alternative to capitalist norms, or an extreme version of current trends. Use course reading and resources and a real life location or situation to establish grounds for its likelihood or possibility. Do not recreate an economic order in total. Rather select one area, intervention, sector, business type or economic arena, such as the housing market, farm markets, a currency, commodity, service economy, etc. Share your imagination of a possible future of this economy? What will it look like? Where? Who? How sustainable? **What steps, changes, processes, etc are required to get there?** Describe its organization and character of production, exchange, consumption, ethics, labor relations, distribution of costs and benefits, etc. Drawing on an actually existing place, situation, arrangement, provide a step by step vision of transformation toward the future you describe. Use the 'zine to sketch a plausible process of transformation using sketches, diagrams, photographs, and other methods of 'time-lapse.' Between your starting point in the present that you include in your 'zine and your future end point described in the 'zine describe and illustrate at least 3-4 steps in-between.

14. Dec 10 Projects #4 Due for Presentation

In-class: Student Project Sharing, Feedback and Suggestions for Revision

REVISED PROJECTS DUE Dec 16, 5pm.

UF Course Policies

Workload: UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

Accommodation for Student with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Statement Regarding Evaluations: 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 from [the Gatorevals website](#). 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 [the evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).

Statement Regarding Course Recording: Our class sessions may be audio visually recorded for students in the class to refer back to and for use of 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, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling 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 is prohibited.

Additional Course Policies and Information and Campus Resources

UF Honor Code:

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 (sccr.dso.ufl.edu/process/student-conduct-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. If you have any questions or concerns, please consult with the instructor.

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>). 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 concerns about completing an assignment on time, please consult with the instructor.

University Police: 352-392-1111 or 911 for Emergencies

<http://www.police.ufl.edu/>.

Career Connections Center: [Career Connections Center](#) (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu) connects job seekers with employers and offers guidance to enrich your collegiate experience and prepare you for life after graduation. Counseling and Wellness Center

Counseling and Wellness:

[Counseling and Wellness Center](#) (352-392-1575) provides counseling and support as well as crisis and wellness services including a [variety of workshops](#) throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).

U Matter, We Care serves as the umbrella program for UF's caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends. Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161

Dean of Students Office:

[Dean of Students Office](#) (352-392-1261) provides a variety of services to students and families, including [Field and Fork](#) (UF's food pantry) and [New Student and Family programs](#) Disability Resource Center

[Disability Resource Center](#) (DRCaccessUF@ufsa.ufl.edu | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

Multicultural and Diversity Affairs:

[Multicultural and Diversity Affairs](#) (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Office of Student Veteran Services:

[Office of Student Veteran Services](#) (352-294-2948 | vacounselor@ufl.edu) assists student military veterans with access to benefits.

ONE.UF:

[ONE.UF](#) is the home of all the student self-service applications, including access to:

[Advising](#)

[Bursar](#) (352-392-0181)

[Financial Aid](#) (352-392-1275)

[Registrar](#) (352-392-1374)

Official Sources of Rules and Regulations:

The official source of rules and regulations for UF students is the [Undergraduate Catalog](#) and [Graduate Catalog](#). Quick links to other information have also been provided below.

[Student Handbook](#)

[Student Responsibilities](#), including academic honesty and student conduct code

[e-Learning Supported Services Policies](#) includes links to relevant policies including Acceptable Use, Privacy, and many more.

[Accessibility](#), including the Electronic Information Technology Accessibility Policy and ADA Compliance

[Student Computing Requirements](#), including minimum and recommended technology requirements and competencies