

The Archaeology of Violence

ANT4930 / 3A50 Class # 25379

ANT4930 / 3A51 Class # 27382

Tuesday: 12:50 – 2:40 pm/ Matherly 005/ *Synchronous Online*

Thursday: 12:50-1:40am/LEI 0104/*Synchronous Online*

Academic Term: Spring 2021

Instructor:

Gabriel Prieto

Email Address: ogabriel.prietob@ufl.edu

Office Hours: Monday 2:00 – 4:00 pm. / Wednesday 11:00 am – 12:00 pm (preferentially via ZOOM)

Office location: B350, Turlington Hall

Course Description

Credit Hours: ANT4930: 3-3

Violence is an active part of human existence. There are multiple examples of different types of violence in the past, which have been recorded in texts and social memory. Many are still hidden in ancient sites around the world. In this class, we will discuss the different manifestations of violence in the past from an anthropological and archaeological perspective. For example, we will explore politicized violence and the social and cultural implications of violence in ancient societies. From human sacrifices or ritualized offerings of animals in a ceremonial context to warfare, this course discusses these and other examples that will help explore this difficult concept from an anthropological perspective. We will critically explore the reasons for and impacts of these practices based on each case. How should we conceive social violence in ancient societies? Should we judge these practices based on our modern 21st-century worldview?

The class is organized in "Modules" (go to Canvas) with weekly pages, detailing the topics, readings and assignments. Check the "Course Reserve" section. There you will find the documentaries that are crucial for your assignments and the textbook for this class in digital version.

Course Objectives

By the end of the semester, the students will be able to:

- Measure the degree of ritualized violence of ancient societies in a broader socio cultural context.
- Outline a general overview of ritual violence in the past.
- Distinguish the different forms of ritualized violence in ancient societies.
- Identify outstanding study cases of violence (human sacrifice, “sacred wars,” etc.)
- Analyze different cases around the world to determine social, political or religious implications of ritualized violence.

Required Textbooks :

The Archaeology of Violence (Sarah Ralph). First Edition 2013.

Recommended Books:

Sacred Killing: The Archaeology of Sacrifice in the Ancient Near East (A. Porter and G. Schwartz)

Warfare in Cultural Context: Practice, Agency, and the Archaeology of Violence (A. Nielsen and W. Walker)

Ritual Violence in the Ancient Andes: Reconstructing Sacrifice on the North Coast of Peru (H. Klaus and M. Toyne).

Important Dates:**Test and Writing Assignment Due Dates**

Assignment 1: Due on January 24th

Assignment 2: Due on January 31st

Assignment 3: Due on February 7th

Assignment 4: Due on February 14th

MIDTERM: February 23th

Assignment 5: Due on March 7th

Assignment 6: Due on March 14th

Assignment 7 Due on April 4th

Assignment 8: Due on April 11st

FINAL EXAM: April 27th

Course Schedule**Week 1****Tuesday January 12nd: Introduction. The Archaeology of Violence****Required readings:**

- No readings

Required Prep work:

- One minute video introducing yourselves, Who are you and why are you interested in this class? [see assignment with details clustered under module - non graded]

Recommended readings:

- Kitts, Margo 2018. Elements of Ritual and Violence. Cambridge Elements. Religion and Violence (pp. 1-20).

Thursday January 14th: Ritual Violence in Archaeology: a quick review**Required readings:**

- Textbook, Chapter 1 (Introduction), pp. 1-13.
- Kitts, Margo 2018. Elements of Ritual and Violence. Cambridge Elements. Religion and Violence (pp. 30-34).

Required Prep work:

- One minute video introducing yourselves, Who are you and why are you interested in this class? [see assignment with details clustered under module - non graded]

Recommended readings:

- Kitts, Margo 2018 (pp. 1-20).

Week 2

Tuesday January 19th: Human Sacrifice in ancient societies

Required readings:

- Schwartz, Glenn 2017. The Archaeological Study of Sacrifice. *Annual Review of Anthropology* 46: 223-240.
- Verano, John 2001. The Physical Evidence of Human Sacrifice in Ancient Peru. In *Ritual Sacrifice in Ancient Peru*, edited by Elizabeth Benson and Anita G. Cook, pp. 165-184. University of Texas Press.

Required Prep work:

- Assignment 1: Documentary: see course reserve (VPN connection required if you are not in Campus). *In Search of History. The Bloody History of Human Sacrifice.* (see canvas for assignment details)

Recommended readings:

- Benson, Elizabeth
2001 Why Sacrifice? In *Ritual Sacrifice in Ancient Peru*, edited by Elizabeth Benson and Anita G. Cook, pp. 1-20. University of Texas Press.

Thursday January 21st: Discussion: human sacrifice from a modern perspective

Required readings:

- Cordero 2008 Human Sacrifice Today. *Journal of Value Inquiry* 42: 203-216

Required Prep work:

- No

Recommended readings:

- Tatlock, Jason
2018 Debating the Legitimacy of Human Sacrifice in Modern Hinduism and Biblical Tradition. *Journal of Global South Studies* 35(1): 130-154.

Week 3

Tuesday January 26th: Human Sacrifice in the Americas. The Andes, Part 1

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Required readings:

- Verano 2001 Moche Sacrificial Practices. Moche Art and Archaeology.
- Cordy-Collins, Alana 2001. Decapitation in Cupisnique and Early Moche Societies. In *Ritual Sacrifice in Ancient Peru*, edited by Elizabeth Benson and Anita G. Cook, pp. 21-33. University of Texas Press

Required Prep work:

- Assignment 2: Documentary: see course reserve (VPN connection required if you are not in Campus). *Moche Human Sacrifice*. (see canvas for assignment details)

Recommended readings:

- Tung, Tiffany and Kelly J. Knudson 2010. Childhood Lost: Abductions, Sacrifice and Trophy Heads of Children in the Wari Empire of the Ancient Andes. *Latin American Antiquity* 21(1): 44-66.

Thursday January 28st: Human Sacrifice in the Americas. The Andes, Part 1

Invited Lecturer: Dr. John Verano. Moche Sacrifice in Ancient Peru

Required readings:

- Sutter, Richard and Verano, John. 2007. Biodistance Analysis of the Moche Sacrificial Victims from Huaca de la Luna Plaza 3C: Matrix Method Test of Their Origins. *American Journal of Physical Anthropology* 132: 193-206.

Required Prep work:

- Assignment 2: Documentary: see course reserve (VPN connection required if you are not in Campus). *Moche Human Sacrifice*. (see canvas for assignment details).

Recommended readings:

- Nagaoka, Tomohito, Kazuhiro Uzawa, Yuji Seki and Daniel Morales Chocano 2017 Pacopampa: Early evidence of violence at a ceremonial site in the northern Peruvian highlands. *PLoS ONE* 12(9): e0185421. <https://doi.org/10.1371/journal.pone.0185421>

Week 4**Tuesday February 2nd: Human Sacrifice in the Americas. The Andes, Part 2****Required readings:**

- Prieto, Gabriel, John W. Verano, Nicolas Goepfert, Douglas Kennett, Jeffrey Quilter, Steven LeBlanc, Lars Fehren-Schmitz, Jannine Forst, Mellisa Lund, Brittany Dement, Elise Dufour, Olivier Tombret, Melina Calmon, Davette Gadison and Khrystyne Tschinkel. 2019 A mass sacrifice of children and camelids at the Huanchaquito-Las Llamas site, Moche Valley, Peru. *PLOS ONE* 14(3):e0211691

- Reinhard, Johan and Constanza Ceruti 2005. Sacred Mountains, Ceremonial Sites, and Human Sacrifice Among the Incas. *Archaeoastronomy XIX*: 1-43.

Required Prep work:

- Assignment 3: Documentary: see course reserve (VPN connection required if you are not in Campus). *Inca mummies, secrets of a lost world*. (see canvas for assignment details).

Recommended readings:

- Klaus, Haagen and Izumi Shimada 2016. Bodies and Blood: Middle Sican Human Sacrifice in the Lambayeque Valley Complex (AD 900-1100). In *Ritual Violence in the Ancient Andes. Reconstructing Sacrifice on the North Coast of Peru*, edited by Haagen D. Klaus and J. Marla Toyne, pp. 120-149. University of Texas Press.
- Andrushko, Valerie, Michele R. Buzon, Arminda M. Gibaja, Gordon F. McEwan, Antonio Simonetti, and Robert A. Creaser. 2011. Investigating a child sacrifice event from the Inca heartland. *Journal of Archaeological Science* 38: 323-333

Thursday February 4th: Discussion on Andean Sacrificial Practices

Discussion will focus on the readings from week 3 and Tuesday, February 2nd.

Required Prep work:

- Assignment 3: Documentary: see course reserve (VPN connection required if you are not in Campus). *Inca mummies, secrets of a lost world*. (see canvas for assignment details).

Week 5

Tuesday February 9th: Human Sacrifice in the Americas: Mesoamerica

Required readings:

- De Anda, Guillermo. 2007. Sacrifice and Ritual Body Mutilation in Postclassical Maya Society: Taphonomy of the Human Remains from Chichén Itzá's Cenote Sagrado 190. In *New Perspectives on Human Sacrifice and Ritual Body Treatments in Ancient Maya Society*, edited by Vera Tiesler, and Andrea Cucina, pp. 190-208. Springer.
- Wade 2018. Feeding the Gods. *Science* 360(6395): 1288-1292.

Required Prep work:

- Assignment 4: Documentary: see course reserve (VPN connection required if you are not in Campus). *In Search of History. Mexico's Great Pyramids*. (see canvas for assignment details).

Recommended readings:

- Sugiyama, Saburo and Leonardo Lopez-Lujan. 2007. Dedicatory Burial/Offering Complexes at The Moon Pyramid, Teotihuacan. A Preliminary Report of 1998-2004 explorations. *Ancient Mesoamerica* 18: 127-146.

- Graulich, Michael. 2000. Aztec Human Sacrifice as Expiation. *History of Religions* 39(4): 352-371.

Thursday February 11st: Discussion on Mesoamerican Sacrificial Practices

Prepare the discussion based on readings from Tuesday.

Required Prep work:

- Assignment 4: Documentary: see course reserve (VPN connection required if you are not in Campus). *In Search of History. Mexico's Great Pyramids*. (see canvas for assignment details)

Recommended readings:

- Schele, Linda 1984. Human Sacrifice Among the Ancient Maya. In *Ritual Human Sacrifice in Mesoamerica*, Elizabeth Benson and Elizabeth Boone, editors, pp. 7-48. Dumbarton Oaks Research Library and Collections. Washington, D.C.

Week 6

Tuesday February 16th: Human Sacrifice and Ritual Violence in the Americas: North America

Required readings:

- Ambrose, S., Jane Buikstra and Harold Krueger. 2003. Status and gender differences in diet at Mound 72, Cahokia, revealed by isotopic analysis of bone. *Journal of Anthropological Archaeology* 22: 217-226.
- Claassen, Cheryl. 2013. Infanticide and sacrifices among Archaic babies of the central United States. *World Archaeology* 45(2): 298-313.

Required Prep work:

- No assignments this week.

Recommended readings:

- Thompson, Andrew R., Kristin Hedman, and Philip A. Slater. 2015. New Dental and Isotope Evidence of Biological Distance and Place of Origin for Mass Burial Groups at Cahokia's Mound 72. *American Journal of Physical Anthropology* 158:341-357.

Thursday February 18th: Discussion on North American Ritual Violence and Human Sacrifice.

Readings from last class (Tuesday)

Required Prep work:

- No assignments this week.

Recommended readings:

- See above.

Week 7

Tuesday February 23th:

Midterm!

Thursday January 25th:

No Class

Week 8

Tuesday March 2nd: Human Sacrifice: The Old World, a synthesis

Required readings:

- Baadsgaard, Aubrey, Janet Monge and Richard L. Zettler. 2012. Bludgeoned, Burned, and Beautified: Reevaluating Mortuary Practices in the Royal Cemetery of Ur. In *Sacred Killing: The Archaeology of Sacrifice in the Ancient Near East*, edited by Anne Porter and Glenn Schwartz, pp. 125-158. Eisenbrauns.
- Campbell, Roderick. 2012. On Sacrifice: An Archaeology of Shang Sacrifice. In *Sacred Killing: The Archaeology of Sacrifice in the Ancient Near East*, edited by Anne Porter and Glenn Schwartz, pp. 305-324. Eisenbrauns.

Required Prep work:

- Assignment 5: Documentary: see course reserve (VPN connection required if you are not in Campus). *The Phoenicians*. (see canvas for assignment details)

Recommended readings:

- Pongratz-Leisten 2012. Sacrifice in the Ancient Near East: Offering and Ritual Killing. In *Sacred Killing: The Archaeology of Sacrifice in the Ancient Near East*, edited by Anne Porter and Glenn Schwartz, pp. 291-304. Eisenbrauns.
- Rundin, John 2004. Pozo Moro, Child Sacrifice and the Greek Legendary Tradition. *JBL* 123(3): 425-447.

Thursday March 4th: Discussion on Ritual Violence and Human Sacrifice in the Old World

Use readings from Tuesday.

Required Prep work:

- Assignment 5: Documentary: see course reserve (VPN connection required if you are not in Campus). *The Secret Groves*. (see canvas for assignment details)

Recommended readings:

- Bonfante, Larissa 2016. Human Sacrifices and Taboos in Antiquity: Notes on an Etruscan Funerary Urn.

Week 9

Tuesday March 9th: Warfare and Ritual Violence

Required readings:

- Chacon, R. and R. Mendoza (2007). Introduction. In North American Indigenous Warfare and Ritual Violence.
- Nielsen, Axel and W. Walker. 2009. Introduction. The Archaeology of War in Practice.

Required Prep work:

- Assignment 6: Documentary: see course reserve (VPN connection required if you are not in Campus). *The Maasai: warrior's rite of passage*. (see canvas for assignment details)

Recommended readings:

- Chacon, Richard and Ruben Mendoza. 2007. Ethical Considerations and Conclusions Regarding Indigenous Warfare and Ritual Violence in Latin America,

Thursday March 11st: Discussion on Warfare and Ritual Violence

Invited Lecturer: Dr. Celeste Gagnon (Wagner College). Warfare and Ritual Violence in ancient Americas.

Required Prep work:

- Assignment 6: Documentary: see course reserve (VPN connection required if you are not in Campus). *The Maasai: warrior's rite of passage*. (see canvas for assignment details)

Recommended readings:

- TBA.

Week 10**Tuesday March 16th: Warfare and Ritual Violence in the Old World****Required readings:**

- Textbook, Chapter 2
- Textbook, Chapter 3
- Textbook, Chapter 5

Required Prep work:

- No assignment this week

Recommended readings:

- Textbook, Chapter 6
- Textbook, Chapter 8.

Thursday March 18th: Discussion on Ritual Violence and Old World Warfare

Readings from Tuesday

Required Prep work:

- No assignments this week.

Recommended readings:

- Textbook, Chapter 9.

Week 11

Tuesday March 23th: Warfare and Ritual Violence in the Americas

Required readings:

- O'Mansky and Arthur A. Demarest (2007). Status Rivalry and Warfare in the Development and Collapse of Classic Maya Civilization. In *North American Indigenous Warfare and Ritual Violence*.
- Arkush, Elizabeth (2009). Warfare, space and identity in the South-Central Andes: constraints and choices. In *The Archaeology of War in Practice*.
- Cobb, Charles and Bretton Giles. 2009. War is Shell: The Ideology and Embodiment of Mississippian Conflict. In *The Archaeology of War in Practice*.

Required Prep work:

- No assignments this week.

Thursday March 25th: Discussion on Warfare and Ritual Violence in the Americas

Readings from Tuesday and recommended readings

Required Prep work:

- No assignments this week.

Recommended readings:

- Billman, Brian, Patricia M. Lambert and Banks L. Leonard. 2000. Cannibalism, Warfare, and Drought in the Mesa Verde Region during the Twelfth Century. *American Antiquity* 65(1): 145-178.
- Turner, Christy and Nancy T. Morris. 1970. A Massacre at Hopi. *American Antiquity* 35(3): 320-331

Week 12

Tuesday March 30th: Ritual Violence on Animals and its sacred nature

Required readings:

- Goslinga, Gillian. 2012. On Cakti-Filled Bodies and Divinities: An Ethnographic Perspective on Animal Sacrifice and Ritual in Contemporary South India. In *The Archaeology of Sacrifice in the Ancient Near East*, edited by Anne Porter and Glenn Schwartz, pp. 33-56. Eisenbrauns.

- Bowker, John. 1986. Introduction: Religions and the Rights of Animals. In *Animal Sacrifices: Religious Perspectives on the Use of Animals in Science*. Edited by Tom Regan, pp. 3-14. Philadelphia, Temple University Press.

Required Prep work:

- Assignment 7: Documentary: see course reserve (VPN connection required if you are not in Campus). *Animals as Divinities*. (see canvas for assignment details)

Recommended readings:

- Ekroth, Gunnel. 2017. Bare Bones: Zooarchaeology and Greek Sacrifice. In *Animal Sacrifice in the Ancient Greek World*, edited by Sarah Hitch, pp. 15-47. Corpus Christi College, Oxford, Ian Rutherford, University of Reading. Cambridge University Press, 2017.

Thursday April 1st: Discussion on Animal Sacrificial Practices

Readings from Tuesday

Required Prep work:

- Assignment 7: Documentary: see course reserve (VPN connection required if you are not in Campus). *Animals as Divinities*. (see canvas for assignment details)

Week 13

Tuesday April 6th: Sanctified Violence

Required readings:

- Textbook, Chapter 11
- Textbook, Chapter 12
- Textbook, Chapter 13

Required Prep work:

- Assignment 8: Documentary: see course reserve (VPN connection required if you are not in Campus). *Mummies Trilogy. Episode 1, Bog Bodies*. (see canvas for assignment details)

Recommended readings:

- TBA.

Thursday March 8th: Discussion on Sanctified Violence

Readings from Tuesday

Required Prep work:

- Assignment 8: Documentary: see course reserve (VPN connection required if you are not in Campus). *Mummies Trilogy. Episode 1, Bog Bodies*. (see canvas for assignment details)

Week 14

Tuesday April 13th: Student Forum: Presentations. Violence in the Past

Instructions: Four groups (maximum 6, minimum 5).

Themes: TBA

Thursday January 15th: Student Forum: Presentations. Violence in the Past

Instructions: Four groups (maximum 6, minimum 5).

Themes: TBA

Week 15

Tuesday April 20th: Final Class: A Violent Past?

Final discussion.

Thursday April 22nd: Reading Day

No class.

Week 16

Tuesday April 27th: Final Exam

Final Exam.

Attendance Policy, Class Expectations, and Make-Up Policy

Communications: via email or zoom meetings (an appointment should be made during office hours)

Class Comportment: It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors.

Security:

- Don't share your password with anyone .
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.

- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 9.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).
- Do not send confidential information via e-mail.

E-mail Netiquette:

When you send an email to your instructor or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all.”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button.

Message Board Netiquette and Guidelines:

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don’t repeat someone else’s post without adding something of your own to it.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Grading in this course takes place within the following parameters.

- Grading in this class is consistent with UF policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> (Links to an external site.)
- *Assignment Values: Point values/percentages for each assignment are available in the List of Graded Work page*
- Policy on Late and Make-up Work: 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.

- Grade Return Timing: Grades will be available within two weeks of submission (assignments and exams)
- Point Range for this Class:

Letter Grade	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

This course is aligned with the UF policies below.

- Contact Hours: "Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.
- Workload: As a Carnegie I, research-intensive university, 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 \(Links to an external site.\)](#). 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. \(Links to an external site.\)](#) Summaries of course evaluation results are available to students at the [public results website \(Links to an external site.\)](#).
- **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

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 or TAs in this class.

Students Requiring Accommodations

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 at <https://gatorevals.aa.ufl.edu/>. 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 at <https://gatorevals.aa.ufl.edu/>.

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.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

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: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources:

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: <http://www.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 <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. 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. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.