

Coffee Culture, Production and Markets Fall 2024

ANT4930 (Sec.4G70, #29420) / LAS4935 (Sec.3322,#17795)

ANG6930 (Sec.4G69, #29419) / LAS6938 (Sec.1B91, #24021)

Tuesday Periods 8-9 [3:00 – 4:55 pm] in **Matherly 0013**

- **Thursday** Periods 9 [4:05– 4:55pm] in **Matherly 0013**

Professor: Catherine Tucker

Email: tuckerc@ufl.edu

Office Hours: Tuesdays 10:00am - 12:00 pm; Thursdays 1:30 pm-2:30 pm & By Appointment

Office Location: Grinter 309

COURSE DESCRIPTION

Do you start your day with coffee? Coffee is an integral part of life for producers and consumers around the world, and it is the world's second most valuable commodity produced by developing countries (in terms of total trade dollars). We will explore the historical roots of coffee production and trade, including its roles in nation-building and international power relations, and its implications for environmental and socioeconomic sustainability, social justice, and economic development and its gendered dimensions. Alternatives to conventional coffee production and marketing will be considered, including Fair Trade, direct trade, and certifications (Rainforest Alliance, organic). Given periodic collapses in coffee prices, we will address the impacts of market volatility on producers and other actors. Why do consumers in the United States see little change in coffee prices when international prices fall? We will examine the roles and meanings of coffee in society, media depictions, medical controversies, and coffee-related humor. The course will be run as a seminar. Students are expected to come to class prepared to discuss the readings and participate in class activities, including a coffee tasting. Evaluation will be based on a fieldwork mini-project, class participation, short writing assignments, and a final project.

REQUIRED AND RECOMMENDED COURSE MATERIALS

Required and recommended texts, readings and resources or their links will be posted on Canvas or available through ARES. Start by setting up your account with [Course Reserves for Students](#). Then add the Coffee Culture course, using our **ARES Password: CofCult2024**)

Texts (Available through ARES – UF Smathers and available to buy at online used books sources)

- Jaffee, D. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press Routledge. (Free online through UF Smathers Library)
- Tucker, C. M. 2017 *Coffee Culture: Local Experiences, Global Connections. Second Edition*. New York: Routledge (Free online through UF Smathers Library)

IMPORTANT: Readings and other resources are listed for the week that they will be discussed. Come prepared to discuss the assigned readings during class.

QUESTIONS TO EXPLORE

- Why is coffee such a popular beverage? What roles does coffee play in our daily lives, and why?
- What theoretical approaches help us to examine the social uses, values and meanings associated with coffee and other foods?
- How have controversies over the social, political and medical dimensions of coffee related to societal and historical processes?
- What roles have coffee production and trade played in the development and evolution of modern nation-states and the global economy?
- How do international coffee markets and production/consumption systems shape opportunities for social and environmental justice, gender equity, and indigenous rights? How do perspectives of different actors (farmers, traders, exporters, consumers, etc.) in coffee value chains vary?
- What opportunities and challenges exist for environmental, social and economic sustainability in the production, trade, and consumption of commodities such as coffee?
- How is alternative trade different from conventional production and markets? What are its goals, advantages, and shortcomings?
- How may consumers influence coffee's economic, social and environmental dimensions?
- What are the potential health benefits and risks of coffee consumption?

COURSE LEARNING GOALS

- Explore the diverse meanings and values associated with coffee consumption and its representations through time, with respect to relevant theoretical approaches.
- Analyze how coffee has been used in various ways to symbolize, reinforce and occasionally challenge cultural values, social norms, and political realities.
- Understand the relationships between the history of coffee and the development of the global economic system.
- Learn about the social, political, economic and ecological dimensions of coffee production, markets and consumption from perspectives of different stakeholders.
- Explore possibilities and challenges of fostering sustainability, gender and racial equity, and socioeconomic and environmental justice in the contexts of coffee production, value chains, and consumption.
- Learn about the differences between conventional and alternative markets, their advantages, shortcomings and objectives.
- Practice participant observation and consider patterns of consumption
- Gain understanding of health risks and benefits of coffee consumption, and critically assess competing and changing scientific, medical and sociocultural perspectives on food and health.

EXPECTATIONS AND GRADING

Detailed instructions for each assignment will be discussed in class and posted on Canvas.

Evaluative Components: Detailed instructions will be on Canvas and explained in class

1. Participation (33%):
 - Discussion Posts (20%): Submit 4 discussion posts and a peer commentary (5 pts including peer commentary)
 - Discussion Questions (8%): Submit a question for discussion – 4 times during the semester for a total of 8 pts (2 pts per discussion question)
 - General in-class participation (5%): Awarded at semester’s end for regular participation in class activities and the field trip.
2. In-class activity leadership (10%): (To be scheduled throughout the semester with sign up during the 2nd week of class)
 - Undergraduate: Team leadership activity on a class topic
 - Graduate: Individual presentation with activity leadership related to a class topic.
3. Mini-project: Participant Observation in Coffee Shops (20%): Field notes on participant observation in coffee shops on a research question, peer review of field notes, and a written summary.
4. Proposal for final project (2%). Approval by Dr Tucker is required.
5. In-class team debate and brief position statement (10%) A total of 20 pts, weighted as 10% of the final grade.
6. Final Project (25%)
 - Undergrads: Final Research Project: In-class Presentation (Individual or Team: (Powerpoint, Video, Vision Board) (15 pts), and a revised version for the final submission (10 pts)
 - Graduate: Final Research Project: In-class Presentation that may include media components (10 pts) and Final Paper (15 pts)

Attendance: Participation in class activities is a major part of this class. If you need to be absent for any reason, please notify the instructor. One or two absences during the semester will be overlooked if participation is otherwise satisfactory, but absence from class meetings on days with presentations or major activities will impact your grade (but see Emergencies below).

Late Submissions: Late submissions of assignments will be discounted 10% per day. This is simply fair to those in the class who meet deadlines, otherwise they would be disadvantaged relative to those who took more time.

Emergencies: If you have a medical or family emergency that prevents you from attending class, completing an assignment on time, participating in a required in-class activity, or results in extended absence, let Dr. Tucker know as soon as possible. Reasonable accommodations will be made with documentation. Medical conditions must be documented by a doctor's note. Other emergencies must be documented by an appropriate authority (check with Dr. Tucker).

Grading Policy:

The course will be graded as follows:

A 100% to 93%

A-	<93% to	90%
B+	<90% to	87%
B	<87% to	83%
B-	<83% to	80%
C+	<80% to	77%
C	<77% to	73%
C-	<73% to	70%
D+	<70% to	67%
D	<67% to	63%
D-	<63% to	60%
F	<60% to	0%

ChatGPT Policy:

The use of ChatGPT is not appropriate for this course, although it is a useful technology for certain applications. These assignments are meant to foster creative, critical and synthetic thinking through evaluation and integration of course materials, personal experiences, discussion and reflection. ChatGPT is not as capable as you are to grapple with the complex issues to be addressed in this course.

Communications and Netiquette:

- Feel free to contact Prof. Tucker with questions or concerns. Emails are normally answered within 2 business days (usually sooner). If you do not receive an answer within 2 days, please send the email again.
- If you wish to meet outside of regular office hours, email Dr. Tucker to request an appointment. Please include the times that you are available.
- Remember that all in-person and online communications -- discussion, posts, chats, email -- should be respectful and polite.
- Intellectual debate and contestation is an important part of learning and intellectual exchange. It is expected that students will have different perspectives and opinions, and everyone is welcome (and expected) to share their perspectives and understanding of information and concepts relevant to the course content. In all cases, the language and tone of the words is expected to remain respectful.
- When asserting a statement of fact, be prepared to support it with a reference to a reading or publication, reputable source, or other verifiable source.
- Please turn off cell phones and laptops during class unless a specific class activity involves their use.

CLASS SCHEDULE

Adjustments may be made depending on the development and interests of the class

Week 1 – Aug. 22 Introduction to Coffee Culture and Early History

Selected References (available on Canvas):

- Hattox, R. 1985. Ch. 2 The Coming of Coffee to the Near East. Ch. 3 Coffee, Coffeeshouses, and the Opposition. In *Coffee and Coffeeshouses: The Origins of a Social Beverage in the Medieval Near East*. Pp. 11-45. Seattle: University of Washington Press.
- Women's Petition Against Coffee
- Men's Response to the Women's Petition

Week 2 – Aug. 27-29 Theories of Food, Culture and Social Class

- Submit Discussion Post
- Thursday Activity: Coffee Meanings and Group Discussion

Required Readings:

Clark, D. 2004. The Raw and the Rotten: Punk Cuisine. *Ethnology* 43 (1):19-31.
Tucker, C. 2017. Ch. 1: Culture, Caffeine, and Coffee Shops. Pp. 3-10; Ch 2 Theories of Food and Social Meanings of Coffee. Ch 3 Coffee Culture, History and Media in Coca Cola Land. Pp. 11-26.
Weinberg & Bealer. 2002. Introduction to Part 3. Pp. 130-132.

Recommended Readings:

Appadurai, A. 1988 How to Make a National Cuisine. *Comparative Studies in Society and History* 30:3-24.
Roseberry, W. 1996 Rise of Yuppie Coffees and the Reimagination of Class in the United States. *American Anthropologist* 98(4):762-775.

Further Reading:

Leach, E. 1974 Ch. 2: Claude Lévi-Strauss - Oysters, Smoked Salmon and Stilton Cheese. Reprinted from *Claude Lévi-Strauss*. Chicago: Univ. of Chicago Press

Week 3 – Sep. 3-5 Coffee, Power and the Modern World System

View Film before class on Thursday, Aug. 29: "Black Gold: Wake up and smell the coffee" (76 min). The DVD is reserved at Course Reserves at Library West, or available streaming for \$5 at <https://vimeo.com/ondemand/blackgold>. Or self-organize to view it as a group in the library.

Submit a Discussion Post - response /reflection on Black Gold (Undergrads: ~200 words; Graduates: ~300 words) on Canvas as a discussion post (Full instructions on Canvas)

Sep 5: Discussion of Black Gold Come to class prepared to discuss the film Black Gold with respect to the readings

Required Readings

Pendergrast, M. 1999. Prologue: Oriflama Harvest. In *Uncommon Grounds. The History of Coffee and How It Transformed the World*. New York: Basic Books.

Tucker. 2017.

Ch. 4 Tracing Coffee Connections. Pp 26-34.

Ch. 5 Coffee and the Rise of the World System. Pp. 35-42.

Williams, R. 1994. Preface. In *States and Social Evolution: Coffee and the Rise of National Governments in Central America*. Pp. xix-xxix.

Recommended Readings:

Williams, R. 1994. Ch 1 Introduction Pp. 1-14

Ch. 2 The Coffee Boom and the World Capitalist System. In *States and Social Evolution: Coffee and the Rise of National Governments in Central America*. Pp. 15-40.

Week 4 – Sep. 10-12 Coffee Production, Labor and Inequality

- Submit Discussion Post

Required Readings:

Tucker 2017 Ch. 11: Planting and Caring for Coffee, Ch. 12: Harvesting, Processing and Inequality. Pp.83-95.

King, D.I., et al. 2012. Community-based agroforestry initiatives in Nicaragua and Costa Rica. In Simonetti, J.A., A.A. Grez & C.F. Estades (Eds). *Biodiversity conservation in agroforestry landscapes: challenges and opportunities*. Santiago, Chile: Editorial Universitaria.

READ ONLY: Pp. 99-101 and 107-112 (pages relevant to coffee)

Kurian, R. 2003 Labor, Race and Gender on the Coffee Plantations in Ceylon (Sri Lanka), 1834-1880. In *The Global Coffee Economy in Africa, Asia, and Latin America, 1500-1989*. Clarence-Smith, W. G., and S. Topik, Eds. Cambridge: Cambridge University Press. Pp. 173-190.

Recommended Reading:

Roseberry, W. 1996 La Falta de Brazos: Land and Labor in the Coffee Economies of Nineteenth Century Latin America. *Theory and Society* 20(3):351-381

Video:

YouTube: ['Slavery-Like' Conditions At Brazilian Coffee Farms](#) (2:13 min)

YouTube: [Indigenous trans women find solace in Colombian coffee fields](#) (13:19)

Week 5 – Sep. 17 - 19 Coffee, Sustainability & Climate Change

- Submit Discussion Post
- Introduction to the Mini-Project
- Thursday Activity: Class will break into groups to discuss and analyze required readings (

Required Readings:

Tucker. 2017. Ch.13: Environmental Sustainability of Coffee Production,
Ch.14: Environmental Conundrums of Coffee Processing. Pp. 96-110.

Davis, A. P., H. Chadburn, J. Moat, R. O’Sullivan, S. Hargreaves, and E. Nic Lughadha.
2019. High extinction risk for wild coffee species and implications for coffee sector
sustainability. *Science Advances* 5:eaav3473. DOI:[10.1126/sciadv.aav3473](https://doi.org/10.1126/sciadv.aav3473)

Magrach, Ai. and J. Ghazoul. 2015. "Climate and Pest-Driven Geographic Shifts in Global
Coffee Production: Implications for Forest Cover, Biodiversity and Carbon Storage."
PLoS ONE 10(7):e0133071.

Recommended Readings:

Baca, M. et al. 2014. "An Integrated Framework for Assessing Vulnerability to Climate
Change and Developing Adaptation Strategies for Coffee Growing Families in
Mesoamerica." *PLoS ONE* 9(2):e88463.

Bunn, C. et al. 2015. "Multiclass Classification of Agro-Ecological Zones for Arabica
Coffee: An Improved Understanding of the Impacts of Climate Change." *PLoS ONE*
10(10):e0140490.

Websites to Explore:

Sustainable Coffee Challenge <https://www.sustaincoffee.org/>

Coop Coffees. <https://coopcoffees.coop/>

Cool Farm Alliance. <https://coolfarm.org/resources/>

Carbon, Climate and Coffee. <https://www.carbonclimateandcoffee.com/learn>

Week 6 - Sep. 24-26: Price Volatility, Efforts to Regulate Coffee Markets and the Emergence of Fair Trade

Submit Discussion Question

Consider: Why do prices fluctuate so dramatically in coffee markets? What efforts have been made to regulate coffee markets and prices, and how well have they worked? How do global trade arrangements continue to maintain structural inequities? In light of this history, why and how did Fair Trade emerge?

Required Readings:

Jaffee. Preface. Pp. xi-xv;

Ch.1: A Movement or a Market?

Ch. 2: Coffee, Commodities, Crisis

Tucker. Ch. 15 Market Volatility and Social Calamity;

Ch. 16 Efforts to Mitigate the Coffee Cycle and the Distribution of Power;
Ch 17: A Brief History of Fair Trade.

Recommended Website:

International Coffee Organization. <http://www.icocoffee.org>

Week 7 - Oct 1-3 Coffee Trading, Value Chains and Alternative Trade Conundrums

Virtual Guest Lecture: José Andres Enamorado, BICAFE, Honduras: Bring questions for him about coffee trade and markets!

- Submit Discussion Question
- How international coffee markets and trade structures work? How do legal and logistical arrangements constrain options for coffee producers and organizations involved in Fair Trade and alternative trade? How does the industry reflect social and political contexts? For example, how do structural racism, social class and challenges like the pandemic impact coffee businesses?
- Thursday Group Discussion – Class will break into groups to discuss and analyze required readings (Graduate students will form their own group)

Required Readings:

Coffee Research Newsletter. 2001. New York Coffee Exchange 101. *Coffee Research Newsletter* 1(4): 1-2.

[ICO. 2020. Impact of COVID19 on the global coffee sector: Survey of ICO exporting members. Coffee Break Series N°3. Online Report.](http://www.ico.org/documents/cy2019-20/coffee-break-series-3e.pdf)

<http://www.ico.org/documents/cy2019-20/coffee-break-series-3e.pdf>
Coffee Research Newsletter. 2001. New York Coffee Exchange 101. *Coffee Research Newsletter* 1(4): 1-2.

Jaffee. Ch. 3: One Region, Two Markets

Ch.4: The Difference a Market Makes

[Johnson, P. 2018. Strong Black Coffee: Why aren't African-Americans More Prominent in the Coffee Industry? Roast Magazine, Issue 6 \(Nov/Dec\).](#)

Recommended Reading:

Chari, V. and R. Jagannathan. 1990. The Simple Analytics of Commodity Futures Markets. The Federal Reserve Bank of Minneapolis.

Week 8 – Oct 8-10 Conventional vs. Alternative Trade: In-class Debate

Required Readings:

Camp, M., et al. 2005. A Cup of Truth. *Cultural Survival* 29(3):17-25.

Jaffee Ch. 7 Dancing with the Devil?; Ch.8 “Mejor pero no muy bien que digamos”

Ch. 9: Strengthening Fair Trade; Conclusion.

Tucker. Ch. 18 “Conundrums of Fair Trade Coffee: Building Equity or Reinventing Subjugation?”

Recommended Reading (Required for Graduate Students)

Jaffee. Ch.5: A Sustainable Cup?;

Cycon, D. 2005. Confessions of a Fair Trader. *Cultural Survival* 29(3): 26-30.

Sylla, N. S. 2014 *The Fair Trade Scandal: Marketing Poverty to Benefit the Rich*. Athens, OH: Ohio University Press. (Brief Excerpt)

Optional:

Jaffee. Ch.6 Eating and Staying on the Land

Videos on Coffee Markets and Businesses (for those of you who want more insight):

- Just Us Coffee Roasters (an interview with the manager of an independent coffee roasting coop in Nova Scotia- a series of short clips): <https://www.casenet.ca/Cases/Just-Us!-Coffee-Roasters-3>

Week 9 - Oct. 15-17 Coffee Quality and the Business of Coffee

- Mini project and peer review of field notes due

Required Readings:

[Tucker, C. and M. Pérez Zelaya. 2023. Fostering sustainability through environmentally friendly coffee production and alternative trade: The case of Café Orgánico de Marcala \(COMSA\), Honduras. *Critique of Anthropology* 43:231-251. NOTE: Sweetwater Coffee buys coffee from COMSA](#)

West, P. 2012. *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*. Durham, NC: Duke University Press (Excerpts on Canvas)

Recommended Readings:

Pappo, E., C. H. Wilson, J. J. Pitts, W. M. Hammond, and S. L. Flory. 2023. [Toward a new perspective on evaluating climate change resilience of agroecosystems. *Ecosphere* 14:e4594.](#)

Pappo, E., S. Keene, H. Smith, Y. Song, T. Colquhoun, C. Wilson, and L. Flory. 2023. Effects of reduced rainfall on coffee quality and volatile composition. *Journal of the science of food and agriculture*.

Week 10 - Oct. 22-24 Coffee Consumption & Waste, Coffee Shop Culture

- Discussion Question

Required Readings:

Tucker. Ch. 9: Coffee Waste, Consumer Choices, and Activism on College Campuses.

- Oatman. 2014. Your Coffee Pods' Dirty Little Secret. Mother Jones. Online.
<http://www.motherjones.com/blue-marble/2014/03/coffee-k-cups-green-mountain-polystyrene-plastic>
- Kooduvalli, K., U. K. Vaidya, and S. Ozcan. 2020. Life Cycle Assessment of Compostable Coffee Pods: A US University Based Case Study. *Scientific Reports* 10:9158. URL:
<https://www.nature.com/articles/s41598-020-65058-1#citeas>
- Smyth, D., A.L. Fredeen, and A.L. Booth. 2010. Reducing Solid Waste in Higher Education. *Resources, Conservation and Recycling*, 54:1007–1016.

Recommended Reading:

- Quantis, with J-A. Chayer and K. Kicak. 2015. Life Cycle Assessment of Coffee Consumption. Prepared for Packaging Consortium. Montreal: Quantis.
- Humbert, S., Y. Loerincik, V. Rossi, M. Margni, and O. Jolliet. 2009. Life Cycle Assessment of Spray Dried Soluble Coffee and Comparison with Alternatives (Drip Filter and Capsule Espresso). *Journal of Cleaner Production*, 17:1351–1358

Videos:

- Kill the K-cup (2015) [Kill the K-Cup](#)
[3 Quick + Easy Steps to Completely Recycle K Cups \(2019\)](#)

Week 11 - Oct 29-31 Research and Development for Final Project
 (Tucker Away for FAO scientific advisory group meeting)

Final project research

Week 12 - Nov. 5 -7 Coffee and Health

Discussion Question

Required Readings:

- Carpenter, M. 2014. Ch. 10: The Athletes' Favorite Drug. *Caffeinated: How Our Daily Habit Helps, Hurts and Hooks Us*. Pp.127-146. New York: Plume.
- Loomis, D. et al. 2016. Carcinogenicity of drinking coffee, tea, mate and very hot beverages. *The Lancet Oncology* 17(7):877-878.
- Tucker. Ch. 10. Is Coffee Good or Bad for You?: Debates over Physical and Mental Effects of Coffee Consumption.

Week 13 - Nov. 12-14 Coffee Quality and Performance Art of Baristas

Readings:

- Daviron & Ponte. 2005. Ch. 4: Is this any good? Material and symbolic production of coffee quality. Pp. 127-163.
- Tucker, C. 2017. Ch. 19. Riding the Next Wave of Coffee: Possibilities for Transformation. Pp. 144-147.
- Coffee Flavor Wheel (color image)

[The Little Black Coffee Cup. 2018. The Fundamentals of Coffee Tasting | Featuring Sensory Scientist Ida Steen.](#)

Coffee Research Newsletter 2001. Super (Coffee) Tasters: Implications in Cupping. *Coffee Research Newsletter* 1(1):3.

Recommended:

Weissman, M. 2008. *God in a Cup: the Obsessive Quest for the Perfect Coffee*, Ch. 2 & Ch 3. Pp. 35-79. Hoboken, NJ: John Wiley & Sons, Inc.

[Pendergrast, M. 1999. Appendix: How to Brew the Perfect Cup. In *Uncommon Grounds: The History of Coffee and How It Transformed the World*. Pp. 427-430.](#)

Film: Barista

Videos: Choose a few to view -These overlap but each has a different angle (and personality)!

[The Basics of Coffee Tasting. Brewing Habits](#) (9 minutes)

[Coffee Expert Teaches How to Taste and Describe Coffee](#) by Mithilesh Vazaleh (8 minutes)

[How to Taste Coffee: A Lexicon for Coffee Lovers](#) by Lance Hedrick (YouTube) (18 minutes)

[How to Use the Coffee Flavor Wheel](#) by Alma Coffee (YouTube) (6 minutes)

Week 14 - Nov. 19-21 Final Presentations

Week 15: THANKSGIVING BREAK November 25-29

Week 16 - Dec. 3-5 Work on Final Projects / Reading Day
(Tucker Away at Conference in Peru)

FINALS WEEK: Final Project Due Monday, Dec. 9 by 11:59 pm

LATIN AMERICAN STUDIES CERTIFICATE:

This course may count towards the minor/certificate in Latin American Studies. For more information about enrollment in the **undergraduate** programs offered by the Center for Latin American Studies click [here](#); and for the **graduate** programs, [here](#). Do not hesitate to contact the undergraduate coordinator at luisgomezlomeli@ufl.edu if you have any questions. Or, if you are a graduate student, contact the graduate coordinator, Clate Korsant at:

ckorsant@latam.ufl.edu .

UNIVERSITY POLICIES:

This course is aligned with the UF policies below.

Honor Pledge:

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://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 TA in this class.

Students are permitted to record class lectures for (1) their personal educational use, (2) in connection with a complaint to the University where the recording is made; or (3) as evidence in, or in preparation for, a criminal or civil proceeding. It is not permitted to record student presentations, student assessments, in-class discussions or activities, or private conversations among students or with instructors. See complete details at [In-Class Recording FAQ](#).

GatorEvals Course Evaluation:

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 at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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.

UF RESOURCES and SERVICES

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](#). Can't find what you are looking for? You can [Ask A Librarian](#) for help by email, chat, text, or phone. For assistance with Anthropology projects and questions, you can contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information.

Accommodations for Learning Differences and Disabilities: UF works to offer an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Students with learning differences or who experience learning barriers are welcome to request academic accommodations by connecting with the [Disability Resource Center](#) (352-392-8565) (DRCAccessUF@ufsa.ufl.edu). To get started, visit <https://disability.ufl.edu/students/get-started/>.

This class recognizes and supports learning differences. 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.

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 (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).

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
Office of Student Veteran Services (352-294-2948) vacounselor@ufl.edu assists student military veterans with access to benefits.

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 graduate students is the Graduate Catalog.

Other information can be found on ufl.edu /search by entering the key terms 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