URBAN ETHNOGRAPHY
LAB, FIELD, STUDIO, ARCHIVE
METHOD IN PRACTICE

ANG 6930—section # 3C36—class # 25486
ANG 6930—section # 3C37—class # 28951
ANT 4930—section # 3C35—class # 25485
ANT 4930—section # 3C38—class # 28955
SPRING 2021 Thurs per 3-5 (9:35-12:55p)
Professor Brenda Chalfin, bchalfin@ufl.edu
(ZOOM) Office hours Thurs 3-4p and by appointment
Course TA: Netty Carey nettycarey@ufl.edu
Course Zoom: 956 2683 9549
CLASSROOM: FLORIDA GYM FLG 0270

'City Dreams' by Bodys Isek Kingelez

"Cities are too often written as either monster machines or improvisatory frontierlands, rarely as both as once (Lefebvre, 1995)."

Course Description

This is an advanced course. Students are expected to bring a basic knowledge of anthropology or urban studies to the course as well as their own research interests appropriate to urban settings. Students without this background will be permitted to enroll and should expect a steep learning curve and be prepared to cover recommended foundational material and decide on a research focus within the first few weeks of the semester. Intended as a mixed classroom and practicum experience, the class is designed for students to learn about an array of research methods and put those skills into practice through substantial independent work on a topic of their choice for which they have received instructor's approval. Course grades will primarily be based on the process and outcome of independent research. These expectations remain despite the constraints of Covid and students will be expected to be both creative and flexible as they navigate the challenges of conducting research while guaranteeing their own health and safety and that of research subjects.

The course begins with an overview of central works, debates, and ethical standards in Urban Anthropology. It then moves to more in-depth investigation of core methods employed in the execution of anthropological research in urban settings, that is, Urban Ethnography. Focused on deepening the understanding of urban contexts and lifeworlds, the course requires us to grapple with cities not as background conditions or containers where social practice unfolds, but as determinative agents that shape, inscribe, delimit and enable human possibilities.

Four core sets of methods will be examined and put into practice. They are organized under the heading of LAB, FIELD, ARCHIVE and STUDIO and all draw, albeit in different ways, on the inductive, situation-based foundations of humanistic ethnographic practice. These methods foster the production of what social scientists call 'grounded theory' emerging out of actually existing conditions rather than ideal types or abstract models. In this vein, the course recognizes anthropology as a form of 'praxis' producing knowledge and action in the world that cannot and should not take cover under the privileges and protections of the Ivory Tower of academe. Throughout, we will be attuned to research ethics as well as issues of power and inequality in the urban research process. Recognition of ethnography as meaningful action as opposed to inert or neutral knowledge will provide the grounds to assess, critique and reframe the driving concerns of this subfield of Sociocultural Anthropology. As part of this wider project, the course asks students to work with as well as interrogate methodological conventions and offer their own proposals for innovative application to contemporary anthropological problems.

At the crux of this wider project is an effort to decenter the conventions of ethnographic research collapsed into the widely accepted, yet vaguely specified, methods of 'participant observation' and 'fieldwork' without sacrificing the humanistic core of ethnography to the seductions of 'scientism' and 'positivism'. While oriented to the distinctive character of urban settings, the course simultaneously probes and builds upon a broad array of research methods organized across 4 core axes. They include, yet expand upon and unsettle customary understandings of fieldwork. Together, these research modalities offer diverse perspectives on and approaches to urban life capturing experiential, imaginative and symbolic knowledge, structural and emergent conditions of urban material environment and political economy, as well as the sediments of historical experience and possibility that drive and delimit pathways toward collective change.

LAB: Official policies and institutions; formal plans; quantifiable representations; measurable processes, outcomes and interventions.
FIELD: Sites and entities (both human and non-human) that are living, in-use, and/or emergent, including persons and the built and natural environment.
ARCHIVE: Papers, documents, secondary sources, historical traces, artifacts and material residues, ruins, remains, already published work, oral accounts and recollections.
STUDIO: Experiential, embodied, expressive and sensorial evidence and formulations; realms of representation, interpretation and artistic production.

CENTRAL QUESTIONS:
- How can anthropologists represent the nature of urban places and experiences of urban dwellers?
- Is ethnography an effective tool for making sense of urban life? What are its limits and promise?
- Is the anthropology of the city the same as anthropology in the city?
- How do theories and methods of anthropology extend our understanding of urban life – past, present, and future – and raise new questions about the nature of the urban?
- How is anthropology in conversation with allied fields such as geography, sociology,

architecture, planning, education, economics and political studies to gain a comprehensive understanding of urban phenomena?
- How does anthropology engage with practitioners and activists in the public and private sector around urban issues and concerns?
- Is urbanization a universal and unidirectional process marked by common means and ends world-wide? Or is urbanization driven by diverse forces with diverse outcomes?
- These questions will be addressed through the consideration of cases from Gainesville and around the globe along with students own research.

LEARNING OBJECTIVES:
- Achieve familiarity with urban variations and commonalities.
- Become conversant in the methods, applications and core debates of urban ethnography.
- Recognize and apply different theoretical perspectives on the nature of urban experience.
- Identify past and future urban trends.
- Devise multi-media representations of urban experience
- Understand the value of an interdisciplinary approach to cities and urban life.

Course Materials

Required Books: Students are expected to acquire hard or soft copies of: *City A-Z*: Urban Fragments. Pile and Thrift, 2000, Routledge **IT** W**ILL BE AN IMPORTANT RESOURCE & MODEL FOR CLASS ACTIVITIES & YOUR** OWN RESEARCH AND WRITING**.** You should also make sure you have access to it in class as we will be using it for class activities and discussions.

Recommended/Optional Books: *Introducing Urban Anthropology*, R. Jaffe and A. DeKoning (Routledge 2016), *Researching the city: a guide for students*, K. Ward (Sage, 2020). *Writing ethnographic fieldnotes.* Emmerson, R.M., Fretz, R.I. and Shaw, L.L., 1995. University of Chicago.

Other readings and course materials will be available on the course Canvas site. The indicated works should be read prior to class. Students should ensure they bring accessible copies of the course materials to class and be prepared to share their questions and reactions, referring to specific terms, passages and pages.

IMPORTANT INFORMATION: Pay close attention to page numbers indicated in Canvas and the syllabus as we will be reading short excerpts from many works. The reading list may be altered or amended over the course of the semester to account for class directions and student interests. Students should expect a mix of materials coming primarily from journal articles and long-form ethnographies as well as more popular sources. The instructor will indicate core and secondary readings to the class so students can allocate their time accordingly. Students are also encouraged to share or suggest relevant reading and other materials pertinent to class topics. In cases where there are several articles, students will be advised on which articles to focus. Excerpts will be indicated on PAGES and in the CANVAS FILES directing students to selected pages. **Effort will be made to reduce required reading to approximately 50 pages per week from academic articles and 25p from ethnographies.**

The course will include several guest speakers and presentations as well as various hands-on trainings and practicums.

Participation and Attendance

This course has both on-line and face-to-face (f2f) sections. Students are expected to follow current UF policy regarding course attendance and registration requirements. F2F students are expected to show-up in the classroom if they are "cleared" (ie. 'green button') by UF's Screen, Test and Protect system. If you are otherwise unable or unwilling to show-up for F2F you must inform the instructor via email in advance of the class meeting and use the Zoom link for class. In short, attendance comprises being present F2F or via Zoom. Zoom attendance requires being signed-in with your picture visible for the duration of the course. Approximately 40%, of the course will take place exclusively over Zoom for all students through remote guest lectures, group activities and break-out rooms and student project presentations. Participation involves taking part in class discussions and group activities and engaging in attentive and respectful listening to instructor, guest speakers and peers and using chat and other functions appropriately. Attendance and Participation is expected for all class meetings. Students are expected to meet with the instructor to discuss their research project materials and directions.

Course Requirements:
10% participation & attendance. A portion of the grade will be reserved for participation in online written feedback on other students' projects using the Canvas Discussion portal.
30% (6x5%) Reaction Papers (300-500 words including quotes, questions and comments to share in class in which your reaction to core ideas referring to least three of the course readings for the day. Prompts: Do the works raise novel perspectives? What connections do they make? What are their strengths, assumptions and inconsistencies? What is their relevance for your own research concerns?).
60% (4x15%) Research Projects & Presentations – Drafts & Presentations due in class on specified date & Final versions due 4.20.21:
ARCHIVE due 2.11, FIELD due 3.4, LAB due 3.18, STUDIO due 4.1.

Expectations and evaluation will account for student enrollment in Graduate or Undergraduate section and prior experience and expertise.

All work should be submitted in appropriate electronic/digital format via Canvas under the "ASSIGNMENTS" portal. Please submit write-ups in word.doc format. If unable to submit via canvas pls send to bchalfin@ufl.edu.

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 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, Dropbox or email (bchalfin@ufl.edu) as specified 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 unless the student submits 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. Students are expected to revise submitted research projects, after receiving peer and instructor feedback.

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

Zoom Etiquette:
- This is a synchronous course. When class meetings take place over Zoom, attendance is required.
- **Zoom log-in information will be sent over email and posted on Canvas.**
- 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* recorded for students in the class to refer back and for enrolled students who are unable to attend live because of an excused absence or for grading and evaluation of class presentations. 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.
- 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.
- 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

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Class 1 Jan 14   Course Overview

Student Introductions
Urban Research and Representation: Comparative Perspectives

In-class read and discuss selections from the following posted on CANVAS,
W.E.B DuBois, 1899. The Philadelpha Negro: A Social Study. University of Pennsylvania. TOC & p. 1-9

F. Deboeck, 2004, Kinshasa: Tales of the Invisible City, Ludion, pp. 94-98
M. Castells, 1996,"Megacities," in The Network Society pp. 434-436
V. Woolf, 1930, 'Street Haunting: A London Adventure,' 1p
Pile& Thrift, City A-Z, Urban Fragments, pp. xiii, xix, 303

Class 2 Jan 21   Urban Themes and Theories: Classic Debates and Contemporary Provocations

                         In-class training session on library resources and reference management
                         In-class introduction Dr. Kareem Buyana: Urban Action Lab, Makerere
University, Uganda

                         Student Showcase Contemporary Urban Ethnographies
                         .
L. Mumford, 1986, "What is a city?" pp. 104-107 in *The Lewis Mumford Reader*
Pile & Thrift, 2000, *City A-Z*, "Technical Note." Pp.303-310
H. Lefebvre, 2003, "Urban Form," pp. 115-135 in *The Urban Revolution*
R.C. Jobson. 2019, The Case for Letting Anthropology Burn. *American Anthropologist* 122(2): 259-271
W. Roinson, S. Sassen, 2009, "Saskia Sassen and the Sociology of Globalization" pp. 9-12, 14-15.
L. Wirth, 1938, Urbanism as a Way of Life, 101-118.

Class 3 Jan 28   Urban Ethnographic Immersion: Ethical and other challenges

                         In-class Presentation on IRB, Ethics and Informed Consent

Selections from the following:
Shah, A., 2017. Ethnography? Participant observation, a potentially revolutionary praxis. HAU: Journal 7(1), pp.45-59.
Krase J. (2018) The Multitude of Approaches to Urban Ethnography: Blessing or Curse? In The Palgrave Handbook of Urban Ethnography.
Jirón, P. and Imilán, W., 2018. The challenges of ethnographic practice in current urban complex situations. Messy Ethnographies in Action, edited by Alexandra Plows, pp.159-167.
Osborne, G.B., 2012. Writing ethnographic fieldnotes. *Canadian Journal of Sociology (Online)*, *37*(2), p.197.
Anwar, N.H. and Viqar, S., 2017. Research assistants, reflexivity and the politics of fieldwork in urban Pakistan. Area, 49(1), pp.114-121.
Tolich M, Fitzgerald MH. If Ethics Committees were Designed for Ethnography. J Empir Res Hum Res Ethics. 2006 Jun;1(2):71-8. doi: 10.1525/jer.2006.1.2.71. PMID: 19385879.
Duncan, M. and Watson, R., 2010. Taking a stance: Socially responsible ethics and informed consent. In *New approaches to qualitative research* (pp. 65-74). Routledge.
Hopper, K., 1996. Fresh thickets of trouble: Unresolved ethical issues of research in the urban public domain, a commentary. *City & Society*, 8(1), pp.155-172.
Wolfinger, N.H., 2002. On writing fieldnotes: collection strategies and background expectancies. *Qualitative research*, *2*(1), pp.85-93.
M. Jacob and A Riles 2007 The New Bureaucracies of Virtue: Introduction *POLAR Political and Legal Anthropology Review.* 181-191

Class 4 Feb 4   Archive Fever: Archival Possibilities and Challenges

In-class guest lecture Amy Cox Hall.
Introduction to UF and Gainesville archival collections

Selections from the following:
Dirks, N.B., 2002. Annals of the archive: ethnographic notes on the sources of history. *From the margins: historical anthropology and its futures*, pp.47-65.
Auerbach, A.M., 2018. Informal archives: Historical narratives and the preservation of paper in India's urban slums. *Studies in Comparative International Development*, *53*(3), pp.343-364.
Perecman, E. and Curran, S.R. eds., 2006. *A handbook for social science field research: essays & bibliographic sources on research design and methods*. Sage. (See SECTION ON ARCHIVAL SOURCES)
Punathil, S., 2020. Archival ethnography and ethnography of archiving: Towards an anthropology of riot inquiry commission reports in postcolonial India. *History and Anthropology*, pp.1-19.
Pell, S., 2015. Radicalizing the politics of the archive: An ethnographic reading of an activist archive. *Archivaria*, *80*, pp.33-57.
Zeitlyn, D., 2012. Anthropology in and of the archives: Possible futures and contingent pasts. Archives as anthropological surrogates. *Annual Review of Anthropology*, *41*, pp.461-480.
Cvetkovich, A., 2002. In the archives of lesbian feelings: Documentary and popular culture. *Camera Obscura*, *17*(1).
Hall, A. 2017 *Framing a lost city: science, photography, and the making of Machu Picchu.* University of Texas.

Class 5 Feb 11   Student Archival Projects: Preliminary Findings

Student Archival Presentations and Project Sharing

Class 6 Feb 18   Rethinking the Ethnographic Field: Conventions and Departures in Urban Fieldwork

Selections from the following:
Hartigan Jr, J., 2019. Plants as ethnographic subjects. *Anthropology Today*, *35*(2), pp.1-2.
Hite, E.B., Perez, D., D'ingeo, D. et al 2017. Intersecting race, space, and place through community gardens. *Annals of Anthropological Practice*, *41*(2), 55-66.
Stoetzer, B., 2018. Ruderal ecologies: Rethinking nature, migration, and the urban landscape in Berlin. *Cultural Anthropology*, *33*(2), 295-323.
Doherty, J. 2019. Filthy Flourishing: Para-Sites, Animal Infrastructure, and the Waste Frontier in Kampala. *Current Anthropology* **60**: 321– 32. https://doi.org/10.1086/702868.
Drake, L., 2019. Surplus labor and subjectivity in urban agriculture: Embodied work, contested work. *Economic Geography*, *95*(2), pp.179-200.
Hoag, C., Bertoni, F. and Bubandt, N., 2018. Wasteland ecologies: Undomestication and multispecies gains on an Anthropocene dumping ground. *Journal of Ethnobiology*, *38*(1), pp.88-104.

NO CLASS FEB 25

Class 7 Mar 4   **Student Fieldwork Projects: Preliminary Findings**

Class 8 Mar 11   Laboratory Learning: Mapping, Planning, and Measuring

In-class Zoom Guest Presentation: Hakim Severe, "Mapping Urban Migration and Innovation with GIS." Makerere University, Kampala, Uganda

Selections from the following:
Lamb, J., Gallagher, M.S. and Knox, J., 2019. On an excursion through EC1: multimodality, ethnography and urban walking. *Qualitative Research*, *19*: 55-70 or Smith, R., 2017. Evrick Brown and Timothy Shortell (eds)(2016). Walking in Cities: Quotidian Mobility as Urban Theory, Method, and Practice. Philadelphia: Temple University Press [Book Review]. *Urbanities-Journal of Urban Ethnography*, *7*(1), pp.140-143
Latour, B. 1988. *Science in Action*, Harvard
Grant, A., 2017. "I Don't Want You Sitting Next to Me" The Macro, Meso, and Micro of Gaining and Maintaining Access to Government Organizations During Ethnographic Fieldwork. *International Journal of Qualitative Methods*, *16*(1), p.1609406917712394.
S. Newell. 2012. *The Modernity Bluff*, Sasha Newell, Chicago.
Majoor, S.J., 2018. Coping with ambiguity: An urban megaproject ethnography. *Progress in Planning*, *120*, pp.1-28
N. Anand, 2019. Infrastructures Inequalities. "*Edge Effects*" Online interview. Dec. 3
Brennan-Horley, C., Luckman, S., Gibson, C. and Willoughby-Smith, J., 2010. GIS, ethnography, and cultural research: Putting maps back into ethnographic mapping. *The Information Society*, *26*(2), pp.92-103.

Class 9 Mar 18   Student Laboratory Research Projects: Preliminary Findings

Class 10 Mar 25   City as Studio: Sensory, Expressive, and Speculative Ethnography

In class guest presentation by Danny Hoffman, University of Washington.

Selections from the following:
Low, K.E., 2015. The sensuous city: Sensory methodologies in urban ethnographic research. *Ethnography*, *16*(3), pp.295-312.
Favero, P.S. and Theunissen, E., 2018. With the smartphone as field assistant: Designing, making, and testing EthnoAlly, a multimodal tool for conducting serendipitous ethnography in a multisensory world. *American Anthropologist*, *120*(1), pp.163-167.
Coletta, C., 2017. Rhythm-making, halfway ethnographies and 'city heartbeats'. The Programmable City Working Paper 32.
Cantarella, L., Marcus, G.E. and Hegel, C., 2019. *Ethnography by design: Scenographic experiments in fieldwork*. Taylor & Francis.
Causey, A. 2006. Drawn to See; Drawing as ethnographic method. Andrew Causey
Sue Heath, Lynne Chapman & The Morgan Centre Sketchers (2018) Observational sketching as method, *International Journal of Social Research Methodology*, 21:6, 713-728,
D. Hoffman, 2017 Monrovia Modern, Duke
Jackson, E., Benson, M. and Calafate-Faria, F., 2019. Multi-sensory ethnography and vertical urban transformation: Ascending the Peckham Skyline. *Social & Cultural Geography*, pp.1-22.
Taussig, M. 2011. *I Swear I Saw This: Drawings in Fieldwork Notebooks, Namely My Own*. Chicago

Class 11 Apr 1   Student Studio Projects: Preliminary Findings

Class 12 Apr 8   Final Research Consultations

Class 13 Apr 15   Final Reflections

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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 withsupport 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