ANT4852/ANG6853
APPLYING GIS IN ARCHAEOLOGICAL RESEARCH

Course Information
Fall 2024
T 11:45a - 12:35p / Th 11:45p - 1:40p
TUR 208H
Instructor: Dr. Daniel Contreras
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Office Hours: TBD and by appt

Course Description

Anthropology is at root the study of human variation, and archaeology might be characterized as the study of human variation in the past: how much diversity of human behavior/beliefs was there at any given time and place, and how different was that from the present? Both practically and theoretically, a key component of that variation is *spatial* variation: in, for example, human behavior, material culture, language, demographic attributes, or resources. As a result, archaeological method and theory have to grapple with recording and analyzing spatial variation, making geospatial technologies generally and Geographic Information Systems (GIS) in particular increasingly critical tools. In this course we will examine the use of GIS for management and analysis of geospatial data in anthropological contexts, both experimenting with methods and critically examining case studies.

We will cover both methodological approaches (collecting data in the field and finding publicly-available data as well as integrating and querying it in a GIS) and theoretical implications (the nature of spatial data as well as scales and topics of analysis). We will also examine selected case studies and consider critiques that have been leveled at GIS in particular and spatial analysis in general.

The course emphasis is on working with concrete data, and software use will be an integral part of the process. We will use free and open-source (FOSS) software, primarily QGIS (https://www.qgis.org/en/site/). *If you are already familiar with ArcGIS you are welcome to use that throughout the course instead (or, for that matter, GRASS or Saga [other FOSS alternatives]), but it will be up to you to figure out how to do the things for which I'll give relatively detailed instructions in QGIS.* Students are encouraged to work with their own data, though a pre-existing research project is by no means a prerequisite. Background in using GIS will be very helpful, but is not strictly necessary; students with no background should expect to invest significant time learning the mechanics of GIS. The course will culminate in the production of a poster presentation using GIS to address a specific research question.

Course Objectives
In completing this course, students will develop:
- Theoretical background on the applications of spatial variation, geospatial technologies, and GIS in archaeology.
- Fluency with geospatial methods, particularly the use of GIS, and a foundation from which to further self-teach.
- Familiarity with the acquisition (particularly of publicly-available data), management, and analysis of archaeological data that have a spatial component.
- Ability to produce polished products (including, but not limited to, maps) that communicate arguments based on geospatial data.

Course structure
This course combines lectures, discussions, and lab exercises in a hybrid seminar-lab format to facilitate peer instruction and hands-on learning. The two class sessions each week will be broken into three segments. The first segment (Tues 11:45a – 12:35p) will follow a seminar format during which time a designated lead student will facilitate discussion of the previous week's assignment (lab exercise and/or readings). In the second segment (Th 11:45a – 12:35p), the instructor will review a new technique through lecture and demonstration. During the third

segment (Th 12:35p – 1:40p), students will be given time to begin applying the new technique to solve the lab assignments, in consultation with one another and the instructor.

Participation

All students must participate in weekly discussions (**10%** of final grade). Participation includes attendance, active listening, and constructive contributions to discussion.

Lab Exercises

All students must complete *all* of the assigned lab exercises (**40%** of final grade for grad students; 4**5%** for undergrads). Lab exercises are due the Tuesday after they are assigned and must be uploaded to Canvas *before the start of class* on the day that they are due.

The outputs of each lab exercise will be specified with each exercise, and will include some combination of data and reflection on the utility of those data and the process of producing them. Lab exercises will generally emphasize questions rather than methods, and your answers should *employ* methods to address questions, rather than simply demonstrating methodological competence. You should strive to be clear about what procedures you have used, what the results demonstrate, and what you conclude. Results (maps, screen captures, text) should be combined into a single .pdf that presents annotated results.

> Note: All students are invited, for any lab exercise, to instead use their own data and address their own questions, in which case a brief statement (½ page maximum), explaining which data are used and how they are analogous to the assigned lab exercise, should accompany the assignment.

Facilitation

Graduate students must facilitate a proportional share of the class discussions presenting case studies and reporting on lab exercises (number depending the total number of enrolled students; **10%** of final grade).

- For case studies, the facilitator will be responsible for guiding the class in detailed discussion of that paper, including producing and distributing a ½-page précis of the article *(at least 24 hours ahead of time, beginning in Week 10)*. Discussion should focus on how geospatial data were produced, why they were produced, what kind of data (raster, vector, tabular, etc) were involved, what analyses/synthesis were subsequently done, and how results were mobilized into an argument. Is that argument compelling? Could the results have been achieved without GIS (or at least without geospatial data)? Was it all worth it (in terms of interpretive payoff)? Where readings are not case studies but reviews or critiques, discussion should focus on identifying and assessing the key points of the argument.
- In addition to walking everyone through their solution to the assigned lab exercise, the facilitator should emphasize how the application of this particular technique solved the specific research problem at hand, as well as outlining the limitations and appropriate uses of such analysis. Relating this to your own research or adding analogous examples related to your own interests is encouraged but not required.

Term Project:

All students must complete a term project (in three parts throughout the semester, combining for **40%** of final grade). The project should address a clearly formulated question using original analyses based on the skills learned in class. Students must formulate a research question by Week 3 (**13 Sept; 5% of course grade**) and identify the data and analyses needed to answer the question by Week 9 (**18 Oct; 10% of course grade**). Final projects will take the form of a poster, **due in the poster session at the end of the course (week of 9 Dec, date TBD) and comprising 25% of your course grade**.

Course Requirements

40%   Seven lab exercises (to be stored on your own computer or USB drive; you'll want at least 1 GB, and don't forget to back up your data; you'll only turn in summary results). We will start these in class on Thursdays, and they will be due by 4:00p (before class) on the Tuesday of the following week. [45% for undergraduates]

10%   Complete weekly readings and participate in class discussions

10%   Seminar facilitation [graduate students; for undergraduate students this 10% is split between Lab Exercises and Project Outline]

5%   Project Prospectus: A one-page proposal of your final project. This should articulate a clear research question, explain why GIS is useful and significant in addressing that question, and outline your data sources. Due **at the end of Week 3 (13 Sept).**

10%   Project outline: A one-page description of what data you will use in your project and a description of how you will mobilize those data to make an argument that addresses your question. Due **at the end of Week 8 (18 Oct).** [15% for undergraduates]

25%   Final Project: A conference-quality poster using GIS to address a clearly-articulated research question. Due **at the class poster session, date TBD**. For tips on poster presentation, see Homburg 2005. It's also a good idea, more generally, to consult Kintigh also: http://www.public.asu.edu/~kintigh/Kintigh2005WritingArchaeology.pdf. Graduate students are expected to also produce an annotated version of the poster, reflecting on writing and design choices, why you made the decisions you did, and how satisfied you were with the results.

Office hours:

You are welcome in my office hours either individually or in groups, and may use that time either to ask specific questions or simply to work with the benefit of someone available to help you through roadblocks. You are in no way required to come, but please note that this should be considered part of the education available to you, not a last resort.

Attendance Policy, Class Expectations, and Late Assignments

Attendance

This course is primarily a seminar; since attendance is fundamental to the learning goals, it is required. Of course, life may sometimes intervene, in which case you are expected to notify the instructor ahead of time or as soon as practical afterwards. More than two absences will already constitute >10% of the course, and you should consult with the instructor about appropriate make-up activity. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Assignments

Assignments in this course comprise lab exercises, project milestones, and responsibility for facilitating seminar. Because lab exercises will form the basis of part of our seminar discussion, they *must be submitted on time* (it would be unfair for some people to get to complete the lab post-discussion). Due dates for project milestones are intended to motivate you to start those projects, and are based on the need to give you feedback with sufficient time for you to react to it. As such, they can be negotiable, as long as you ask in advance. If you are scheduled to facilitate a seminar and for any reason will not be able to, please both notify the instructor as far ahead of time as possible and attempt to find another student with whom you can swap dates.

Course Texts

There are two required texts, which we will supplement with several articles and book excerpts (listed below and available on Canvas).
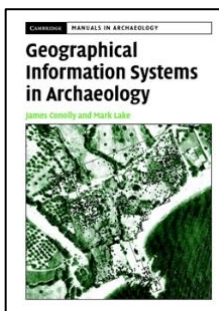
Conolly, J. and M. Lake
2006   *Geographical Information Systems in Archaeology*. Cambridge Manuals in Archaeology. Cambridge University Press, Cambridge.
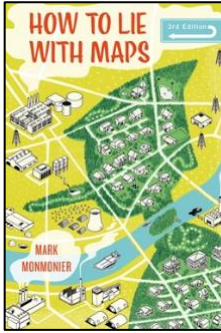
Monmonier, Mark
2018   *How to Lie with Maps*. University of Chicago Press.

Course Schedule

Week	Theme	Dates	Readings	Lab Exercise
1	Introduction	22 Aug	Course Introduction	Install QGIS
2	Thinking Spatially	27 Aug	Conolly & Lake Ch.1,2 McCoy interview on ArchaeoTech podcast	

		29 Aug	Aldenderfer 1996
			Gregory 2005 Ch.1
			Kvamme 2017
			Welham et al. 2015
				Review *Seeing Beneath Stonehenge*
				• What does this accomplish
				  o For analytical purposes?
				  o For outreach purposes?
				  o Other?

3	Why GIS?	3 Sept	Conolly & Lake Ch.3 Orengo 2015 Verhagen 2018	Exercise 0 assigned
	Data Types and Acquisition	5 Sept	Conolly & Lake Ch. 5 (to p.77) Wheatley and Gillings 2002:Ch.2	
4		10 Sept	Luo et al 2019 [skim] Petrie et al 2018	Exercise 0 due
	Digitizing and Georeferencing	12 Sept	Conolly & Lake Ch.5 (pp77-89) QGIS manual on digitizing	Exercise 1 assigned
		13 Sept	**Project Prospectus due**	
5		17 Sept	McKinnon et al. 2016	Exercise 1 due
	Gathering and Incorporating Field Data	19 Sept	Conolly & Lake Ch.4, 13 McCoy & Ladefoged 2009	Exercise 2 assigned
6		24 Sept	Bogacki et al. 2010	Exercise 2 due
	Surface Models	26 Sept	Conolly & Lake Ch.6 Wheatley & Gillings 2002 Ch.5, 9	Exercise 3 assigned
7		1 Oct	Katsianis 2004	Exercise 3 due
	DEM Derivatives	3 Oct	Conolly & Lake Ch.9, 10, 11 van Leusen 2002	Exercise 4 assigned

8		8 Oct	Marsh & Schreiber 2015 McCoy et al 2011 Gandalf: navigator?	Exercise 4 due
	Spatial Analyses and EDA / Zonal analyses / Point pattern analyses	10 Oct	Conolly & Lake Ch.7, 8 Wheatley & Gillings 2002:Ch.6	Exercise 5 assigned
9		15 Oct	Williams et al. 1990 Bevan 2012	Exercise 5 due
	Thinking Socially	17 Oct	Kvamme 1999:181-185 Barceló & Pallares 1998	Exercise 6 assigned
		18 Oct	**Project Outline due**	
10		22 Oct	Llobera 2012	Exercise 6 due
	Locational/Predictive Modelling	24 Oct	Kvamme 2006 Kurashima & Kirch 2011	In-class exercise: Predictive modeling
11		29 Oct	XXX	Shift gears – labs end because foundations established; effort should shift to projects. Thursday sessions become longer seminars, with a focus on how/if the additional methods and applications considered address critiques of GIS
	Cartography and Presentation	31 Oct	Monmonier 2018:Ch.1-5, 11 Howland et al. 2020	In-class exercise: Presenting spatial data/arguments [making effective/pretty maps]
12	Critiques to consider	5 Nov	Palmer & Daly 2006 Wheatley 2014 Goodchild 1996	Have things changed? **Election Day!**
		7 Nov	Flexner 2009 Lock & Pouncett 2017	
13	Exclusionary knowledge? / Participatory GIS	12 Nov	Smith 2020	
	Onward and Upward with GIS? Recent applications	14 Nov	Kosiba and Bauer 2012 Alvarez Larrain & McCall 2018 Heckenberger 2009	
14		19 Nov	Whitley 2017 Nuninger et al 2016	
		21 Nov	Ullah et al. 2024, pp1185-1187;1203-1221	
15		26/28 Nov	**NO CLASS - Thanksgiving**	
16		3 Dec	Gaffney et al. 1996 Barceló & Pallares 1996	Old papers on GIS potential. Has that potential been

				realized, 25 years later? What would you like to *do* with GIS?
		Week of 9 Dec - TBD	Final course meeting – poster session	Currently scheduled for timeslot for Final Exam: **12/12/2024 @ 7:30 AM - 9:30 AM**

Readings

- Aldenderfer, Mark S 1996 Introduction. In *Anthropology, Space, and Geographic Information Systems*, edited by Mark S Aldenderfer, and Herbert D G Maschner, pp. 3–18. Oxford University Press, New York.
- Álvarez Larrain, Alina, and Michael K McCall 2019 Participatory mapping and participatory GIS for historical and archaeological landscape studies: a critical review. *Journal of Archaeological Method and Theory* 26: 643–678.
- Barceló, Juan A, and Maria Pallares 1996 A critique of GIS in archaeology. From visual seduction to spatial analysis. *Archeologia e Calcolatori* 7: 313–326.
- Barceló, Joan A, and Maria Pallarés 1998 Beyond GIS: The archaeology of social spaces. *Archeologia e Calcolatori* 9: 47–80.
- Bevan, Andrew 2012 Spatial methods for analysing large-scale artefact inventories. *Antiquity* 86: 492–506.
- Bogacki, Miron, Giersz, Miłosz, Przadka-Giersz, Patrycja, Malkowski, Wiesław, and Misiewicz, Krzysztof 2010 GPS RTK Mapping, Kite Aerial Photogrammetry, Geo-physical Survey and GIS Based Analysis of Surface Artifact Distribution at the pre-Hispanic site of the Castillo de Huarmey, North Coast of Peru. In *Remote Sensing for Science, Education, and Natural and Cultural Heritage*, edited by Rainier Reuter, pp. 1–10. EARSeL
- Flexner, James 2009 Where is Reflexive Map-Making in Archaeological Research? Towards a Place-Based Approach. *Archaeological Review from Cambridge* 24: 7–21.
- Gaffney, Vincent, Stancic, Zoran, and Watson, Helen 1996 Moving from Catchments to Cognition: Tentative Steps Toward a Larger Archaeological Context for GIS. In *Anthropology, Space, and Geographic Information Systems*, pp. 1–13.
- Goodchild, Michael F 1996 Geographic Information Systems and Spatial Analysis in the Social Sciences. In *Anthropology, Space, and Geographic Information Systems*, edited by Mark S Aldenderfer, and Herbert D G Maschner, pp. 241–250. Oxford University Press, New York.
- Gregory, Ian N 2005 "GIS and its uses in Historical Research" In *A Place in History: A Guide to Using GIS in Historical Research*. 1–112.
- Heckenberger, Michael J. 2009 Mapping Indigenous Histories: Collaboration, Cultural Heritage, and Conservation in the Amazon. *Collaborative Anthropologies* 2: 9–32.
- Homburg, Jeffrey A 2005 Tips for Improving the Quality of Your Poster Presentation. *The SAA Archaeological Record* 22–23.
- Howland, Matthew D., Brady Liss, Thomas E. Levy, and Mohammad Najjar 2020 Integrating Digital Datasets into Public Engagement through ArcGIS StoryMaps. *Advances in Archaeological Practice* 1–10.
- Katsianis, M 2004 Stratigraphic Modelling of Multi-period Sites Using GIS: The Case of Neolithic and Early Bronze Age Knossos. pp. 1–11. BAR, Oxford.
- Kosiba, Steve, and Andrew M Bauer 2012 Mapping the Political Landscape: Toward a GIS Analysis of Environmental and Social Difference. *Journal of Archaeological Method and Theory* 20: 61–101.
- Kurashima, Natalie, and Patrick V Kirch 2011 Geospatial modeling of pre-contact Hawaiian production systems on Moloka'i Island, Hawaiian Islands. *Journal of Archaeological Science* 38: 3662–3674.
- Kvamme, Kenneth L 1999 Recent directions and developments in geographical information systems. *Journal of Archaeological Research* 7: 153–201.
- Kvamme, Kenneth L 2006 Archaeological Modeling with GIS at Scales Large and Small. *Reading Historical Spatial Information from around the World Studies of Culture and Civilization Based on Geographic Information Systems Data* 75–91.
- Kvamme, Kenneth L 2017 Geographical Information Systems (GIS). In *Encyclopedia of Geoarchaeology*, edited by Allan S. Gilbert, pp. 309–313. Springer
- Llobera, Marcus 2012 Life on a Pixel: Challenges in the Development of Digital Methods Within an "Interpretive" Landscape Archaeology Framework. *Journal of Archaeological Method and Theory* 19: 495–509.
- van Leusen, Martijn 2002 Line-Of-Sight and Cost Surface Analysis Using GIS. In *Exploring Digital Archaeological Landscapes: A Discussion of Regional Map-forming Patterns and Processes*, pp. 1–23. University of Groningen, Groningen.
- Lock, Gary, and John Pouncett 2017 Spatial thinking in archaeology: Is GIS the answer? *Journal of Archaeological Science* 1–7.

- Luo, Lei, Xinyuan Wang, Huadong Guo, Rosa Lasaponara, Xin Zong, Nicola Masini, Guizhou Wang, Pilong Shi, Houcine Khatteli, Fulong Chen, Shahina Tariq, Jie Shao, Nabil Bachagha, Ruixia Yang, and Ya Yao 2019 Airborne and spaceborne remote sensing for archaeological and cultural heritage applications: A review of the century (1907–2017). *Remote Sensing of Environment* 232: 111280.
- Marsh, Erik J, and Katherina J Schreiber 2015 Eyes of the empire: A viewshed-based exploration of Wari site-placement decisions in the Sondondo Valley, Peru. *Journal of Archaeological Science: Reports* 4: 54–64.
- Mccoy, Mark D 2011 A cost surface model of volcanic glass quarrying and exchange in Hawai`i. *Journal of Archaeological Science* 38: 2547–2560.
- Mccoy, Mark D, and Thegn N Ladefoged 2009 New Developments in the Use of Spatial Technology in Archaeology. *Journal of Archaeological Research* 17: 263–295.
- McKinnon, Duncan P., Jason L. King, Jane E. Buikstra, Taylor H. Thornton, and Jason T. Herrmann 2016 Returning to the Kamp Mound Group (11C12): Results from Geomagnetic Survey and High-Density Topographic Mapping in Calhoun County, Illinois. *Midcontinental Journal of Archaeology* 41: 231–254.
- Nuninger, Laure, Philip Verhagen, Frédérique Bertoncello, and Angelo Castrorao Barba 2016 Estimating "Land Use Heritage" to Model Changes in Archaeological Settlement Patterns. *Landscape Archaeology Conference LAC* 1–12.
- Orengo, Hector 2015 Open Source GIS and Geospatial Software in Archaeology: Towards their Integration into Everyday Archaeological Practice. In *Open Source Archaeology: Ethics and Practice*, edited by Andrew T. Wilson, and Ben Edwards, pp. 64–82. De Gruyter
- Palmer, Carol, and Daly, Patrick 2006 Jouma's Tent: Bedouin and Digital Archaeology. In *Digital Archaeology: Bridging Method and Theory*, edited by Thomas L Evans, and Patrick Daly, pp. 1–33. Routledge, London.
- Petrie, Cameron, Hector Orengo, Adam Green, Joanna Walker, Arnau Garcia, Francesc Conesa, J. Knox, and Ravindra Singh 2018 Mapping Archaeology While Mapping an Empire: Using Historical Maps to Reconstruct Ancient Settlement Landscapes in Modern India and Pakistan. *Geosciences* 9: 11.
- Smith, Cecilia 2020 Ethics and Best Practices for Mapping Archaeological Sites. *Advances in Archaeological Practice* 8: 162–173.
- Ullah, Isaac I., Zachery Clow, and Juliette Meling 2024 Paradigm or Practice? Situating GIS in Contemporary Archaeological Method and Theory. *Journal of Archaeological Method and Theory* 31: 1185–1231.
- Verhagen, Philip 2018 Spatial Analysis in Archaeology: Moving into New Territories. In *Natural Science in Archaeology: Digital Geoarchaeology*, pp. 11–25. Springer International Publishing, Cham.
- Welham, Kate, Lawrence Shaw, Mark Dover, Harry Manley, M. Parker Pearson, Josh Pollard, Colin Richards, Julian Thomas, and Chris Tilley. 2015 Google Under-the-Earth: Seeing Beneath Stonehenge using Google Earth-a Tool for Public Engagement and the Dissemination of Archaeological Data. *Internet Archaeology* 40.
- Wheatley, David 2014 Connecting landscapes with built environments: visibility analysis, scale and the senses. In *Spatial Analysis and Social Spaces: Interdisciplinary Approaches to the Interpretation of Prehistoric and Historic Built Environments*, edited by Eleftheria Paliou, Undine Lieberwirth, and Silvia Polla, pp. 115–134. De Gruyter,
- Wheatley, David, and Mark Gillings 2002 *Spatial Technology and Archaeology*. Taylor and Francis, London.
- Whitley, Thomas G. 2017 Geospatial analysis as experimental archaeology. *Journal of Archaeological Science* 84: 103–114.
- Williams, Ishmael, Limp, W Frederick, and Briuer, Frederick L 1990 Using geographic information systems and exploratory data analysis for archaeological site classification and analysis. In *Interpreting space: GIS and archaeology*, edited by Kathleen M S Allen, Stanton W Green, and Ezra Zubrow, pp. 239–273. Taylor and Francis

University Policies

Grading

Grading scale:

92.5-100%	A	80-82.5%	B-	67.5-70%	D+
90-92.5%	A-	77.5-80%	C+	62.5-67.5%	D
87.5-90%	B+	72.5-77.5%	C	60-62.5%	D-
82.5-87.5%	B	70-72.5%	C-	< 60%	E

Information on UF grading policy may be found at: UF Graduate Catalog and Grades and Grading Policies.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Students Requiring Accommodation

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/. 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.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the Gator Evals page.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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.

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
Student Complaints Campus
On-Line Students Complaints

HB-7

The Florida State Legislature (in HB-7, currently being challenged in court), has expressed its concern about the risks of indoctrination in higher education. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

HB-233

In accord with recent dictates of the Florida State Legislature (HB-233, currently being challenged in court), students are allowed to record video and/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.