

ANT 3141:
Development of World Civilizations
ONLINE - Spring 2026
(Class: #10332, #16953: 3 credit hours)

PREREQUISITE: ANT 2000, or ANT 2140, or sophomore standing or above

MATERIALS/SUPPLIES FEES: NONE

INSTRUCTOR: SHIMA POURMOMENI

EMAIL: shimapourmomeni@ufl.edu

OFFICE HOURS: TBD via Zoom or by appointment.

Zoom Link: [TBD](#)

Office Phone number: (352) 392-2253

EMAIL PREFERENCE: Please contact your Instructor using the Conversations (Inbox) tool in Canvas. Use direct email only for emergencies or personal matters.

New to [Canvas Conversations](#)? Use this link for more information.

TIPS: If you are new to Canvas, watch a four-minute [Canvas Overview](#). If you have any questions regarding Canvas, refer to the Canvas Guides.

OFFICE HOURS: Office hours are held via Zoom (in person upon request). The Instructor's link is provided above or in the Zoom Conference section on Canvas.

CATALOG DESCRIPTION

Discussion of archeological evidence for the development of civilization in its regional variants from the earliest beginning to the dawn of written history. Analyzes causes of cultural development in Old and New World Centers.

COURSE OVERVIEW

This course surveys ancient world civilizations, stopping off at various points across the globe over a broad range of time. The primary focus is on cases of pre-Modern (pre-AD 1500)

civilizations around the world, centering on change, sustainability, and social inequality. By taking this course, you will gain knowledge and skills critical to understanding the processes and debates surrounding what has been termed 'civilization'. This includes the domestication of plants and animals, the origins and consequences of agriculture, the influence of religion and technology, as well as key aspects of village/urban life, and state formation. This level of critical thinking will help you to better comprehend our world today and civilization's progression into the future.

COURSE OBJECTIVES

The goal of this course is to understand how and why complex civilizations, like our own, developed in different times and places around the world, and to appreciate their diverse histories and how they contributed to the world we live in today.

Student Learning Outcomes

During the semester, students will:

1. **Identify** the key characteristics of various past civilizations from around the world.
2. **Explore** the theory and methodologies used to understand civilizations and their unique histories from a broadly anthropological perspective, including humanist, scientific, and critical approaches.
3. **Discuss** key elements, biases, and influences that shape knowledge about civilizations throughout time and space.
4. **Analyze** anthropological themes and topics, such as the effects of power, identity, environment, and landscape, on the development of civilizations.
5. **Approach** issues and problems from multiple perspectives, including **developing** linkages between past and present, to understand how past events and circumstances affect our world today.
6. **Communicate** knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the discipline of anthropology.

GENERAL EDUCATION (N)

ANT 3141 is an International General Education course. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, thereby comprehending the trends, challenges, and opportunities that affect communities worldwide. Students analyze and reflect on how cultural, economic, political, and/or social systems and beliefs shape their own and others' understanding of an increasingly interconnected world.

STUDENT LEARNING OUTCOMES FOR GEN ED "N"

- Students will identify, describe, and explain the history, methods, and theories used to study the development of ancient cultures around the globe. Specifically, this will apply to commonly studied anthropocentric phenomena such as the lives of hunter-gatherers, the adoption of agriculture, the urban revolution, the origin of inequality, the rise and fall of civilizations, and the history and theories pertaining to specific cultural groups.
- Students will analyze and critically assess how cultural, economic, political, and social experiences help form varied perspectives on how different people in the past viewed their world. By understanding this variability in the past, students can compare and identify how similarly this variation is magnified today in an ever-changing, connected world.
- Students will communicate the knowledge gained from the course clearly and compellingly, which they can use to help navigate archaeological discourses in other classes and in their daily lives.

COURSE COMMUNICATIONS

Course information will be sent as "announcements" on the course Canvas page. The Instructor will use email or the Canvas inbox tool to contact students directly about their work, as well as via comments on their assignments. Students are responsible for checking the Canvas page and their official UF email regularly to keep up to date with the course information. Please make sure to enable Canvas notifications. More information [here](#).

COURSE TEXTBOOKS (REQUIRED)

Graeber, David, and David Wengrow (2021). *The Dawn of Everything: A New History of Humanity*. Farrar, Straus and Giroux, New York

- Format: this title needs to be purchased through **Perusall** online in the course shell or with a code through the UF Bookstore.

Bahn, Paul (2020). *Incredible Archaeology: Inspiring Places from Our Human Past*. Smithsonian Books, Washington, D.C.

- Students may purchase from the bookstore or through other retailers.
- Hard copy or e-text versions are both acceptable.

In addition to the textbooks, which we will read in their entirety, you will find readings and links to other resources posted on the Canvas site. The schedule for all readings and assignments is also available online, along with due dates for all graded assignments, which are listed in the Course Outline below.

HOW TO BE SUCCESSFUL IN AN ONLINE COURSE

- Adjust [Canvas Notification Preferences](#) to enable Canvas to send you an email directly.
- Keep up with the lecture videos and take notes.
- Keep track of module assignments and quiz due dates. Many assignments require preparation time and cannot be completed on the day they are due.
- Communicate with your Instructor about course questions, grading, and if you are falling behind.
 - Reach out as early as possible if you will be late in turning in assignments, sick, or have other extenuating circumstances that will affect your participation in the course.
 - We are willing to work with students when they communicate well about these issues.
- It is essential to acknowledge that the online classroom is, in fact, a classroom, and certain behaviors are expected when communicating with both your peers and your Instructor. Guidelines for online behavior and interaction are known as netiquette. See Canvas for more details.
- Keep an open mind, be respectful, be considerate, and learn! You will enjoy this class!

COURSE FORMAT AND INSTRUCTION

The teaching format is a fully online, asynchronous course that is suited well for those who are self-motivated and interested in distance learning. The course consists of 14 modules, divided into 3 units. Modules are given weekly, and all work should be completed within that time frame. Deadlines for the course are Eastern Time (ET), and assignments will be **due at 11:59 pm ET**. Be sure to read the instructions for all assignments to confirm the due dates and times. Most assignments will end on Sundays. New modules will then open on **Mondays at 12:00 am**, the beginning of the week. Assignments are expected to be graded within one week after the due date. Feedback will be provided specifically on the assignment content.

GRADING

Letter grades are assigned based on the total percent of all assessments according to the following scale:

A 93% or above	C 73-76.99%
A- 90-92.99%	C- 70-72.99%
B+ 87-89.99%	D+ 67-69.99%
B 83-86.99%	D 63-66.99%
B- 80-82.99%	D- 60-62.99%
C+ 77-79.99%	E below 60%

Current grade status is available under the "Grades" section of the Canvas site. A minimum grade of C is required for General Education credit; "C-" does not fulfill that requirement. For more information, see the undergraduate catalogue for grading policies:

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

ASSESSMENTS AND GRADING

We will assess your performance in this course through five criteria: Perusall discussion posts, module activities, writing and discussion, quizzes, and a final website project.

- 10% Perusall Discussion Posts (10 posts – 3 points each)
- 15% Module Activities (4 activities – 10 points each)
- 15% Written and Discussion Assignments (3 activities – 10 points each)
- 30% Unit Quizzes (3 quizzes – 45 points each)
- 30% Final Website Project (3 main parts)
 - 15% Final Project Assignments (4 assignments – points vary between 5 and 25)
 - 5% First Draft (50 points)
 - 10% Final Project Submission (50 points)
- +1% Extra Credit

ASSIGNMENT DESCRIPTIONS

I. Perusall Discussion Posts (10% of your grade)

For 10 of 14 modules, you will be expected to join a collaborative reading experience by annotating, asking questions, and interacting with other posts from your peers. This ensures that you understand the main ideas, theories, and arguments that the authors are making. **Using the Perusall tool through Canvas, you will read the assigned chapter/article for each week and make annotations.** You will need three annotations: 1) First two annotations due on **Wednesdays by 11:59 pm (except for week 1, which is due on Thursday)**. These annotations should be **one fact** – definitions or explanations of the readings or images (maps, charts, infographics) – and **one insight or question** – insight includes connecting to another idea in the course content. Your second annotation is due on **Sundays by 11:59 pm**, and should be an original response to a peer that contributes to the conversation. This should not just be restating ideas or saying you liked a point. This should be answering a question and/or adding onto a fact/insight that your peer posted. Another student should be able to respond to your response. There must be enough information for them to form another contribution. **Review the Perusall Student Guidelines on Canvas.**

II. Module Activities (15% of your grade)

Five modules contain activities that will further apply the knowledge gained in the module. Some of these applications are through the exploration of 3D archaeological sites and material culture. Others are through interactions with digital media such as videos and websites. The directions for each activity vary depending on the assignment and the module topic(s).

III. Writing and Discussion Assignments (15% of your grade)

There are three writing assignments outside of the Final Website Project. These three writing assignments are:

- Advocating for Cultural Heritage Essay (Module 3)
- Roman Unity and Division Discussion (Module 7)
- End of Course Reflection Essay (Module 14)

Like the module activities, these are assignments that help flesh out and apply the knowledge you have gained in the module. These assignments are writing-based and range from **500 to 1,000 words in length** for completion. The aim is for you to develop skills in communicating archaeological knowledge, thoughts, and reasoning in a clear and effective manner.

IV. Unit Quizzes (30% of your final grade)

There are three quizzes in this course. They are composed of 30 multiple-choice and three short essay questions (answers that are a small paragraph). The quizzes are timed, and you will be given 75 minutes. Only one attempt will be given. Each quiz is worth 10% of your grade. Honorlock is not used in this course.

V. Final Website Project (30% of your final grade)

The course will culminate with the production of an informative, thesis-driven website on a topic of your choosing pertaining to archaeology that integrates the study of material culture. The website will be created on <https://sites.google.com/>. This website creator is free, user-friendly, and will work on a variety of devices. For more information on Google Sites, review the Google Sites Student Instructions on Canvas.

Students are required to conduct an original research project on a specific archaeological topic that will be embedded within the website design. The word requirement for the website is **2,500-3,000 words**. To identify a specific topic, students will need to come up with a research question, a thesis statement, and conduct background research to investigate their thesis. The website will be written in the style of an academic paper using sections such as an introduction, background, methods, results, discussion, and conclusion.

You must **use at least six peer-reviewed sources**. Peer-reviewed sources are academic journal articles that have undergone a review process by other professionals in the field of study who have critiqued the work on its academic integrity and scholarship. Only articles that have been reviewed and determined to be well-rounded research are published. Any other sources will need to be from reputable sources. If you are unsure what sources are reputable, we would recommend reviewing this website: <https://guides.lib.uw.edu/research/faq/reliable>. Wikipedia is not a reputable source, but you might want to explore Wikipedia pages for inspiration to find reputable sources.

VI. EXTRA CREDIT

Extra credit is offered in the course through PlayPosit interactions embedded in the lectures. A question will pop up, and if you answer the question correctly, then you will earn a satisfactory mark for that lecture. ***You may go back and repeat the questions as many times as possible.*** Up to 1% of extra credit can be earned from these engagements. For example, if you answer all the questions correctly, you will earn 1% added to your final grade, whereas if you answer 50% correctly, you will receive 0.5%. This may not seem like much, but many students end up on the edge of a letter grade, and this extra credit has the possibility to bump your letter grade into the next category.

SCHEDULE

Module	To do	Assignments	Due Dates
<u>Week 1</u> Jan 12 – Jan 18 Module 0: Orientation	<ul style="list-style-type: none"> • Read the syllabus and orientation module pages, which include a ~17-minute video. 	<ul style="list-style-type: none"> • Course Orientation Quiz • Course Introduction Post 	Quiz and post due on Jan 13th
<u>Week 1</u> Jan 12 – Jan 18 Module 1: Defining the Object	<ul style="list-style-type: none"> • Watch 4 Prerecorded videos (each between 3 min and 23 min) • Read Graeber and Wengrow, Chapters 1, 2 (pages 1-77) • Read Incredible Archaeology, Introduction (pages 7-11) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapters 1 and 2 • Google Map Activity 	Initial Perusall comments due on Jan 15th Rest due on Jan 18th
<u>Week 2</u> Holiday: Jan 19 th Jan 20 – Jan 25 Module 2: Archaeology and Civilization	<ul style="list-style-type: none"> • Watch 4 Prerecorded videos (each between 2 and 23 min) • Read Graeber and Wengrow, Chapter 3 (pages 78-119) • Calcagno and Fuentes 2012. What makes us human? (pages 184-194) • SAA Website: What is Archeology and What Do Archaeologists Do? 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 3 • Interpreting Digital Representations 	Initial Perusall comments due on Jan 21st Rest due on Jan 25th
<u>Week 3</u> Jan 26 - Feb 1 Module 3: From Hunter-Gatherers to Farmers	<ul style="list-style-type: none"> • Watch 3 Prerecorded videos (each between 3 and 16 minutes) • Read Graeber and Wengrow, Chapter 4 (pages 120-163) • Read Incredible Archaeology, The Cradle of Humankind (pp. 232–233), Human Fossils at Sierra de Atapuerca (pp. 118–119), The Battle of Little Bighorn (pp. 26–27) • Read Matero on Heritage, Conservation, and Archaeology (pages 1-5) 	<ul style="list-style-type: none"> • Perusall Readings Comments: Chapter 4 • Advocating for Cultural Heritage Essay 	Initial Perusall comments due on Jan 28th Rest due on Feb 1st
<u>Week 4</u> Feb 2 – Feb 8	<ul style="list-style-type: none"> • Watch 5 Prerecorded videos (each between 3 and 20 minutes) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 6 	Initial Perusall comments due on Feb 4th

Module 4: Origins of Agriculture	<ul style="list-style-type: none"> • Read Graeber and Wengrow, Chapter 6 (pages 210-248) • Read Incredible Archaeology: Gobekli Tepe (pp. 242-243), Catalhoyuk (pp. 244-247), Stonehenge (pp. 110-113), Bhimbetka (pp. 270-271) 	<ul style="list-style-type: none"> • Plagiarism and Citation Assignment 	Rest due on Feb 8th
<u>Week 5</u> Feb 9 – Feb 15 Module 5: Agriculture and Society	<ul style="list-style-type: none"> • Watch 4 Prerecorded videos (each between 3 and 22 minutes) • Read Graeber and Wengrow, Chapter 7 (pages 249-275) 	<ul style="list-style-type: none"> • Unit 1 Quiz • Submit a Thesis Statement 	No Perusall assignment this week. Quiz and assignment due on Feb 15th
<u>Week 6</u> Feb 16 – Feb 22 Module 6: The Ancient Old World I	<ul style="list-style-type: none"> • Watch 6 Prerecorded videos (each between 6 and 30 minutes) • Read Graeber and Wengrow, Chapter 8 (pages 276-327) • Read Incredible Archaeology: Jericho (pp. 248-249), Ur (pp. 254-255), Giza (pp. 192-195), Deir Al-Medina (pp. 208-209), Persepolis (pp. 260-263), Mohenjo-Daro (pp. 264-265) 	<ul style="list-style-type: none"> • Persuall Reading Comments: Chapter 8 • Monumental Power and Religion in Ancient Egypt 	Initial Perusall comments due on Feb 18th Rest due on Feb 22nd
<u>Week 7</u> Feb 23 – Mar 1 Module 7: The Ancient Old World II	<ul style="list-style-type: none"> • Watch 6 Prerecorded videos (each between 6 min and 1 hr.) • Incredible Archaeology: Vijayanagara (pp. 274-276), Gyeongju (pp. 296-299), Mausoleum of First Emperor (pp. 284-285), Minoan Palace of Knossos (pp. 162-165), Mycenae (pp. 156-159), Athens (pp. 140-143), Pompeii and Herculaneum (pp. 136-139), Rome (pp. 132-135) • Read Woolf 1997. Beyond Romans and natives (pages 339-350) • Read the National Geographic Infographic on Traces of Ancient Rome in Our Modern World 	<ul style="list-style-type: none"> • Perusall Reading Comments: Incredible Arch • Roman Unity and Division Discussion • Final Project Proposal Due 	Initial Perusall and Roman Discussion comments due on Feb 25th Rest due on Mar 1st

<p><u>Week 8</u> Mar 2 – Mar 8</p> <p>Module 8: SE Asia & Pacific</p>	<ul style="list-style-type: none"> • Watch 4 Prerecorded videos (each between 7 and 50 minutes) • Read Graeber and Wengrow, Chapter 10 (pages 359-440) • Read Incredible Archaeology: Angkor Wat and Angkor Thom (pp. 302–305), Budj Bim (pp. 306–307), Kakadu National Park (pp. 308–311), Easter Island (pp. 312–315) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 10 	Initial Perusall comments due on Mar 4th Rest due on Mar 8th
<p><u>Week 9</u> Mar 9 – Mar 13</p> <p>Module 9: Africa</p>	<ul style="list-style-type: none"> • Watch 3 Prerecorded videos (each between 5 and 15 minutes) • Read Monroe (2013) (pages 17-35) • Read Incredible Archaeology: Aksum (pp. 220–223), Great Zimbabwe (pp. 228–231), Rock Churches of Lalibela (pp. 224–225), Mapungubwe (pp. 234–235), Game Pass Shelter (pp. 236–237) • Work on Final Website Draft 1 	<ul style="list-style-type: none"> • Unit 2 Quiz 	No Perusall assignment this week. Unit 2 Quiz due on Mar 13th
MARCH 14 – MARCH 21 SPRING BREAK			
<p><u>Week 10</u> Mar 23 – Mar 29</p> <p>Module 10: North America</p>	<ul style="list-style-type: none"> • Watch 4 Prerecorded videos (each between 4 and 22 min) • Read Graeber and Wengrow, Chapter 11 (pages 441-492) • Read Incredible Archaeology: Head-Smashed In Buffalo Jump (pp. 16–17), Serpent Mound (pp. 32–33), Cahokia (pp. 28–31), Chaco Canyon (pp. 20–21), L'Anse aux Meadows (pp. 18–19) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 11 • Pottery Analysis at a Florida Civic Ceremonial Center 	Initial Perusall comments due on Mar 25th Rest due on Mar 29th
<p><u>Week 11</u> Mar 30 – Apr 5</p> <p>Module 11: Mesoamerica</p>	<ul style="list-style-type: none"> • Watch 5 Prerecorded videos (each between 5 and 28 minutes) • Read Graeber and Wengrow, Chapter 9 (pages 328-358) • Read Incredible Archaeology: Chichen Itza (pp. 56–59), Teotihuacan (pp. 38–41), Monte Alban (pp. 42–43), Tikal (pp. 44–47), Copan (pp. 48–49) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Chapter 9 • Turn in Final Website Draft 1 	Initial Perusall comments due on Apr 1st Rest due on Apr 5th

<p>Week 12 Apr 6 – Apr 12</p> <p>Module 12: Andes</p>	<ul style="list-style-type: none"> • Watch 4 Prerecorded videos (each between 9 and 47 minutes) • Read Contreras (2010) (pages 241-288) • Read Bray (2014) (pages 3-19) • Read Incredible Archaeology: Moche Huacas of Sol and La Luna (pp. 76–79), Machu Picchu (pp. 66–69), Nasca Lines (pp. 88-89), Tiwanaku (pp. 90–93), Sipan (pp. 86–87) 	<ul style="list-style-type: none"> • Perusall Reading Comments: Bray Article • Peer Review Due 	Initial Perusall comments due on Apr 8th Rest due on Apr 12th
<p>Week 13 Apr 13 – Apr 19</p> <p>Module 13 & 14: Amazon and Archaeological Futures</p>	<ul style="list-style-type: none"> • Read supplemental guides to website creation • Required readings: <ul style="list-style-type: none"> • Neves and Heckenberger (2019) • Lost Garden Cities & Xingu Story Map • "Better to Be Hot than Caught" (De Leon) • Indigenous Archaeology as Decolonizing Practice (Atalay) • Work on Revised Final Website Project 	<ul style="list-style-type: none"> • Unit 3 Quiz • Short Reflection Essay 	No Perusall assignment this week. Short Reflection essay due on Apr 15th Unit Quiz due on Apr 19th
<p>Week 14 Apr 20 – Apr 22</p> <p>Final Week: Final Website Project</p>	<ul style="list-style-type: none"> • Read supplemental guides to website creation • Finish Revised Final Website Project 	<ul style="list-style-type: none"> • Submit Revised Final Website Project 	Due on Apr 22nd
<p>Course Ends</p>	<p>Final Website Project Resubmission</p>		Due on Tuesday, Apr 22nd at 11:59 pm

COURSE POLICIES

This course complies with all UF academic policies. For information on those policies and for resources for students, please see this link: (<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>)

"Attendance" and Assignment Policies

Although this is an online course, you are expected to review all material posted on the course Canvas site (i.e., lectures, articles, videos, etc.), as scheduled, and to read your textbook in the order posted. You are also expected to complete all quizzes, individual assignments, discussion posts, and exams as scheduled.

Extensions on assignments, quizzes, and exams will not be scheduled unless due to illness, health issues, an emergency, a religious holiday, or a major scheduling conflict, with proof provided to the Instructor. An email/canvas conversation, following university procedures, is expected so that arrangements can be made with all parties (Instructor and student) in agreement. It is the student's responsibility to contact the Instructor and inform them of an emergency or circumstance.

- Late assignments/quizzes/exams without an excuse will be penalized 5% per day, up to a maximum of 10 days.
- All unexcused late work will not be accepted ten days after the due date without agreement with the Instructor.
- *If you use generative AI, acknowledge how it was used, how much, and cite the tool you used.*

Religious Observances

[<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaytext>]

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Procedure for conflict resolution

Any issues, disagreements, or grade disputes should be discussed first between the Instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, [\(352\) 294-7540](tel:(352)294-7540)), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office

(<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students (<http://www.dso.ufl.edu>; 352-392-1261).

Communication practices for the course

- You are responsible for materials posted on Canvas at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support is available at <https://elearning.ufl.edu/student-help-faqs/>.
- The Instructor may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your Instructor. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.
- Canvas Notifications: In your Canvas "Account," click on "Notifications." Set the notification for "Submission Comment" to either "Notify Immediately" or "Daily Summary." The Instructor communicates with you regarding your assignments primarily through Submission Comments, rather than email. We expect every student to read their submission comments within 24 hours. Many of them may require immediate action on your part.

Library Resources

- The UF [Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#), or visit one of the [branch locations](#) for additional [resources, services, and study spaces](#). Further, as this class requires students to complete a bibliography and research paper, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the Anthropology Librarian directly for help with developing your research topic/question, searching for sources, and evaluating information (**Ginessa Mahar** (Anthropology Librarian): gjmahar@ufl.edu, office: Library West Room 500). And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.

Health and Wellness

- ***U Matter, We Care***: If you or someone you know is in distress, please contact umatter@ufl.edu, [352-392-1575](tel:352-392-1575), or visit the U Matter, We Care website to refer or report a concern, and a team member will reach out to the student in distress. <http://www.umatter.ufl.edu/>

- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call [352-392-1575](#) for information on crisis services as well as non-crisis services. <https://counseling.ufl.edu>
- *Student Health Care Center*: Call [352-392-1161](#) for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call [352-392-1111](#) (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call [352-273-4450](#).

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at [352-392-4357](#) or via email at helpdesk@ufl.edu
- Career Connections Center: Reitz Union Suite 1300, [352-392-1601](#). Career assistance and counseling services.
- Teaching Center: 1317 Turlington Hall, [352-392-2010](#) or to make an appointment [352-392-6420](#). General study skills and tutoring.
- Writing Studio: Daytime (9:30 am-3:30 pm): 2215 Turlington Hall, [352-846-1138](#) | Evening (5:00 pm-7:00 pm): 1545 W University Avenue (Library West, Rm. 339). Help with brainstorming, formatting, and writing papers.