

## **LAH 3470: Introduction to Caribbean History**

Fall 2020

**Class Meetings:** M-W-F 11:45am-12:35pm

**Instructor:** Dr. Fernanda Bretones Lane, Assistant Professor of History

**Office Location:** Grinter Hall 333\*      **Email:** [f.bretones@ufl.edu](mailto:f.bretones@ufl.edu)

\*Fall 2020: Due to the COVID-19 pandemic, I will not be receiving students in my office. See below how to contact me

**Preferred form of Contact:** Scheduled Zoom meetings. Alternatively, you may correspond with me via email

**Student Hours:** Wednesdays, 3-5pm & Thursdays 11am-12pm, via Zoom

Schedule a Zoom meeting with me: <https://calendly.com/bretones/office-hours>

**TA:** Mr. Austin Nelsen, PhD Student

**Email:** [austinnelsen@ufl.edu](mailto:austinnelsen@ufl.edu)

*This syllabus is subject to change at any point in the semester. If changes are made, the instructor will notify students in advance (in class and via the course Canvas page)*

### **Course Description**

This course introduces students to some of the main issues and debates in Caribbean history from the Pre-Columbian time to the current moment of the coronavirus pandemic. While the textbook will provide content coverage, lectures and assignments are geared toward developing useful and transferable skills (see section below).

The Caribbean was the entry point for Europeans in the New World, and as such, it played an important role in the history of imperial expansion in the Americas more broadly. The region was also the site of two major Revolutions that dramatically affected the history of the West—the Haitian Revolution (1791-1804) and the Cuban Revolution (1959), both of which will be covered in this course. In the first half of the semester, we will explore the elements that composed colonial societies in the region, and in the second half we will study more contemporary topics, such as the tourism industry that became so prominent in the Caribbean and how that industry had been affected by the current pandemic caused by the novel coronavirus.

The course will meet online, via Zoom, at the scheduled dates and times. To access the Zoom meeting, students need simply click the link generated automatically on Canvas. In general terms, Mondays and Wednesdays will be lecture days, with some small group discussion; Fridays will usually be dedicated to small and large group discussions, and occasionally guest lectures (see the

course schedule below). Some discussion may happen asynchronously via the built-in Canvas discussion board.

### **Learning Outcomes**

At the conclusion of this course, in addition to familiarity with the broader historical contours relating to the Caribbean region, students will also:

- Classify and distinguish between primary and secondary sources;
- Collaborate on note-taking;
- Summarize and interpret complex information;
- Criticize historical records documents and specialized literature;
- Analyze historical events;
- Improve oral and written communication skills;
- Improve abilities to work in group;
- Develop research skills, including: locating sources on the library catalog; processing and delivering information in both written and oral forms.

### **Required Reading and Other Course Materials:**

Please obtain a copy of the following required books (available at the Campus Bookstore and through various online vendors):

- Gad Heuman, *The Caribbean: A Brief History* Third Edition (New York: Bloomsbury, 2019). This will be referred throughout the schedule as Heuman, *CBH*. \*\*Please make sure to obtain the correct edition.
- Jamaica Kincaid, *A Small Place* (New York: Farrar, Straus and Giroux, 2000)

There will be additional materials on Canvas.

### **Materials and Supplies Fee**

There are no additional fees associated with this course

### **Course Assignments**

#### **Low-Stakes:**

**Syllabus Quiz:** Students should read this syllabus in its entirety, preferably more than once during the first week of the semester. They will need to complete an online, multiple-choice quiz relating to the content of this syllabus by 5pm on Friday, Sep. 4. The quiz will be available on Canvas after the first class meeting.

**Map Quiz:** The Canvas-hosted map quiz will ask students to identify a series of Caribbean countries on a blank map. Download the map quiz file from Canvas, label each country, and upload your completed map back on Canvas by 5pm on Friday, Sep.18. A study map will be available on Canvas. Students are encouraged to practice in advance by playing this online quiz: <https://online.seterra.com/en/vgp/3342> Students who label all countries properly will receive 7 points. For three possible additional points, students will have the opportunity of turning in a second map, representing the region in a creative way. More details will be provided in class.

### **Medium-Stakes**

**Written Reflection:** Each student will have to write a short (3 pages) reflection based on Jamaica Kincaid, *A Small Place*. Due on Canvas by 5pm on Friday, Oct. 16. A prompt will be distributed in advance.

**Biographical Sketch: The People of the Cuban Revolution.** Instructions provided in class and on Canvas on week 7. Due week 9.

**Primary Source Analysis:** Each student will produce a short (2-3 pages) primary source analysis using a document from our library. Additional instructions provided in class (later posted to Canvas). Due week 13

### **Higher-Stakes**

**Group Project:** In groups, students will develop a project throughout the semester focusing on a Caribbean country of their choice (no more than one group per country). The group project has two components:

- 1) **Presentation:** Each group will prepare a ten-minute presentation on their country to share with the class during **week 12** of the semester. Groups will need to meet with the instructor in advance to discuss ideas for this presentation, which can take a more traditional approach (poster/conference-style presentation) or a creative one (animated or documentary-style video; oral history; online exhibit; performance, or other). Further instructions will be available on Canvas in advance.
- 2) **Country Report:** In addition to the presentation, each group will prepare a 10-page written report on the specific country assigned to them. The country report should provide an overview of the history of the particular country as it relates to the broader themes explored in this course (colonialism; slavery; independence; cultural manifestations, etc), as well as the specific events/elements that differentiate this country from others in the region. There will be a library session with the Specialist Librarian of UF's Latin American & Caribbean Collections on week 3 to help students navigate the library collections to identify sources for this assignment. On week 5, each group must turn in a preliminary bibliography that lists books, articles, and other resources you will use to complete this assignment. A final bibliography will be required with the report, which is **due on the last day of class (12/9)**. Groups

are encouraged to consult with the instructor throughout the semester, and required to meet with the instructor for a report update on Friday of week 10.

### Grade Breakdown

<b>Syllabus Quiz</b>	<b>2%</b>
<b>Map Quiz</b>	<b>3%</b>
<b>Written Reflection: <i>A Small Place</i></b>	<b>10%</b>
<b>Biographical Sketch: The People of the Cuban Revolution</b>	<b>10%</b>
<b>Primary Source Analysis</b>	<b>10%</b>
<b>Group Project – Country Report</b>	<b>25%</b>
<b>Group Project – Presentation</b>	<b>20%</b>
<b>Participation *</b>	<b>15%</b>
<b>Self-Assessment</b>	<b>5%</b>

\* How I assess participation: Students are expected to show up for class ready to engage with the material (answer questions that the instructor may raise/complete in-class assignments, etc), the professor (ask questions or offer insights during lectures), and with other students (during discussion). That includes asking relevant questions during lectures; actively participating in small and large group discussion; contributing to the Canvas discussion board when applicable. Unpreparedness (including failure to bring readings to class), recurrent breach of class etiquette/policies (i.e. use their phones/laptops without authorization, repeated tardiness, disruptive behavior), unexcused absences beyond the limit noted below, and uncourteous behavior will affect participation grades negatively, while energetic and informed participation will raise final grades. “Energetic and informed participation” includes engaging in productive conversations, posing pertinent questions, and generally contributing to advance our collective knowledge in class.

### Grade Scale

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

Grading in this class is consistent with UF policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### **Policy on Late and Make-up Work**

All deadlines are dully noted on this syllabus, so plan accordingly. In line with my pedagogy of care, students in this course can ask for a one-week extension, no questions asked, for any one assignment, without incurring in any grade deduction. In order to benefit from this opportunity, the student needs to contact me via email prior to the deadline (ideally, at least 24 hours prior, unless in extreme circumstances). Each student can take advantage of this policy once in the semester. However, students who anticipate obstacles in meeting subsequent deadlines should contact the instructor right away to inquire about possibly turning in late work. In these cases, acceptance of late work will occur at the discretion of the instructor.

Additional flexibility during the coronavirus pandemic in Fall 2020: Students who are directly impacted by the coronavirus pandemic (i.e. they fall ill or are caring for an ill family member) will have the opportunity to submit individual assignments on alternative dates. Please contact the instructor as soon as possible to make the necessary arrangements. Students are encouraged to work with their peers to make the necessary arrangements for group work.

### **Communicating with the Instructor & TA**

#### **1) Student Hours**

The best way to reach me is during Student Hours (also known as “Office Hours.”). I hold regular Student Hours according to the schedule noted on the top of this document. In normal circumstances, that means that during those hours the door to my office is open to you, students, to discuss any issues pertaining to the class (content questions, clarifications, requests for extensions, etc), or any other topics you may wish to talk about (for example, request for recommendation letters, questions about going to grad school, your general interests in Latin American and Caribbean history, Brazilian soccer, or if you want to know more about my current and future research projects). This fall, given the coronavirus pandemic, I will not be able to receive students in my office. Instead, I will be holding virtual office hours via Zoom. Student Hours function on a first-come, first-serve basis. To be directed to office hours Zoom meetings, you need to schedule a meeting with me using my electronic calendar: <https://calendly.com/bretones/office-hours>. You can book it in advance, or at the last minute (provided there are available time slots left). If my regular Student Hours conflict with your schedule, contact me via email to make an appointment at a time that works for both of us. Please note, conflicts in schedule involving University-related business, academic obligations, health issues, or medical appointments may occasionally result in cancellation of Student Hours in a particular week. If that happens, I will notify students in advance, and arrange for alternative times to be available.

#### **2) Electronic Communication (Email)**

If you have questions/concerns that have not been addressed in class and cannot be answered by consulting the syllabus, come see me during Student Hours. If you are unable to attend Student

Hours and you have pressing concerns/questions, send me an email. I generally check and respond to emails once daily during the work week, between 8am-6pm. Please allow up to 24 hours for a response (I will try to answer as soon as possible). I do not respond to work emails during the weekend.

Please keep in mind that emailing your professors or TAs is not the same as emailing (or texting) your friends. For some useful tips on how to avoid unprofessional electronic communication skills (not only for this class, but also for all professional communication that happens online), see “How to Email Your Professor (Without Being Annoying AF)” at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16I>

### 3) Canvas Messages

For general course-related messages (including reminders about upcoming deadlines, clarifications, notices, etc), I use the group message function on Canvas. If I deem relevant, I may also send students individual emails to their @ufl.edu email account. It is the students' responsibility to check messages on both Canvas and their UF email for important information relating to the course, and to respond in a timely fashion when necessary. Please refrain from using your personal email account as I will not respond to those. Your grader for this course will follow a similar policy on this regard.

### 4) Communicating About Grades

Students who wish to discuss their grades should wait 24 hours after receiving their grade to contact the instructor or TA. Students will be able to see if their assignment was graded by the Professor, or the TA, and they should contact the responsible party if they have questions. Grades are only re-evaluated in case of mathematical error. All other grade inquiries should be for answer clarification, not for grade change.

### Attendance

A great deal of the learning experience happens during class meetings, so attendance in this course is mandatory. To accommodate unexpected life events (especially so in the time of COVID-19), each student can have up to five unexcused absences during the semester, no questions asked. These are provided to accommodate occasional absences resulting from internet connectivity issues, personal issues, medical appointments or any other factor that prevents you from joining class. For extended absence resulting from the current coronavirus pandemic (whether you are sick, or caring for a sick relative), students should contact the instructor as soon as possible to make alternative arrangements (no medical documentation required).

Per the [University of Florida Attendance Policies](#), students are also excused when class schedule conflicts with religious holidays, military obligations, jury duty, or university-sponsored athletic or scholarly activities. **In these cases, the student (or student's advisor) must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations.** Further unexcused absences will likely affect your participation grade. Poor attendance is grounds for failing the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **Class Policy Regarding Electronic Devices**

Since the course has moved online to guarantee our collective safety during the COVID-19 pandemic during Fall 2020, students should use electronic devices to connect to the class via Zoom, take notes, or for text-referencing purposes. Please refrain from using your devices for other purposes during our class meetings (such as surfing the web or online shopping). Please silence cellphones and all other devices not being used for class.

### **Statement Regarding Course Recording**

Our class sessions *may* [at the discretion of the instructor] 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.

### **Classroom Etiquette**

This course will ask students to engage in conversations related to the topics of study. Lively debates are welcome, but they should occur with respectful and courteous behavior. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

### **Accommodations**

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which *must* be presented to the instructor when requesting accommodation. You can deliver a hard copy in class, bring one to me during office hours, or send me an email with the letter attached. In any case, please act on this as soon as possible in the semester so I can plan accordingly. **Audio/video recording is not permitted without the instructor's consent,** even if you have a letter from the DRC. If audio or video recording is part of your accommodation, make sure to meet with me, with your DRC letter in hand, to discuss how to proceed.

<b>WEEKLY SCHEDULE</b>			
<i>*This schedule is subject to change</i>			
WEEKLY DATES & TOPICS	MONDAY	WEDNESDAY	FRIDAY
<b>WEEK 1 –</b> <b>AUG.31, SEP. 2,4</b>  <b>BEGINNINGS</b>	<b>READ: The Syllabus</b>		<b>READ: Felipe Fernández-Armesto, <i>Columbus on Himself</i> [excerpts]</b>  <b>ASSIGNMENT DUE: Syllabus Quiz (CANVAS)</b> <b>Complete by 5pm today</b>
<b>WEEK 2 – SEP. 7, 9,11</b>  <b>THE PRE-HISPANIC CARIBBEAN</b>	<b>NO CLASS (Labor Day)</b>	<b>READ: 1) Heuman, <i>CBH</i> Chapter 1, pp.1-11</b> <b>2) Bartolomé de las Casas, <i>An account of the destruction of the Indies</i> [selected excerpts]</b>	<b>READ: “Caribbean Cannibalism” <i>Explore – Research at the University of Florida</i></b>  Guest Lecture, Dr. William Keegan (UF/Department of Natural History, Florida Museum of Natural History) “Who were the indigenous societies?”
<b>WEEK 3 – SEP. 14, 16,18</b>  <b>EMPIRE, GENOCIDE, COMPETITION</b>	Library Session: Paul Losch, LACC Specialist Librarian  <b>READ: Heuman, <i>CBH</i> Chapter 1, pp.11-15</b>	<b>READ: Kenneth Andrews, <i>Trade, Plunder, and Settlement</i>, Chapter 6 “The Caribbean” pp.116-134 (Canvas)</b>	Discussion  <b>ASSIGNMENT DUE: MAP QUIZ due via Canvas by 5pm</b>
<b>WEEK 4 – SEP. 21, 23,25</b>  <b>SUGAR REVOLUTION &amp; SLAVERY</b>	<b>READ: Heuman, <i>CBH</i> Chaptes 2</b>	<b>READ: Heuman, <i>CBH</i> Chapter 3</b>	Discussion  <b>ASSIGNMENT DUE: PRELIMINARY BIBLIOGRAPHY AND FORMAT FOR GROUP WORK</b>

<p>WEEK 5- SEP.28, 30. <del>OCT. 2</del></p> <p>WHITE PLANTERS AND FREE PEOPLE OF COLOR</p>	<p>READ: Heuman, <i>CBH</i> Chapter 4</p>	<p>READ: Heuman, <i>CBH</i> Chapter 5</p>	<p>Discussion</p> <p>ASSIGNMENT DUE: Short description of how each group plans to do the project presentation</p>
<p>WEEK 6 – OCT. 5,7,9</p> <p>SLAVE RESISTANCE, REVOLUTION, ABOLITION</p>	<p>READ: Heuman, <i>CBH</i> Chapters 6 and 7</p>	<p>READ: Heuman, <i>CBH</i> Chapters 8 and 9</p>	<p>Discussion</p> <p>READ: One article from the “Slavery &amp; Capitalism” folder in Canvas (more info in class)</p> <p>*Begin reading Jamaica Kincaid, <i>A Small Place</i></p>
<p>WEEK 7 – OCT.12, 14, 16</p> <p>EMANCIPATION AND ITS AFTERMATH</p>	<p>READ: Heuman, <i>CBH</i> Chapter 10</p> <p>Continue reading Kincaid, <i>A Small Place</i></p>	<p>READ: Jamaica Kincaid, <i>A Small Place</i> (finish)</p> <p>LISTEN: <a href="#">New Books Network Podcast</a>, <a href="#">Natasha Lightfoot “Troubling Freedom: Antigua and the Aftermath of British Emancipation”</a></p>	<p>Discussion</p> <p>ASSIGNMENT DUE: Written Reflection, Kincaid, <i>A Small Place</i>, due via Canvas by 5pm</p> <p>Legacies of colonialism &amp; slavery</p>
<p>WEEK 8 – OCT.19, 21, 23</p> <p>BLACK NATIONALISM IN THE 20<sup>TH</sup> CENTURY</p>	<p>READ: Heuman, <i>CBH</i> Chapter 11</p>	<p>READ: Heuman, <i>CBH</i> Chapter 12</p>	<p>Guest Lecture, Dr. Benjamin Hebblethwaite (UF/LLC) “Reggae and Rastafari in Jamaica”</p>
<p>WEEK 9 – OCT. 26, 28, 30</p> <p>NEO-COLONIALISM AND REVOLUTION</p>	<p>READ: Heuman, <i>CBH</i> Chapters 13 and 15</p> <p>In class activity: Platt Amendment</p>	<p>Guest Lecture, Dr. Lillian Guerra (UF/History)</p> <p>READ: Lillian Guerra, <i>Heroes, Martyrs, and Political Messiahs in Revolutionary Cuba, 1946-1958</i> [selected chapter tbd, ebook available at UF Libraries]</p>	<p>Discussion</p> <p>ASSIGNMENT DUE: biographical sketches “Ordinary people of the Cuban Revolution” due via Canvas by 5pm</p>

<p>WEEK 10 – NOV. 2, 4,6</p> <p>CUBA AFTER THE REVOLUTION</p>	<p>In-class film:  <b>Film: Voices from Mariel</b> (Dir. James Carleton, 2011) (part 1, 50 min)</p>	<p>In-class film:  <b>Voices from Mariel</b> (Dir. James Carleton, 2011) (part 2, 30 min, and discussion)</p>	<p>Group meetings with Instructor -- Progress check on country report</p>
<p>WEEK 11 – NOV. 9, 11, 13</p> <p>PANDEMICS IN THE CARIBBEAN IN HISTORICAL PERSPECTIVE</p>	<p><b>READ: choose one article from the “Smallpox” folder in Canvas</b>  <b>LISTEN: <a href="#">New Books Network Podcast</a> Manuel Barcia, “The Yellow Demon of Fever: Fighting Disease in the 19th-Century Transatlantic Slave Trade”</b></p>	<p><b>NO CLASS (Veterans Day)</b></p>	<p><b>READ: choose one article from the “Epidemics” folder in Canvas</b></p>
<p>WEEK 12 – NOV. 16, 18,20</p> <p>STUDENTS’ PRESENTATIONS</p>	<p><b>STUDENTS’ PRESENTATIONS</b></p>	<p><b>STUDENTS’ PRESENTATIONS</b></p>	<p><b>STUDENTS’ PRESENTATIONS</b></p>
<p>WEEK 13 – NOV. 23, 25, 27</p> <p>TOURISM IN THE CARIBBEAN, PART I : “PARADISE DESTINATIONS” AND THE IMPACTS OF COVID-19</p>	<p><b>READ: 1) “<a href="#">Sea, sand and social distancing: Caribbean reopens to tourism</a>” Sarah Peter and Kate Chappell (Reuters, June 3, 2020)</b>  <b>2) “<a href="#">The Caribbean Dilemma</a>” Nina Burleigh (NYT, August 4, 2020)</b>  <b>ASSIGNMENT DUE: PRIMARY SOURCE ANALYSIS &amp; REFLECTION due on Canvas before class</b></p>	<p><b>NO CLASS (Thanksgiving)</b></p>	

<b>WEEK 14 – NOV. 30, DEC. 2, 4</b>  <b>TOURISM IN THE CARIBBEAN, PART II: “PLEASURE ISLANDS”</b>	No reading due today. Enjoy the break.	<b>READ: Kamala Kempadoo (ed.), <i>Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean</i> (selected chapter tbd, Canvas)</b>	Guest Lecture, Dr. Orlando Deávila Pertuz (International Institute of Caribbean Studies, Universidad de Cartagena)
<b>WEEK 15 – DEC. 7,9 CONCLUSIONS</b>	<b>ASSIGNMENT DUE: self-assessment (on Canvas, by 5pm)</b>	<b>ASSIGNMENT DUE: GROUP'S FINAL COUNTRY REPORT DUE BY 5pm on Canvas</b>	<b>NO MORE CLASS Reading Days (Dec. 10-11)</b>

### Academic Integrity

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 (<http://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.

Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the assignment. Intentional plagiarism results in an “F” for the course, or worse.

### 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.)<<https://gatorevals.ua.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 the evaluation system: ([https://urldefense.proofpoint.com/v2/url?u=https-3A\\_ufl.bluera.com\\_ufl\\_so-2Deng.htm&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F\\_ty9jxk4wI-](https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_so-2Deng.htm&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-)

[DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=k90zsvqBzr1BrLXYzSJ9WljTGV6GJIEBvh8LjARP8bY&s=YKNAqG9bL3euFnYzZGGBWYybkh3EmcfxPCu5jY9w4rA&e=\)](https://gatorevals.aa.ufl.edu/public-results/)

Summaries of course evaluation results are available to students at the public results website: <https://gatorevals.aa.ufl.edu/public-results/>

### **Campus Resources**

UF is a big school, but there are many resources available to help students navigate campus life.

Here is a sample of some useful resources:

*U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:* <https://counseling.ufl.edu/> or call 392-1575

*Multicultural and Diversity Affairs* (<https://multicultural.ufl.edu/>) (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

*Hitchcock Field And Fork Food Pantry:* For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

*The Molm Family Gator Career Closet:* An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

*Police Department:* 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

*Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.

*Disability Resource Center (DRC)* ([DRCaccessUF@ufsa.ufl.edu](mailto:DRCaccessUF@ufsa.ufl.edu) | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

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

*Career Connections Center,* Reitz Union, 392-1601. Career assistance and counseling <https://career.ufl.edu/>

*Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

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

*Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

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