

ANT3020 Course Syllabus

Instructor

Dr. Susan deFrance

Phone Number

(352) 294-7541

Email

sdef@ufl.edu

Office and Office Hours

Office: 1350B Turlington Hall

Office Hours: Monday 1:30-3:30, Wednesday 1:30-3:00 pm, and by appointment. Please email me if you want to set up an appointment via zoom or just drop by.

Credit Hours

3 credits

For questions about course content, your grade or other personal issues, use the Canvas mail tool or my personal email. Expect a response within 24 hours.

The syllabus details are below. You can also download a [pdf](#) of the syllabus for your records.

Course Information

Humans and Animals examines the complex and multiple relationships that people have with animals using the lens of anthropology. Throughout human history we have developed social, economic, and symbolic connections with animals. In addition to insights from cultural anthropology, archaeology, and biological anthropology, this course draws on research from multiple other disciplines to explore our unique interdependencies with other animals.

Course Objectives

By the end of this course, you will be able to:

- Explain how and why anthropologists study humans and animals through space and time.
- Critique different approaches to studying humans and animals.
- Evaluate different cultural practices related to animals from a non-anthropocentric point of view.

Course Requirements

Required textbook

Hurn, Samantha (2012) *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*. Pluto Press, London.

Additional readings are indicated with each module. You will need to download the readings through the UF library. In order to use the links provided, you must be logged into the UF library via VPN and remote access.

Many of the assigned readings are from professional anthropology journals. You need to read the articles for general themes and concepts. These are NOT articles to read and highlight for simple facts. If you do not know a term – google it. If you don't know the geographic region – google it. If the article discusses an animal that you don't know – look it up. You should take brief notes on the readings including: what were the main themes, how did the reading relate to the module topic, what anthropological concepts did the article address (take notes on terms you do not know or understand). Recognize that different authors have different views and perspectives. You will need to incorporate specific examples from the readings into your written assignments. Taking notes when you read greatly helps with retention.

Prerequisites

There are no prerequisites for this course.

Assessments

The course graded assessments consist of:

Module quizzes (best 12/15; all quizzes must be completed with at least a passing score to drop low scores)

Discussion posts and responses (best 13/14; all posts must be completed with at least a passing score to drop lowest grade)

Written assignments (7)

Class Journal (2 parts - Part 1 Modules 1-7 and Part 2 Modules 8-14)

Final Class project

There are no exams for the class.

All quizzes and Discussion post responses must be completed by Sunday at midnight the week of the module, unless otherwise noted (Thanksgiving week and last week of classes have different date)

Please see assignments for the details of the written assignments, the class journal, and the final class project. You are responsible for all deadlines and due dates.

Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufl.zoom.us>.

Course Policies

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

As this is an online class, you are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

If you are unable to meet deadlines due to medical illness, please contact me ahead of the deadline, if possible, or as soon as you are able.

Do no plagiarize for the written assignments. Please see details regarding the UF Honor Code Below. Plagiarized assignments will receive a 0, and be reported to the Dean of Students.

Grading Policies

I will make every effort to have each assignment graded and posted within one week of the due date.

Course Assessments and Grading

Assignment	
Quizzes (best 12/15 quizzes)	10 each
Discussion (best 13/15)	20 each
Written Assignments (7)	100 each
Class Journal (2 parts)	100 each
Final Class Project	100

Grading Scale

Percent	Grade	Grade Points
94.0 – 100.0	A	4.00
90-93.99	A-	3.67
88-89.99	B+	3.33
82-87.99	B	3.00
80-81.99	B-	2.67
78-79.99	C+	2.33
72-77.00	C	2.00
70-71.99	C-	1.67
68-69.99	D+	1.33
62-67.99	D	1.00
60-61.99	D-	0.67
0 – 59.9	E	0.00

See the [current UF grading policies](#) for more information.

Course Schedule

Module 1: Why an Anthropology of Humans and Animals? (August 29 – Sept 4)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 1: "Why Look at Human-Animal Interactions" and Chapter 2: "Animality"

Mirrors and Windows: Sociocultural Studies of Human-Animal Relationships, Molly H. Mullin, *Annual Review of Anthropology* 28:201-224 (1999)

Animals and Anthropology, Molly H. Mullin, *Society & Animals* 10:387-393 (2002)

Assignments:

Discussion – individual post by Thursday 9/1; response by Sunday 9/4

Quiz - complete by Sunday 9/4

Also, read the directions for and begin working on the [Class Journal \(Part 1\)](#). It will be due by Module 7.

Module 2: Humans and Animals in Western Thought (Sept 6 – Sept. 11)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 2: "Animality" – complete chapter or review and Chapter 4: "The West and the Rest"

Social Construction of Animals in *In Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

The Emergence of Multispecies Ethnography *Cultural Anthropology* 25 (4): 545–76 by Kirksey, S. Eben, and Stefan Helmreich (2010)

Classifying Zoo Animals, In *Zooland: The Institution of Captivity* by Irus Braverman, Stanford Press (2012)

Humans, Animals, and Metaphors by Andrew Goatly, In *Society and Animals* (2006)

Please only read the tables with terms; you do not need to read the full article

Assignments:

Discussion – individual post by Thursday 9/8; response by Sunday 9/11

Quiz - complete by Sunday 9/11

Written Assignment #1 - complete by Wednesday 9/7

Continue working on the [Class Journal \(Part 1\)](#)

Module 3: Animals in Our Hunting, Foraging, and Gathering Ways of Life:

From Our Evolutionary Past to Today (Sept. 12 – Sept. 18)

Readings:

Hurn Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions: Chapter 11: "Humans and Other Primates"

The Animal Connection and Human Evolution, Pat Shipman et al. *Current Anthropology* 51 (4): 519–38, please read ALL the comments that follow the main article, (2010)

["Bone Collectors and Sacred Trash"](#) by T. DeLene Beeland (Florida Museum of Natural History)

Assignments:

Discussion – individual post by Thursday 9/15 response by Sunday 9/18

Quiz - complete by Sunday 9/18

Continue working on the [Class Journal \(Part 1\)](#)

Module 4: Animals as Non-Human Persons: Animism, Totemism, and Symbolism (Sept. 19 – Sept. 25)

Readings:

Hurn Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions: Chapter 6: "Good to Think", Chapter 9: "Communication", and Chapter 10: "Intersubjectivity"

A Huge Amazon Monster Is Only a Myth. Or Is

It? <https://www.nytimes.com/2007/07/08/world/americas/08amazon.html>

Animals in Human Thought and Animals in Religion and Folklore in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

How Dogs Dream: Amazonian Natures and the Politics of Transspecies Engagement, by E. Kohn, *American Ethnologist* 34(1):3-24. (2007)

The Dog Tribe, Jenny James, *Southern Anthropologist* 32 (1):17-46 (2006)

From Eshu to Obatala: Animals used in Sacrificial Rituals at Candomblé "Terreiros" in Brazil, by Nivaldo A Léo Neto, Sharon E Brooks, and Rômulo RN Alves, *Journal of Ethnobiology and Ethnomedicine* 5:23 (2009)

Assignments:

Discussion – individual post by Thursday 9/22; response by Sunday 9/25

Quiz - complete by Sunday 9/25

Written Assignment #2 - complete by Wednesday 9/21

Continue working on the [Class Journal \(Part 1\)](#)

Module 5: From Wild to Domesticated: Domination or Trust (Sept. 26 – Oct. 2)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 5: "Domestication"

The Domestication of Animals In *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

Between Trust and Domination: Social Contracts between Humans and Animals, by Armstrong Oma, Kristin, *World Archaeology* 2010, 42 (2): 175–87 (2010)

From Wild Animals to Domestic Pets, an Evolutionary View of Domestication. By Driscoll, Carlos A., David W. Macdonald, and Stephen J. O'Brien. *Proceedings of the National Academy of Sciences of the United States of America* 106 (Supplement_1): 9971–78 (2009)

Wild Thing: How and Why Did Humans Domesticate Animals – And What Might This Tell Us About the Future of Our Own Species? <https://aeon.co/essays/how-domestication-changes-species-including-the-human>

Domestication as Enskilment: Harnessing Reindeer in Arctic Siberia. Losey, R.J., Nomokonova, T., Arzyutov, D.V. et al. *J Archaeol Method Theory* (2020)

Assignments:

Discussion – individual post by Thursday 9/29; response by Sunday 10/2

Quiz - complete by Sunday 10/2

Continue working on the [Class Journal \(Part 1\)](#)

Module 6: Economic Animals and Identity: Pastoralists and Other Peoples Who Rely on Animals of

Utility (Oct 3 - Oct. 9)

Readings:

Reindeer Economies: and the Origins of Pastoralism by Tim Ingold, *Anthropology Today* 2(4):5-10 (1986)

The Rise and Fall of Plains Indian Horse Cultures by P. Hämäläinen, P. *The Journal of American History*, 90(3), 833-862 (2003) - SKIM this – read conclusions

Where Reindeer Are a Way of Life

<https://www.nytimes.com/2018/12/16/world/europe/reindeer-norway-sami.html>

Emergent Sustainability (selected chapters) by Mark Moritz (2020)

Assignments:

Discussion – individual post by Thursday 10/6; response by Sunday 10/9

Quiz - complete by Sunday 10/9

Written Assignment #3 - complete by Wednesday 10/5

Continue working on the [Class Journal \(Part 1\)](#)

Module 7: Animal Flesh: Taboo Animals (Oct. 10 – Oct. 16)

Readings:

The Status of Humans and Animals in Islam with Dr. Sarra Tlili by Ola Diab
<https://oladiab.com/2018/03/27/the-status-of-humans-and-animals-in-islam-with-dr-sarra-tlili/>

List of Nonhuman Animal Species in the Qur'an. Tlili, Sarra. from *Animals in the Qur'an*. Cambridge University Press, 2012. (7 pages)

Cosmology, Environment, and Health: Baniwa Food Myths and Rituals by Luiza Garnelo c. 2007 191 *Cosmology, Environment, and Health* v.14, supplement, p.191-212, (2007)

Assignments:

Discussion – individual post by Thursday 10/13; response by Sunday 10/16

Quiz - complete by Sunday 10/16

Class Journal Part 1 - complete by Wednesday 10/12

Module 8: Animal Flesh: Food Animals (Oct. 17 – Oct. 23)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 7: "Food"

The Making and Consumption of Meat In *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

Exploitation and Abuse at the Chicken Plant
<http://www.newyorker.com/magazine/2017/05/08/exploitation-and-abuse-at-the-chicken-plant>

The Custom of Kapparot in the Jewish Tradition by Yonassan Gershom and Richard Schwartz

<https://www.jewishveg.org/schwartz/kapparot.html>

What is Halal-A Guide for Non-Muslims <https://www.icv.org.au/about/about-islam-overview/what-is-halal-a-guide-for-non-muslims/>

Assignments:

Discussion – individual post by Thursday 10/20; response by Sunday 10/23

Quiz - complete by Sunday 10/23

Written Assignment #4 - complete by Wednesday 10/19

Begin working on the [Class Journal \(Part 2\)](#)

Module 9: Fur Babies, Feathered Friends, and Other Critters: The Social Role of Pets and Companion Animals (Oct. 24 – Oct. 30)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 8: "Pets"

The Pet Animal in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

Wild Animals and Other Pets Kept in Costa Rican Households: Incidence, Species and Numbers by Carlos Drews *Society & Animals* 9 (2): 107–26 (2001)

Beyond Dominance and Affection: Living with *Rabbits* in *Post-Humanist* Households, by Jennifer Smith, *Society and Animals* 11(2):181-197 (2003)

Pet Keeping and Pet Hiding in Black America" by Katheryn Lawson
<https://ushistoryscene.com/article/pets-black-america/>

Assignments:

Discussion – individual post by Thursday 10/27; response by Sunday 10/30

Quiz - complete by Sunday 10/30

Continue working on the [Class Journal \(Part 2\)](#)

Module 10: Lions and Tigers and Bears: Why Some People Want to Possess Exotic Animals (Oct. 31 - Nov 6)

Readings:

Global Trade in Exotic Pets 2006-2012, by Bush, Emma R., Sandra E. Baker, and David W. Macdonald. *Conservation Biology* 28 (3): 663–76 (2014)

18 Tigers, 17 Lions, 8 Bears, 3 Cougars, 2 Wolves, 1 Baboon, 1 Macaque, and 1 Man Dead in Ohio by Chris Heath, *GQ Magazine*, March (2012) read online:

<https://www.gq.com/story/terry-thompson-ohio-zoo-massacre-chris-heath-gq-february-2012#ixzz2lhEpaOJd>

Which Exotic Species are Really Scary? By David Steen, Slate (2014) read online:
http://www.slate.com/blogs/wild_things/2014/01/06/worst_invasive_reptiles_florida_s_exotic_pythons_anacondas_monitors_tegus.html

Through Cage Bars, an Exotic Peek into Drug Wars, by Simon Romero, NY Times (2010) read online: <http://www.nytimes.com/2010/03/31/world/americas/31colombia.html>

Mystic Reptiles, LLC

Please visit the web site of local snake breeder, Chris Cannarozzi and read about the breeding program, the facilities, and snake ownership. <http://www.mysticreptiles.com/>

Assignments:

Discussion – individual post by Thursday 11/3; response by Sunday 11/6

Quiz - complete by Sunday 11/6

Written Assignment #5 - complete by Wednesday 11/2

Continue working on the [Class Journal \(Part 2\)](#)

Module 11: The Human Gaze: Animals on Display (Nov. 7 – Nov. 13)

Readings:

Seeing Zoo Animals, In *Zooland: The Institution of Captivity* by Irus Braverman, Stanford Press (2012)

The Culling, by Ian Parker in *The New Yorker* (2017) <https://www.newyorker.com/magazine/2017/01/16/killing-animals-at-the-zoo>

As a Major Zoo Closes - 10 Reasons to Rethink the Concept by Barbara King <https://www.npr.org/sections/13.7/2016/06/24/483439080/as-a-major-zoo-closes-10-reasons-to-rethink-the-concept>

Display, Performance, and Sport, Chapter 6 in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

Assignments:

Discussion – individual post by Thursday 11/10; response by Sunday 11/13

Quiz - complete by Sunday 11/13

Continue working on the [Class Journal \(Part 2\)](#)

Module 12: Animals of Performance: From Play to Blood Sport (Nov. 14 – Nov. 20)

Readings:

Deep Play: Notes on the Balinese Cock Fight, Clifford Geertz, *Daedalus* reissue (2005 of 1973)

How a Cockfighting Ban Could Affect Puerto Rico's Struggling Economy"

Please watch the video clip in the article (but note the warning - it shows fighting, but not the death of the animal). <https://www.pbs.org/newshour/economy/making-sense/how-a-cockfighting-ban-could-affect-puerto-ricos-struggling-economy>

Who Would Want to Kill a Lion? Inside the Minds of Trophy Hunters

<https://www.theguardian.com/environment/2018/nov/04/trophy-hunters-who-would-kill-lion-elephant-big-game-hunting>

Assignments:

Discussion – individual post by Thursday 11/17; response by Sunday 11/20

Quiz - complete by Sunday 11/20

Written Assignment #6 - complete by Wednesday 11/16

Continue working on the [Class Journal \(Part 2\)](#)

Module 13: Animal Conservation: Why Do We Care? (Nov. 20 – Nov. 28)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 13: "Conservation"

Mark Moritz, Alice Kelly Pennaz, Mouadjamou Ahmadou, and Paul Scholte. Why blaming ivory poaching on Boko Haram isn't helpful. *The Conversation*. (2017)

<https://theconversation.com/why-blaming-ivory-poaching-on-boko-haram-isnt-helpful-83038>.

The Whaling War: Conflicting Cultural Perspectives, by Adrian Peace, *Anthropology Today* 26(3): 5-9 (2010) <https://doi.org/10.1111/j.1467-8322.2010.00734.x>

Please review the web site for The Mad Dog Initiative <http://www.maddoginitiative.com/>

Assignments:

Discussion – THERE IS NO DISCUSSION POST FOR THIS MODULE

Quiz - complete by **MONDAY** 11/28

Continue working on the [Class Journal \(Part 2\)](#)

Module 14: Animal Tourism: Tourist Dollars, Conflict, and Animal Well-Being (Nov. 28 - Dec. 4)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 13: "Conservation" - this chapter was assigned in Module 13, but has many issues relevant to animals and tourism. Please review again

Natural cultural Encounters In Bali: Monkeys, Temples, Tourists, and Ethnoprimateology, A. Fuentes, *Cultural Anthropology*, 25: 600–624 (2010)

The Cull of the Wild: Dingoes, Development and Death in an Australian Tourist Location. By Adrian Peace, *Anthropology Today* 18(5):14-19 (2002)

The Whaling War: Conflicting Cultural Perspectives, by Adrian Peace, *Anthropology Today* 26(3): 5-9 (2010)

Wijngaarden, Vanessa A close-up look at what happens when tourists and Maasai communities meet. <https://theconversation.com/a-close-up-look-at-what-happens-when-tourists-and-maasai-communities-meet-84095>

Assignments:

Discussion – individual post by Thursday 12/1; response by Sunday 12/4

Quiz - complete by Sunday 12/4

Written Assignment #7 - complete by Wednesday 11/30

Continue working on the [Class Journal \(Part 2\)](#)

Module 15: The Future of Anthropology and Human-Animal Studies (Dec. 5 – Dec. 7)

Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 16: "From Anthropocentricity to Multi-species Ethnography"

The Humanity of Animals and the Animality of Humans: A View from Biological Anthropology Inspired by J. M. Coetzee's "Elizabeth Costello", by Agustin Fuentes, *American Anthropologist*, 108(1), 124-132. (2006)

Man Grabs Shark with Bare Hands, Blames Vodka: On Sharks, Stereotypes, Speciesism, and the Late Steve Irwin. Adrian Peace, *Australian Zoologist* 35, No. 1, pp. 9-17 (2009)

Assignments:

THERE IS NO DISCUSSION FOR THIS MODULE.

Quiz - complete by Wednesday 12/7

Continue working on the [Class Journal \(Part 2\)](#)

Class Journal Part 2 - complete by Sunday 12/11

FINAL CLASS PROJECT - due date Tuesday 12/13

UF Policies

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct

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 honesty

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 [Student Honor Code and Student Conduct Code](#) specifies the number of behaviors that violate 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 or TAs in this class.

Netiquette and Communication Courtesy

All class members are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

Getting Help

Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.
- **University Police Department:** Visit police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic and Student Support

- **Career Connections Center:** Career assistance and counseling services. 352-392-1601; [UF Career Connections Center website](#).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [UF George A. Smathers Libraries Ask-A-Librarian website](#)
- **Teaching Center:** General study skills and tutoring. 352-392-2010; [UF Teaching Center website](#)
- **Writing Studio:** Help brainstorming, formatting, and writing papers. 352-846-1138; [University Writing Program Writing Studio website](#)

Course 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 professionally and respectfully is available at the [Providing Constructive Feedback website](#). Students will be notified when the evaluation period opens and complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals website](#). Summaries of course evaluation results are available to students at the [GatorEvals Public Results website](#). More information about UF's course evaluation system can be found at the [GatorEvals - Faculty Evaluations website](#).

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.

- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive or through a cloud service.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Vimeo
 - [Privacy Policy](#)
 - [Accessibility](#)
- Zoom
 - [Privacy Policy](#)
 - [Accessibility](#)
- YouTube (Google)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Microsoft
 - [Privacy Policy](#)
 - [Accessibility](#)

COVID-19 Recorded Course Statement

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 are prohibited.