



## ANTHROPOLOGY (ANT) 4114



# PRINCIPLES OF ARCHAEOLOGY

Prof. Susan D. Gillespie	Spring 2023
Office: B338 Turlington Hall, Phone: 352-294-7595	3 Credits
email: sgillesp@ufl.edu	Prerequisite: ANT 2140 or ANT 3141
Office Hours: T 2-3:30, R 3-3:30; W Zoom 1:30-2:30, & by appt.	Lecture T & R Per 6 (12:50-1:40 pm) Weil 0238
Course # 26519, Section #3A81	Lab Section: R Per 7 (1:55-2:45pm) TUR B357

### COURSE DESCRIPTION

*Why* do archaeologists do what they do? ANT 4114 explains the concepts and rationale—the foundational principles—of contemporary theory and practice in anthropological archaeology. This course is designed for advanced anthropology majors and minors as well as majors in related disciplines seeking an overview of constructs and methods of archaeological research and interpretation. Content focuses on 21<sup>st</sup> century archaeology and includes current challenges facing archaeology as well as archaeology's social relevance. The course combines lectures with practical hands-on applications of techniques in the laboratory period. Case studies and artifact examples are drawn from a variety of prehistoric and historic sites, with special attention to Florida archaeology. Students should already have some basic knowledge of archaeological techniques and world archaeology by having completed ANT 2140, ANT 3141, or an equivalent course.

ANT 4114 is intended to prepare students for additional courses in archaeology, including area courses, field school, artifact analysis, zooarchaeology, and paleobotany. It is essential training for anyone contemplating graduate study in anthropology and archaeology or for a career in practicing or academic archaeology, as well as forensic anthropology, Classics, history, art history, museology, historic site interpretation, cultural resource management, and historic preservation law.

### STUDENT LEARNING OUTCOMES

Students will be able to: 1) Identify basic principles and practices that organize and motivate archaeological field and laboratory investigations, including research design, site survey and excavation, and materials, temporal, and spatial analyses. 2) Apply foundational methods and the ideas upon which they are based to interpret dynamic historical and material processes, now and in the past, and their traces and trajectories in the present and future. 3) Critically analyze ethical issues pertaining to heritage management and the roles of professional archaeologists in the different facets of cultural heritage.

### CAREER READINESS COMPETENCIES

Put these on your resumé: critical thinking, sense of self, social responsibility, communication, teamwork/collaboration, problem-solving, cross-cultural appreciation

### REQUIRED READINGS

As yet noundergraduate textbook on 21<sup>st</sup> century archaeology is available. Lecture summaries, workbook chapters, published journal articles and book chapters, and handouts take the place of a textbook. All required readings are provided in pdf form on e-learning (Canvas) or can be accessed as digital journal articles. See the weekly module for specific assignments. The *Archaeology Workbook* by Susan D. Gillespie has content chapters and exercises, most of which pertain to the labs. Students should print out and complete the numbered **exercises** from the Workbook, to submit as homework or finished in-class during lab periods.

## E-LEARNING (Canvas)

Go to <http://elearning.ufl.edu>. Use your Gator-link ID to log in. All materials and assignments are organized as weekly **Modules**. Certain assignments are to be accessed through Canvas. Check the site regularly for announcements and handouts, especially before the lab period. Some grades are posted here.

## FORMAT AND CLASSROOM DEMEANOR

The course format for the Tuesday/Thursday classroom periods is lecture and guided discussion, illustrated with slides. The information can be quite dense. **Lecture summaries** are provided on Canvas to guide you through the lecture. You are strongly encouraged to ask questions during the lectures. Most lectures have brief discussion activities to which all students are expected to contribute.

## PERSONAL DEVICES

*Cell phones should be silenced and stowed out of your sight.* Laptops and tablets are allowed *only* for taking notes or accessing readings and lecture summaries; any other use is prohibited, except as directed by the professor, and will be monitored. You need to pay attention to the lectures. See the last page for information on recording lectures.

## CONTACTING THE INSTRUCTOR

Use the email address on the first page to contact the Professor. Put the course number or title in the subject line of the email. Email messages sent through Canvas may not so quickly be answered.

## LAB MEETINGS in B357 Turlington

The weekly labs do NOT summarize the lectures nor do they provide a review of material prior to exams. Instead, new material is introduced in the workbook and additional readings, accompanied by laboratory exercises. **The workbook has exercises for you to complete, some as homework and some during your lab meeting.** See the schedule below or Canvas modules for due dates. Homework exercises are due at the *start* of class. **Print** and bring your in-class exercises to lab and read *ahead* (not during class time) to be able to finish assignments in the allotted time. IMPORTANT: Print the exercises (pdf files) at **full size**; do not “shrink to fit.” You do not need to print the entire workbook unit as long as you can access it digitally. ALSO IMPORTANT: There is NO time available during the lab for you to read your assignment—you must come ready to work. If you are not prepared, you will not finish on time, and you will lose points. The exercises prepare you directly for the exams; consider them as sample tests. **No** food or beverages are allowed in the lab—this policy is strictly enforced

**Supplies:** For some exercises you will need a 30 cm ruler with *metric* measurements, metric graph paper (you can download and print graph paper from the internet), scissors, and a calculator.

## ATTENDANCE, PARTICIPATION, AND EXCUSED ABSENCES

**Attendance** per se is not taken; however, participation in all class activities is recorded.

**Lectures:** Class begins promptly at 12:50; all students are expected to be in their seats. A participation activity is usually done then; these make up 10% of the final grade. Missing lectures will prove detrimental to your understanding of the course material and to your final grade. If you must miss lecture, it is your responsibility to obtain the lecture notes from a classmate.

**Labs:** Participation is also recorded during labs as part of the in-class exercises. Without an excused absence, you will lose points for lab assignments turned in later, even if perfect. With an excused absence, you must turn in the work to receive the grade; you are not penalized for being absent. Only students with excused absences can *request* a make-up lab; however, some lab exercises are impossible to reconstruct. Being late and unprepared for an exercise (not having your workbook or materials or not having done the reading) will likely mean you cannot finish the activity and will lose points. Make every effort to be prepared for and attend Thursday lab!

**Excused Absences:** An excused absence is involuntary, such as a religious holiday, accident, court appearance, illness, or university-approved activity; see the full policy below. You must email the professor *and* provide a written excuse as soon as you are able to request to make up lecture and lab activities.

## LAB EXERCISES AND ASSIGNMENTS

Exercises are corrected *and* graded. Homework exercises are collected at the *beginning* of class; in-class exercises are started and/or finished in class (a few are designated to be turned in later). See grading rubric below. Exercises with majors errors can be *resubmitted* for a higher grade. Together lab participation and workbook exercises total 30% of the grade. All students are expected to do their own work. Except for group activities, any evidence that you relied on someone else for answers will result in the loss of credit for **both persons**. Don't lend your completed assignments to a "friend" who wants to copy them!

### Grading Rubric for Lab Activities/Workbook Assignments:

Point values vary for the different assignments; see Workbook. Assignments may be turned in late to be corrected, but no later than 3 weeks after the original due date. Overdue work in the last 2 weeks of the semester is due no later than Friday reading day. "Extra credit" exercises *are not accepted late*.

100%	completed with virtually no errors during class period
100%	completed with virtually no errors before/after class period with an excused absence for missing lab
90%	completed with a few errors during class
90%	completed with a few errors before/after class period with an excused absence for missing lab
90%	completed with no errors as a resubmission of an ontime assignment (replaces earlier grade)
80%	completed with no errors as a late assignment (no excuse) within the allowed time frame
70%	completed with major errors, on time, never resubmitted
70%	completed with a few errors but submitted late (no excuse) within the allowed time frame
60%	completed with <i>many</i> errors and omissions, on time, never resubmitted
60%	completed with major errors, submitted late (no excuse) within the allowed time frame
0	never turned in

## EXAMS

Exams consist of objective questions (matching, multiple-choice, fill-in-the-blanks), problem sets, and short answers (2-3 sentences). Personal lecture and reading notes may be used on *some* exams, so take good notes! **Missed Exams** may be made up only if you experience an excusable absence during the scheduled exam period, and if you or someone on your behalf has informed the Professor preferably before the exam begins, but usually no later than within a week afterward. Missed exams should be made up within one week of the exam date and are administered at the instructor's convenience.

## GRADING

All grades in this course are *earned* throughout the semester. They are not negotiated individually at the end of the semester. Do not request a grade adjustment based on work other than what is described in this syllabus. Grading is based on **mastery** of course material, determined from the following instruments only:

1st exam (Feb 7)	60 points, 20% of final grade
2nd exam (Mar 21)	60 points, 20% of final grade
3rd exam (Apr 25)	60 points, 20% of final grade [non-cumulative]
Lab activities, assignments:	90 points, 30% of final grade
Lecture activities participation:	30 points, 10% of final grade
Total: 300 points	

Letter grades are assigned at the end of the semester, based on a maximum of 300 points, according to the grading scale below. See University policy: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**Important:** If a minimum grade of **C** (210 pts) is needed to fulfill certain graduation requirements, C- does **not** fulfill those requirements. Note the GPA points for each letter grade in the bottom line of the chart below. Exams and assignments are returned to you and so are not reported on Canvas; keep track of your own points.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
270-300	264-269	255-263	240-254	234-239	225-233	210-224	204-209	195-203	180-194	174-179	173 or lower
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

The gradebook is “closed” on the Friday reading day. Any overdue assignments or grade adjustments must be received by that date and time.

### COPYRIGHT INFORMATION

The contents of the syllabus, all lectures, lecture summaries, handouts, and the workbook for this course are *copyright-protected*. Neither lecture notes nor the workbook may be reproduced, sold, or distributed in any profit-making enterprise. This would constitute a punishable breach of copyright protections, and students who do so will be subject to sanctions; see the University code of ethics.

### STRATEGIES FOR SUCCESS, or HOW TO AVOID FAILURE

Attend class—be on time and be prepared. Keep up with *all* the readings each week. Redo any workbook exercises you did poorly. Take any practice quizzes. Ask questions in lecture and in lab section if you have any difficulty understanding the material. Contact the instructor by email. Meet with her in person. The problem-solving components of this course may be unfamiliar. You are asked to think, be imaginative, look for patterns, apply concepts, and make interpretive judgments—not just memorize material. The readings are written for professionals, and some will be challenging. The workbook exercises are designed to prepare you directly for your exams, so do not fall behind in your readings and workbook exercises.

### ACCEPTANCE OF COURSE REQUIREMENTS

By remaining registered in this class, you tacitly agree to accept all course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents; see the last two pages.

### Schedule of Topics and Assignments

\* = Thursday lab [finish all reading assignments and homework [H] exercises *before* lab class meets]

**R** = reading, web, or video assignment      **CH** = Workbook chapter      **LS** (on Canvas) = Lecture Summary

**Ex** = Workbook problem (Homework: H or In-class: I)      **due** = collected at *start* of class (or assignment due on Canvas)

NOTE: Assignments here are *tentative and subject to change*. Consult the Weekly **Module** on Canvas for the most complete and up-to-date assignments, including lecture summaries.

DATE	TOPIC	ASSIGNMENTS
<b>Week 1</b> 1/10	<i>Part I. Characterizing Archaeology</i> The Social Relevance of Archaeology	R: “SAA Principles of Archaeological Ethics”
1/12	Archaeology’s “Past” is in the Present	R: Harrison and Schofield (2010) “Artefacts” (1 page) R: Olivier (2013) “The Business of Archaeology is the Present”
<b>*1/12</b> Lab 1	Observation	<b>CH I</b> Observation: Believing is Seeing <b>I Ex 1:</b> What’s In My Box? [print & bring to class]

<b>Week 2</b> 1/17	Modernity, Culture, and Multiple Archaeologies	R: Sabloff (2005) "Processual Archaeology" pp. 212-219 R: Hodder (2005) "Post-Processual and Interpretive Archaeology" pp. 207-212 (both combined in one pdf)
1/19	<i>Part II. Archaeological Investigations</i> Units of the "Archaeological Record" -1 Content and Time Periods	R: Thomas (2012) "Archaeology, Anthropology, and Material Things"
<b>*1/19</b> Lab 2	Deposit Units and Measurement	<b>CH II</b> Units, Variables, and Measurement <b>H Ex 2 due</b> at start of class: Metric System <b>I Ex 3:</b> Assemble a Site [bring graph paper & ruler]
<b>Week 3</b> 1/24	Units of the "Archaeological Record" - 2 Space and Sampling (Crystal River case study) H EX 4 is due today	<b>CH III</b> Scale and Sampling <b>H Ex 4 due:</b> Sampling – <i>turn in start of lecture Tuesday</i> R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future" pp. 5-7 only Recommended R: Weisman (1995) <i>Crystal River : A Ceremonial Mound Center on the Florida Gulf Coast</i> , pp. 1-18.
1/26	Producing Archaeological Knowledge - Fieldwork 1: Reconnaissance, Survey	<b>CH IV</b> Locating Sites in Space R: Pluckhahn et al. (2010) "Toward a New View of History and Process at Crystal River (8CI1), 164-173 only
<b>*1/26</b> Lab 3	Making Maps	<b>CH V</b> Making Maps <b>H Ex 5 due</b> at start of class: Townships <b>I Ex 6 &amp; 7:</b> Topo Maps, Charco Redondo Site Map <b>I Ex 8:</b> Create a Topo Map [start in class, due Tuesday]
<b>Week 4</b> 1/31	Producing Archaeological Knowledge - Fieldwork 2: Excavation as Disassembly	R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future," pp. 12-14 only
2/2	Producing Archaeological Knowledge - Beginning the "Archive"	<b>CH VI</b> Mapping Archaeological Remains
<b>*2/2</b> Lab 4	Archaeological Drawings: Re-assembling the Site	<b>H Ex 9 &amp; 10 due:</b> Read a Grid, Read a Profile Drawing <b>I Ex 11:</b> Draw a Site Plan; Read instructions <i>prior</i> to lab; due at end of class; <b>bring graph paper, metric ruler</b>
<b>Week 5</b> 2/7	<b>EXAM I</b>	
2/9	<i>Part III. Interpreting Archaeological Evidence</i> - Sites in Process: Assemblages and Taphonomy (Silver Glen site case study)	R: Joyce and Pollard (2010) "Archaeological Assemblages and Practices of Deposition"—read to p. 303 (skip case study)
<b>*2/9</b> Lab 5	Deposit Theory: Stratification and the Harris Matrix	<b>CH VII</b> Deposit Theory: The Harris Matrix <b>H Ex 12 due</b> Learning the Harris Matrix Method <b>I Ex 13</b> Create a Harris Matrix Extra credit #1 Taphonomy ID (time permitting)
<b>Week 6</b> 2/13	What is the "Archaeological Record" (Silver Glen site)	R: Gilmore (2015) Subterranean Histories: Pit Events and Place-Making in Late Archaic Florida
2/16	Organizing Typological Assemblages: Classification	<b>CH VIII</b> Typological Assemblages: Archaeological Classification
<b>*2/16</b> Lab 6	Classification: Assemblage or Abstraction?	<b>H Ex 14 due:</b> Classify your Wardrobe <b>I Ex 15, 16:</b> Classify Artifacts; Deviation in Manufacture <b>bring scissors</b> if you have them

<b>Week 7</b> 2/21	<i>Part IV. The Archaeological Objective</i> Reconstructing Culture? or Revealing History?	R: (Anonymous) "North Florida, 2500 B.P.-A.D. 1700", pp. 1-7; focus on "Research Questions," pp. 5-6 Recommended R: Andrews et al. (2000) "Interpretation not Record: The Practice of Archaeology"
2/23	Interpretive Modeling: Analogy and Actualistic Studies	<b>CH IX</b> Models: Analogy and Actualistic Studies R: "Moving the Moai"
<b>*2/23</b> Lab 7	Analogy: Its Uses and Limits (and) Experimental Archaeology	R: "How do Archaeologists Figure out the Function of an Ancient Tool?" R: "Analogy New World" –print and bring to lab if your birthday is on an even-numbered day R: "Analogy Old World" –print and bring to lab if your birthday is on an odd-numbered day <b>H Ex 17 due:</b> What Kind of Analogy? <b>I Ex 18:</b> Prevalence of Analogy <b>I Ex 19:</b> Create an Experimental Lab Exercise
<b>Week 8</b> 2/28	<i>Part V. Time: Temporality and Duration</i> Concepts of Time	R: Bailey (2005) "Concepts of Time" pp. 268-273 R: Lucas (2005) "The Archaeology of Time," pp. 1-15 (e-book: CC75.5 .L83 2005)
3/2	Philosophies of Time: Duration and Succession	R: Lucas (2005) "The Archaeology of Time," pp. 19-27 (e-book: CC75.5 .L83 2005)
<b>*3/2</b> Lab 8	Seriation as A-Series Time	<b>CH X</b> Seriation (A-Series Time) <b>H Ex 20 due:</b> Stylistic Seriation <b>I Ex 21:</b> Frequency Seriation Extra Credit Exercise #2: Long Frequency Seriation
<b>Week 9</b> 3/7	Following Traces of Things in Time (Swift Creek pottery case study)	R: Joyce (2012) "Life With Things: Archaeology and Materiality" R: Wallis (2015) "The Living Past: Itineraries of 'Swift Creek' Images through Wood, Earthenware, and Ether"
3/9	Principles of Archaeological Dating (early Southeast pottery case study)	R: Gilmore (2014) "Radiocarbon Dating of Spanish Moss from Orange and Stallings Fiber-Tempered Pottery: Method and Chronological Implications" Recommended R: Ingold (2012) "No More Ancient; No More Human: The Future Past of Archaeology and Anthropology," pp. 77-81 only
<b>*3/9</b> Lab 9	"Dating" Things in Motion	<b>CH XI</b> Dating a Thing in Motion: Dendrochronology <b>I Ex 22</b> Interpreting Tree Rings R: Neely (2014) "Mystery of World Trade Center Ship Solved"
3/13- 3/17	<i>spring break</i>	
<b>Week 10</b> 3/21	<b>EXAM II</b>	Sorry- the University changed the timing of spring break, putting the 2 <sup>nd</sup> exam right after break!
3/23	<i>Part VI. Technology: Making (And Unmaking) Things and People - Transforming Things in Motion: chaîne opératoire</i> [artifacts handed out for lab]	R: Bleed (2001) "Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Stone Tool Production and Other Sequential Activities" (skip pp. 102-105 on Japan)

<b>*3/23</b> Lab 10	Analyzing Technology: Lithics and Ceramics	<b>CH XII</b> Analyzing Lithic Artifacts (read before lab) <b>CH XIII</b> Analyzing Ceramic Artifacts (ditto) <b>H Ex 23:</b> Observing Lithic and Ceramic Artifacts <b>I Ex 24:</b> Artifact Analysis H Extra credit #3 <i>chaîne opératoire</i> airplane (DUE)
<b>Week 11</b> 3/28	Technology of the Social: Crafting Identity (“Stallings Culture” case study)	R: Dobres (1999) “Technology’s Links and <i>Chaînes</i> : The Processual Unfolding of Technique and Technician” pp. 124-130, 138-139 only R: Sassaman (1998) “Crafting Cultural Identity in Hunter-Gatherer Economies”
3/30	Bodies in Motion (Weeden Island case study)	R: Milanich et al. (1997) “Charnel Knowledge” in <i>McKeithen Mounds</i> pp. 91-119 (ebook E99.W48M37 1997)
<b>*3/30</b> Lab 11	Unmaking and Remaking Bodies at the McKeithen Site	<b>CH XIV</b> Making and Remaking Bodies <b>H Ex 25:</b> Parts of the Body <b>I Ex 26:</b> Remaking Bodies at the McKeithen Site
<b>Week 12</b> 4/4	Things, Entanglement, and Historical Change	R: Gillespie (2016) “The Entanglement of Earth in the Age of Clay”
4/6	Landscapes in Motion: History, Memory, and Materiality	<b>CH XV</b> Landscapes in Motion R: Wallis (2008) “Networks of History and Memory: Creating a Nexus of Social Identities in Woodland Period Mounds on the Lower St Johns River, Florida” p. 246-253 only. <i>Bring something from home that you picked up on a trip elsewhere and be prepared to briefly talk about it</i>
<b>*4/6</b> Lab 12	Landscapes of Change (Lower St. Johns sites case study)	<b>I Ex 27:</b> Landscapes of Change - work on maps in class and finish assignment to turn in next Thursday
<b>Week 13</b> 4/11	Living Landscapes: Human-Animal Relations	R: Allentuck (2015) “Temporalities of Human-Livestock Relationships in the Late Prehistory of the Southern Levant” Recommended R: Moore & Thompson (2012) “Animism and Green River Persistent Places: A Dwelling Perspective of the Shell Mound Archaic”
4/13	<i>Part VII. Theory in Practice in Archaeology Today</i> Indigenous Archaeologies and the New Cultural Heritage	R: Ferguson (2003) “Anthropological Archaeology Conducted by Tribes” R: Neely (2014) “Ancient Site’s Cultural Resources Secretly Buried” (1 page) R: Holtorf and Fairclough (2013) “The New Heritage and Re-Shapings of the Past” Recommended R: Zimmerman (2006) “Consulting Stakeholders” pp. 39-55
<b>*4/13</b> Lab 13	The Past in the Present: Competing Agendas (Miami Circle case study)	<b>Ex 27 due</b> Landscapes of Change R: Bawaya (2014) “An Echo of the Miami Circle” <b>I Ex 28</b> The Past in the Present: Who Decides? [bring laptops/tablets for online research]
<b>Week 14</b> 4/18	Archaeology of the Contemporary Past (Dozier School and Rosewood case studies)	R: Buchli and Lucas (2001) “The Absent Present: Archaeologies of the Contemporary Past” Recommended R: Voss (2010) “Matter Out of Time: The Paradox of the ‘Contemporary’ Past”

4/20	Inference and Explanation in Archaeology	<b>CH XVI</b> Inference to the Best Explanation R: Fogelin (2007) Inference to the Best Explanation
<b>*4/20</b> Lab 14	Abduction: Inference to the Best Explanation	<b>I Ex 29</b> Inferring the Best Explanation for Archaic Bannerstones R: Powell (2017) Set in Stone
<b>Week 15</b> 4/25	<b>Exam III</b>	This exam is not cumulative and covers material since Exam II.

The following information is provided in conformance with University Policy: *Please Read!*

### **1. Policy related to class attendance, make-up exams, and other work**

Requirements for class attendance, make-up exams, assignments, and other work in this course (e.g., excused absences) are consistent with [university policies](#). University policy states that absences count from the *first* class meeting, not the first meeting after you added the class. “In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.” The UF [Twelve-Day Rule](#) for student-athletes states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption *must provide documentation* to the instructor for each absence. It is the student-athlete’s responsibility to maintain satisfactory academic performance and attendance.

### **2. Religious observances**

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the instructor in advance and request this modification; it will then be granted. Please make requests early in the semester.

### **3. Accommodations for students with disabilities**

Students who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#) (352-392-8565) to register. It is important for students to *share their accommodation letter* with their instructor and discuss their access needs. Do not simply assume that the instructor has the letter. Follow this procedure as early as possible in the semester. No accommodations will be granted until the letter is received.

### **4. Academic honesty**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office. Students who have not committed any prior violations will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the [Honor Code Resolution Process](#). If you are accused of academic dishonesty, you are not allowed to drop the course until the matter is resolved. **DO NOT CHEAT**—the penalties are too severe. If you have any questions about what constitutes cheating or plagiarism, or have concerns about completing an assignment on time, please consult with the instructor.

### **5. In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a



complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **6. Campus Resources: Counseling and Emergency Services**

U Matter, We Care serves as the umbrella program for UF’s caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends.

- the [University Counseling and Wellness Center](#), 301 Peabody Hall, 392-1575
- Student Health Care Center, 392-1171
- Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161
- University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies
- Career Resource Center, Reitz Union, 392-1601

### **7. Online course evaluation process**

Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluer.com/ufl/](http://ufl.bluer.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/)

### **7. Electronic Course Reserves**

The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565 or see link above. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at [eres@uflib.ufl.edu](mailto:eres@uflib.ufl.edu).

If you are not using a UF computer, it is best to **use the UF VPN client** when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to electronic materials using off-campus computers. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>