

LAS 6293 DESIGN & METHODS OF RESEARCH IN LATIN AMERICAN STUDIES
COURSE #22510 / SECTION #RM00
SPRING 2025
THURSDAYS, PERIODS 7-9 (1:55 – 4:55PM) IN GRINTER 376

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Please use Canvas to communicate.

Office: Grinter 309

Office Hours:

Tuesday: 10-12 am

Thursday: 11-12 pm & By Appointment

DESCRIPTION:

This course aims to empower students working in Latin America to develop greater understanding of research design and methods through practical activities, rigorous inquiry and critical assessment. Course participants will examine some of the main philosophical-theoretical approaches and methods applied by scholars and practitioners working in the interdisciplinary field of Latin American Studies. Philosophical-theoretical traditions (“paradigms”) shape and support the whole process of research inquiry, design, implementation and analysis, and can vary across individuals, communities, and contexts. “Methods” are tools used to gather, organize, and analyze information. The course will frame the content with respect for ethical foundations and cultural diversity in approaching knowledge. It will prepare graduate students for fieldwork by integrating methodological theory, in-class exercises and mini projects to ground principles and concepts in practical experience. We will consider the advantages and challenges of mixed methods, participatory approaches, and transdisciplinary research. Our exploration of methods will be contextualized with attention to research positionality, theoretical stances, intersectionalities (gender, race, ethnicity, socioeconomic class), and responsibilities to our research communities and partners. Participants will utilize the course information to develop a formal research proposal, which is the main product and evaluative component of the course.

REQUIRED AND RECOMMENDED READINGS:

Required and recommended readings are posted on Canvas/Resources/Readings or available on Course Reserves (ARES or hard copy) in Smathers Library West. Materials on reserves are indicated as “(On Reserve)” in the syllabus.

To login to online course reserves, go to ARES and use the Course Password: **LAS-Methods-2025**

Recommended Texts:

* Bernard, H. R. Research Methods in Anthropology: Qualitative and Quantitative Approaches (Recommended: Buy a used copy of the Fourth, Fifth or Sixth edition)

* Ballestero, A. & B. Ross Wintherik, Eds. 2021. *Experimenting with Ethnography: A Companion to Analysis*. Durham, NC: Duke U Press. {Open-access through Ballestero webpage. Entire volume is posted to Canvas.}

Gardner, Andrew, and David M. Hoffman, eds. 2006. *Dispatches from the Field: Neophyte ethnographers in a changing world*. Long Grove, IL: Waveland Press.

Marti, Judith. 2017 *Starting Fieldwork: Methods and Experiences*. Long Grove, IL: Waveland Press.

Wilson, Shawn. 2008. *Research Is Ceremony: Indigenous Research Methods*. Halifax & Winnipeg: Fernwood.

Yin, Robert K. 2009. *Case Study Research: Design and Methods*. Fourth Edition. Los Angeles & London: Sage Publications.

COURSE LEARNING GOALS

1. Examine major ontological paradigms and theoretical approaches to research (there are more than can be covered thoroughly).
2. Compare nonwestern and western stances to research that can inform constructive and respectful fieldwork and contribute to knowledge.
3. Explore the ethical and practical dimensions of fieldwork.
4. Gain practical exposure to qualitative and quantitative data collection methods (e.g., participant observation, surveys, interviews, focus groups, participatory approaches).
5. Assess the utility, limitations and complementarity of commonly used research methods.
6. Acquire basic understanding of approaches to data management and analysis of quantitative and qualitative data.
7. Reflect critically on knowledge and power in scientific research. (Identify influences of disciplinary paradigms, cultural and political stances, gender systems, geopolitical contexts, and other factors in research methods and published findings).
8. Analyze your own positionality and intersectional aspects that will likely shape fieldwork experiences and perceptions (your own, and those of people with whom you interact).
9. Develop and write a research proposal for scholarly investigation relevant to Latin America with a well-developed research design, theoretical foundations, appropriate methods, a data management and analysis plan.

MALAS PROGRAM OBJECTIVES Supported By This Course

- Evaluate the significance, perspective and quality of information obtained from published literature.
- Generate new knowledge about Latin America through research designed and implemented with an interdisciplinary perspective.
- Communicate this knowledge clearly and effectively in a thesis completed for their graduate degree as well as other spoken and written means.

- Gain experience of professional behavior in academic settings.

EXPECTATIONS AND GRADING

Evaluative Components: Instructions for each assignment will be posted on Canvas and discussed in class. Total points possible: 120 pts

1. Discussion Post, Question and Peer Commentaries (20 pts): Submit 5 posts on Canvas, 4 pts each.
2. Questions for Discussion (5 pts): Submit a question arising from the weekly readings, assigned for five weeks in which a discussion post is not assigned (1 pt each).
3. Participant Observation Field Note Exercise and Peer Reviews (10 pts)
4. Completion of CITO Certification and IRB approval for everyone conducting research that involves human subjects (5 pts)
5. Interview Practice (5 pts)
6. Team Survey Development and Practice Survey Data Collection (5 pts)
7. Photovoice Practice (5 pts)
8. Preliminary research proposal for the Field Research Grant Competition (10 pts) First draft due Feb. 20; final draft due Mar. 3: 4 single-spaced pages conforming to the competition requirements (<https://www.latam.ufl.edu/academics/student-funding/field-research-grants/>)
9. Draft of full research proposal (5 pts) Due April 10.
10. Peer reviews of two other research proposal drafts (10 pts- 5 pts each) Due April 17
11. Presentation of Full Research Proposal (5 pts) Due April 17 – last day of class!
12. Full Research Proposal (20 pts) **Due Friday, April 18.** This deadline allows for feedback before likely fieldwork departure dates.
13. Participation in Weekly Class Activities and Discussions (10 pts): Weekly participation in discussions and in-class activities. Credit will be given for productive in-person engagement during class discussions, exercises and other activities. *This is a hands-on class with an expectation of in-person participation.* Absences from class will cause deductions in the final grade (but see below for

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 (but see Emergencies below).

Attendance: In-person participation in class activities is key for this class. If you need to be absent for any reason, notify the instructor in advance (but see Emergencies below). One or two absences during the semester will be permitted, especially for professional activities such as conference participation if advance notification is provided. Three or more absences will result in a lower grade (e.g., from A- to B+).

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	94%
A-	<94% to	90%
B+	<90% to	87%
B	<87% to	84%
B-	<84% to	80%
C+	<80% to	77%
C	<77% to	74%
C-	<74% to	70%
D+	<70% to	67%
D	<67% to	64%
D-	<64% to	60%
F	<60% to	0%

Communications and Netiquette:

- Feel free to contact Prof. Tucker with questions or concerns. Canvas messages and emails are normally answered within 2 business days. If you do not receive an answer within 2 days, please send the message again.
- Do NOT leave voice mail messages. I communicate by email and texts. I rarely use the office phone. Voice mail messages do not transfer reliably to my cell phone.
- 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 are 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.
- Silence cell phones and close laptops during class unless a specific class activity involves their use.

Turnitin:

Turnitin will be used to screen written work in the course. The purpose of Turnitin is to help students and the instructor identify unattributed quotes or statements that may inadvertently reproduce text or other materials from publications, internet, ChatGPT, or your own prior work. We will discuss use and interpretation of Turnitin in class, as it is a useful tool for everyone to avoid accidental plagiarizing others' or your own work.

AI Policy:

AI is increasingly used and can be a useful technology for certain applications. It is not approved for this course unless explicitly assigned by the instructor for a specific exercise. This class is meant to develop your practical and critical skills. The assignments are meant to foster creative, critical and synthetic thinking through evaluation and integration of course materials, personal experiences, discussion and reflection. AI is not as capable as you are to evaluate your own experiences, or to grapple with the complex issues to be addressed in this course.

CLASS SCHEDULE

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

IMPORTANT: Readings and other resources are listed for the day that they will be discussed. Come prepared to share your comments and reflections on the assigned readings during class.

Wk 1 Jan 16 Introduction to the Course

Activities:

- Introductions of participants and research interests
- Course structure, expectations & overview of methods to be covered
- Considering ontologies, paradigms, epistemologies, and theories: Implications for research design and methods
- Exercise: How do we know what we know?
- Preparation and expectations for observation assignment and first Discussion Post, Question and Peer Commentary

Recommended Resources:

- [What are ontology and epistemology?](#) (3:06)
- [Hermeneutics Simply Explained \(Hermeneutic Circle T Gadamar\)](#)
- Bernard. Ch.1 Anthropology and the Social Sciences

Wk 2 Jan 23 Preparing for Research (What interests you? How will you study it?) and Participant Observation

Assignments Due:

- Discussion Post, Question and Peer Commentary 1 on this module's readings and resources (Bernard, G. Wilson, S. Wilson and J. Marti)
- Observation notes

Readings and Resources:

- Bernard, H.R. Ch 3. Preparing for Research
- Wilson, G. 2023. Research made simple: an introduction to feminist research. *Evidence-based Nursing*. 26 (3): 87-88.
- Wilson, S. Ch.2 On the Research Journey. *Research Is Ceremony: Indigenous Research Methods*. Halifax & Winnipeg: Fernwood. Pp. 22-42.
- Marti, J. 2017. Ch. 6 Participant Observation, Ch.7 Jottings. In *Starting Fieldwork*. Pp.45-67. (ARES: Online Course Reserves)
- [What is Research? - A. Ashton et al.](#) (5:15)

Recommended:

- Luker, K. 2008. Ch 1 Salsa Dancing? In the Social Sciences? In *Salsa Dancing into the Social Sciences*. Cambridge, MA. Harvard U Press.

Activities:

- Exercise: Identifying your research epistemology, approach and type (Bernard's Guide to Research Types, with a critical perspective)
- Reflections and experiences of observation assignment
- Discussion of your questions and comments
- Introduction to participant observation and preparation for practice

Wk 3 Jan 30 Reviewing the Literature, Grounded Theory and Ethics

Assignments Due:

- Discussion Post, Question and Peer Commentary 2 on this module's readings and resources
- Participant observation field notes

Readings and Resources:

- What is Ethical Space? <https://www.youtube.com/watch?v=kjjUi-5gra0>
- Luker, K. 2008. Ch 5. Reviewing the Literature. In *Salsa Dancing into the Social Sciences*. Cambridge, MA. Harvard U Press. Pp. 76-98.
- Charmaz, K, and A. Bryant. 2010. Grounded Theory. In *International Encyclopedia of Education (Third Edition)*. Elsevier. Pp. 406-412.
- Hird, C., D. M. David-Chavez, S. Spang, Gion, V. van Uitregt. 2023. Moving beyond ontological (worldview) supremacy: Indigenous insights and a recovery guide for settler-colonial scientists. *Journal of Experimental Biology* 226 (12):jeb245302

Recommended:

- American Anthropological Association. Statement on Ethics. <https://americananthro.org/about/policies/statement-on-ethics/>
- Tucker (unpublished): Tips for useful field notes
- Wilson, S. 2008. Ch. 3. Can a Ceremony Include a Literature Review? In *Research Is Ceremony: Indigenous Research Methods*. Halifax & Winnipeg: Fernwood. Pp. 43-61.

Activities:

- Exercise: Evaluating ethical conundrums
- Reflections and experiences of participant observation
- Discussion of your questions and comments
- Explanation of expectations for peer reviews of participant observation field notes.

Wk 4 Feb 6 Positionalities, Intersectionalities, Interviews and Focus Groups

Assignments Due:

- Discussion Post, Question & Peer Commentary 3
- Peer reviews of two peers' participant observation field notes (assigned Jan 30)

Readings and Resources:

- Spradley, J. 2016 (1979). Interviewing an Informant. In *The Ethnographic Interview*. Long Grove, IL: Waveland Press. Pp. 92-106.
- Kapiszewski, D., L. Maclean, B. Read. 2015. Interviews, oral histories, and focus groups. In *Field Research in Political Science: Practices and Principles*. Cambridge: Cambridge U Press. Pp. 190-233.
- Merriam, S. B., Johnson-Bailey, M-Y. Lee, Y. Kee, G. Ntseane, and M. Muhamad. 2001. Power and positionality: negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education* 20 (5):405-416.
- Hanson, R. and P. Richards. 2019. Ch.1. Ethnographic Fixations. In: *Harassed: Gender, bodies, and ethnographic research*. University of California Press.

Further Reading:

- Bernard Ch.8 Interviewing I: Unstructured and Semistructured
- Marti, J. 2017 Ch.8 Interviews. In *Starting Fieldwork*. Pp.67-76 (ARES: Electronic Course Reserves)
- Hutzinger, S. 2012. Depending on Context: Counterintuitive Uses of Focus Groups in Mixed-Method Ethnographic Research. *Human Organization*
- Intro to Focus Groups, NOAA 2009

Activities:

- Discussion of readings and your questions
- Reflections and insights gained from peer reviews of participant observation field notes (Assigned previous week)
- Exercise: In-class interview practice
- Announcement of Interview assignment: Interview a faculty member about their methods and approaches to research

Wk 5 Feb 13 Sampling and Surveys

Assignments Due:

- Discussion Post, Question & Peer Commentary 4
- Report on the interview with a faculty member

Readings and Resources:

- Bernard Ch. 5 Sampling I: The Basics
- Bernard Ch. 7 Sampling III: Nonprobability Sampling

- Bernard Ch. 9 Interviewing II: Questionnaires
- Bullen, P. B. 2014. How to write awesome survey questions, Part I. <http://www.tools4dev.org/resources/how-to-write-awesome-survey-questions-part-1/>
- 7 tips for good survey questions https://www.youtube.com/watch?v=lq_fhTuY1hw

Further Reading:

- Bernard. Ch.2. Foundations of Social Research
- Bernard. Ch.6. Sampling II: Theory

Activities:

- Discussion of insights on interviewing practice
- Discussion of your questions
- Develop a practice survey in teams

Wk 6 Feb 20 Transdisciplinary Research, Decolonizing Knowledges, and Participatory Approaches

Assignments Due:

- Discussion Post, Question & Peer Commentary 5
- Presentation of team survey results

Readings and Resources:

- Da Costa Marques, I. 2021. Decolonizing Knowledge Devices. In *Experimenting with Ethnography: A Companion to Analysis*. Eds. Ballesterio, A. and Ross Wintherik, B. Durham, NC. Duke U Press. Pp. 219-234.
- Steger, C. et al. 2021. Science with society: Evidence-based guidance for best practices in environmental transdisciplinary work. *Global Environmental Change* 68:102240.
- Slocum, R. et al., eds. 1998. Part I: Definitions, History & Issues. *Power, Process and Participation: Tools for Change*. London: Intermediate Technology Publications, Ltd. Pp. 1-30.

Activities:

- Brief oral report on progress with team survey data collection
- Discussion of the intersections of transdisciplinary, decolonizing and participatory approaches

Wk 7 Feb 27 Visual Methods: Photography, Photovoice, and Images in Social Media

Guest Presenter: Dr. Hannah Toombs (Cornell U)

Assignments Due:

- Discussion question 1
- Submission of 4 pg proposal draft for field research competition

Readings and Resources:

- Marti, J. 2017. Ch. 11. Photography as Anthropology. In *Starting Fieldwork*. P 93-100. (ARES: Electronic Course Reserves)
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment. *Health Education & Behavior*, 24(3), 369–387.
- F.M. Mitchell, S. Billiot, & S. Lechuga-Peña. (2020). Utilizing Photovoice to Support Indigenous Accounts of Environmental Change and Injustice. *Genealogy*, 4(2), 51. <https://doi.org/10.3390/genealogy4020051>
- Waltorp, K. 2021. Multimodal Sorting: The Flow of Images across Social Media and Anthropological Analysis. In *Experimenting with Ethnography: A Companion to Analysis*. Eds. Ballesterio, A. & B. Ross Wintherik, Eds. Durham, NC: Duke U Press. Pp. 133-150.

Activities:

- Presentation (3 minutes) of the topic and research design your draft proposal
- Discussion of participatory visual approaches
- Introduction of the Photovoice assignment

Wk 8 Mar 6 Cultural Consensus Analysis and Q-Methodologies

Assignments Due:

- Discussion question 2
- **Submit 4 pg proposal for the field research competition (full application due on Mar 7)**

Readings and Resources:

- Bernard Ch. 10 Interviewing III: Cultural Domains
- Borgatti and Halgin. Elicitation Techniques in Cultural Domain Analysis. In *Specialized Ethnographic Methods: A Mixed Methods Approach*. Eds. Schensul, J.J. & LeCompte, M.D.
- Lobinger, K., & Brantner, C. 2020. Picture-sorting techniques. Card sorting and Q-sort as alternative and complementary approaches in visual social research. In *The Sage Handbook of Visual Research Methods. 2nd Revised and Expanded Edition*. Eds. Pauwels, L. & Mannay, D. London: Sage. Pp. 309-321.

Further Reading:

- Bernard Ch.16 Analyzing Cultural Domains
- [Damio, S. 2016. Q Methodology: An Overview and Steps to Implementation. Asian Journal of University Education. 12\(1\): 105-122.](#)

Activities:

- Practice with Q-methodology

- Photovoice project: share one photo and explain it
- Discussion of your questions on cultural consensus approaches

Wk 9 Mar 13 Spatial Approaches and Participatory Mapping

Assignments Due:

- Discussion question 3

Readings and Resources:

- Cromley, E. 2021. Mapping Spatial Data. In *Experimenting with Ethnography: A Companion to Analysis*. Eds. Ballesterio, A. & B. Ross Wintherik. Durham, NC: Duke U Press. Pp. 117-164
- Chapin, Mac, Zachary Lamb, and Bill Threlkeld. 2005. Mapping Indigenous Lands. *Annual Review of Anthropology* 34:619-638.
- [Brondizio, E. and R. R. Chowdhury. 2010. Spatiotemporal methodologies in environmental anthropology: geographic information systems, remote sensing, landscape changes, and local knowledge.](#) In *Environmental Social Sciences: Methods and Research Design*, eds. I. Vaccaro, E. A. Smith and S. Aswani. Cambridge University Press.

Further Reading:

- [Baldwin, Erika, and Weston Dripps. 2012. Spatial characterization and analysis of the campus residential waste stream at a small private Liberal Arts Institution. *Resources, Conservation and Recycling* 65:107-115.](#)
- [Cohen et al 2020 Ethics in archaeological lidar.pdf](#)
- [Davis et al. 2021. The aerial panopticon and the ethics of archaeological remote sensing in sacred cultural spaces. *Archaeological Prospection* 28: 305-320.](#)
- [Harwell, E. 2000. Remote Sensibilities: Discourses of Technology and the Making of Indonesia's Natural Disaster. *Geographical Information Systems*.](#)
- [Jiang 2003 Stories Remote Sensing Images Can Tell.pdf](#)

Activities:

- Discussion of spatial methods
- Participatory mapping exercise

Wk 10 Mar 20 SPRING BREAK

Wk 11 Mar 27 Data Management and Analysis

Assignments Due:

- Discussion question 4

Readings and Resources:

- [Briney, K. 2015. Rethinking Data Management. TEDxUWMilwaukee.](#)
- [The why, what and how of data management planning. 2014.](#)
- Selected tutorials with qualitative software packages.

Activities:

- Practice with data management approaches: setting up, sorting and analyzing

Wk 12 Apr 3 Use of Video and Making Documentaries {Tucker Away at FAO Meeting}

Guest Presenter: Dr. Clate Korsant (UF)

View Dr. Korsant's ethnographic documentary before class:

- Lifting the Green Screen Trailer: <https://www.youtube.com/watch?v=AtiRmkH4Pg8>
- To watch the whole film: <https://vimeo.com/manage/videos/380129281>
<https://vimeo.com/video/380129281?share=copy>

Password: **GreenScreen19!**

Readings and Resources:

- [Korsant, C. 2022. A Freirean ecopedagogy or an imposition of values? The pluriverse and the politics of environmental education, *Globalizations*, DOI: 10.1080/14747731.2022.2038830](#)
- [Fletcher, R. 2012. Using the Master's Tools? Neoliberal Conservation and the Evasion of Inequality. *Development and Change* 43\(1\):295-317.](#)
- [Leon-Quijano, C. 2022. Why do "Good" Pictures Matter in Anthropology? *Cultural Anthropology*, 37: 572-598. <https://doi.org/10.14506/ca37.3.11>](#)

Activities:

- Discussion with Dr. Korsant
- Discussion: Questions and challenges related to the penultimate draft of your project proposal (Due next week)

Wk 13 Apr 10 Experiencing the Field: Challenges, Conundrums, and Being Open

Assignments Due:

- Discussion question 5
- Draft of complete research proposal for peer review

Readings and Resources:

- Hoffman, D. 2006. Swimming Through Fieldwork: Constructing Trust in the Caribbean. In *Dispatches from the Field*. Pp. 15-32 (ARES: Online Course Reserves)
- Goldache, K. 2006. Motherhood, and Moral Dilemmas in Central America

- Conselman, C. 2006. Fieldwork in Coca Country: Investigating Democracy and Development in the Bolivian Andes.

Further Reading:

- Royce, A. 2002. Learning to See, Learning to Listen: Thirty Years of Fieldwork with the Isthmus Zapotec. In *Chronicling Cultures: Long-term Field Research in Anthropology*. Royce and Kemper, eds. Walnut Creek, CA: AltaMira Press.

Activities:

- Discussion and questions on the experiences of fieldwork.
- Discussion on any questions about preparing next week's final project presentations and peer reviews.

Wk 14 Apr 17 Research Proposal Presentation and Submission {LAST DAY OF CLASS}

Assignments Due:

- Full research proposal (**due Friday, April 18 by 11:59 pm**) This due date will allow Dr. Tucker to give feedback on research proposals before students depart for fieldwork.

Activities:

- Research proposal presentations
- Peer reviews of two peers' research proposals
- Course Reflection and Assessment Discussion

Wk 15 Apr 24: READING DAY – No Class

Wk 16 Apr 28-May 2 FINALS WEEK

There is no finals week submission.

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

