

HIS 3942  
**The Conquest of Mexico**  
**Spring 2021**

Class Meetings: MWF Period 6 (12:50-1:40 pm)

Instructor: Dr. Deardorff | [deardorff.max@ufl.edu](mailto:deardorff.max@ufl.edu)

Office Hours: Wednesday (3:00-4:00) | Thursday (10:30 – 12:30)

TA: Darci Walton | email: [darci.walton@ufl.edu](mailto:darci.walton@ufl.edu)



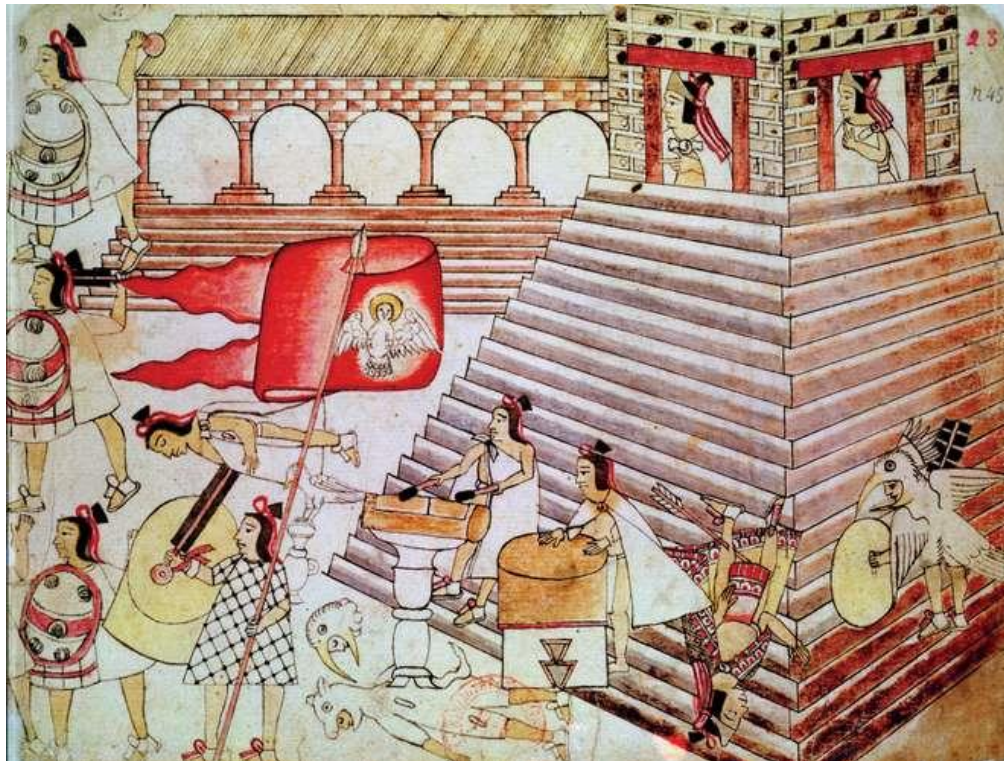
*"The Conquest of Tenochtitlán,"* from the *Conquest of México* series, second half of seventeenth century, Library of Congress

## **The History Practicum – Introduction and Objectives of the Course:**

In 1521, the great imperial city of Tenochtitlan fell to a small group of Spanish conquistadors, ending Aztec rule in Mesoamerica. For the duration of the semester, we will be exploring the history of that event, its social and cultural context, and its aftermath. As we do, we will strive to answer a number of related questions. For instance, how did so few men bring down such a great empire? Do Spaniards deserve all the credit? As students dig for the truth, they will engage with the tools of the historian. What evidence, we will ask, exists in Spanish sources, on one hand, and native sources, on the other? Do different sources tell different stories about who was responsible for the Aztecs' defeat? And what factors – military, social, environmental, and cultural—might have played a role in the outcome?

As students become more comfortable with the traditional narrative of these events and the sources available to historians to study them, they will design their own plan for a research project.

This course is designed to help students develop fundamental skills in critical reading, analytical thinking, historical research, and argumentative writing, all of which are needed to succeed in the major and which will serve students well in their future endeavors, no matter what profession or occupation they pursue after graduation. These practical skills emphasize three areas: a) critical reading; b) research and evidence; and c) editing and peer assessment.



“Aztec warriors defending the temple of Tenochtitlán,” Mexico, BNP Paris



### **Required Texts:**

Clendinnen, Inga. *Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570*, 2<sup>nd</sup> ed. (Cambridge, 2003). ISBN-13: 978-0521527316.

Schwartz, Stuart & Tatiana Seijas, *Victors and Vanquished: Spanish and Nahua Views of the Fall of the Mexica Empire*, 2<sup>nd</sup> ed. (Bedford, 2018) ISBN-13: 978-1319-094850

Townsend, Camilla. *Malintzin's Choices: An Indian Woman in the Conquest of Mexico* (UNM, 2006) ISBN 978-0826334053

Rampolla, Mary. *A Pocket Guide to Writing in History*, 9<sup>th</sup> Edition (Boston: Bedford/St. Martin's, 2018) ISBN-13: 9781319113025

[any edition of **Rampolla** 7<sup>th</sup> edition or later is acceptable]

### **Recommended Ancillary Resource:**

Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004) [available @ <https://courses.bowdoin.edu/writing-guides/> ]



A 'cacique' from Tepetlaoztoc complains to 'encomendero' Miguel Díaz de Aux in the late 1520s about the latter's brutal treatment of the local community; Kingsborough Codex, fol. 11b

### **Course Goals:**

- Students will develop a familiarity with pre-Hispanic Mexico, early modern Spain, and the character of the first interactions between their peoples

- Students will learn to read primary texts and secondary sources in a critical fashion, with an eye to understanding how and why those texts were produced
- Students will practice the basics of historical research and writing, including
  - **evaluating primary and secondary sources**
  - **devising research questions**
  - **identifying and avoiding plagiarism**
  - **conducting library-based and online research**
  - **producing analytical writing**
  - **providing peer editing and feedback**
- Students will better understand the range of careers available to students of history

### **Class-related Communication**

The professor will send out class announcements via Canvas. You will be held responsible for all amendments to reading or writing assignments posted there. "I don't check Canvas" will not be considered a valid excuse for failure to complete an assignment or follow instructions. In addition, the professor and TA will also use the message feature in Canvas to communicate with you individually in regards to assignments. You are expected to check your Canvas Inbox at least once every 24 hours during the Monday-to-Friday workweek.

### **Attendance policy and expectations**

Students will normally attend three classes each week. Students are expected to attend class regularly and arrive for lecture or discussion section promptly. Unexcused absences will be penalized in the following manner:

Three absences: no penalty (to cover illness or personal days)

Each subsequent absence: Attendance and Participation grade lowered by 15 points

Poor attendance (40% or more of the semester) is grounds for failing the course.

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions.

Please attend class having read the day's materials and bring a copy with you (easy to do via Zoom!). Spotty attendance, unpreparedness, or failure to bring readings to class will certainly lower your grade and poor attendance is grounds for failing the course; excellent attendance and especially energetic and informed participation will raise final grades. While course meetings are online, discussion may be conducted either synchronously via Zoom or through asynchronous contributions on Canvas.

*Student grades for participation will default to match the student's overall grade on written work. **Regular, informed contributions to classroom discussion will raise participation grades.** Irregular contributions, repeated unpreparedness, or excessive absence will lower participation grades.*

**Classroom Mask Policy:** Effective until the whole Gainesville community has received vaccinations against COVID-19, **all students who attend class in-person are required to wear a mask that covers mouth and nose from the time they**

**enter the classroom until they leave it.** There will be a zero-tolerance policy. **If any student enters the classroom without a mask or removes a mask while in the classroom, the student will be assumed to be an asymptomatic carrier of COVID-19 and the in-class meeting will be cancelled immediately.** **Furthermore, to avoid spread of contamination, the whole class will undertake a two-week (14 days) quarantine period, in which all instruction will move online.** Only after completion of the quarantine period will in-person classes resume. No due dates for assignments will be changed because of the shift to virtual learning during the quarantine, and students will be responsible for all material in the cancelled class period. If any student enrolled for in-person sections has trouble finding a mask on class day, that student should avoid attending in-person and should instead attend virtually. <https://policy.ufl.edu/policy/masking-and-physical-distancing/>

**Excused Absences:** Allowances will be made for justifiable causes due to COVID-19; students unable to attend because of personal or family medical issues should provide notification via email justifying their absence (given current circumstances, medical documentation is encouraged but not required at the time of the absence). Please contact instructor as soon as possible to inform him if a personal COVID-19 issue affects you. Students who have other conflicts that will prevent them from being able to complete an assignment on time or who will incur absences due to UF-sanctioned activities (such as participation in UF teams, etc.) must notify the professor in advance.

**COVID-19 policies:** If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#)

### **Laptop/tablet policy**

Students are usually not allowed to bring laptops/tablets for lectures in my classes. Nevertheless, due to the mitigating circumstances of this semester, for the present I will allow them. If, however, students attending the class in-person employ their electronic device for uses other than class purposes, they will be penalized and not allowed to use the device in class again for the remainder of the semester.

**Group Assignments:** At the beginning of the semester, you will be assigned to a group (Tenochca, Tlatelolca, Tlaxcalteca, Maya, Conquistadors, Friars).

1. Each group will be responsible for maintaining a Google Doc that documents three vocabulary words/history concepts and five major takeaway points from every meeting. *Group Notes will be checked and assessed three times throughout the semester.*
2. Once assigned a group, create a Google Doc, adding all members, plus the professor ([deardorff.max@ufl.edu](mailto:deardorff.max@ufl.edu)) and the TA ([darci.walton@ufl.edu](mailto:darci.walton@ufl.edu))
3. Groups will rotate responsibility for developing “discussion-starter” questions
4. **Digital History Report:** Student groups will investigate and report on digital history websites linked to pre-Hispanic Mexico and the conquests of the sixteenth century. On my website, *Iberia Plus Ultra* (<https://www.maxdeardorff.org/digitalhistorylinks>), there are

dozens of options to choose from. Student reports should give a summary of the selected website's content, communicate who is responsible for creating and maintaining the website, highlight some of the website's best features, and tell how the website might relate to the content of the class. Reports should be no shorter than five (5) and no more than ten (10) minutes in length. Digital History Reports will be given starting on the fourth week of the semester. Students should be prepared to do screen-sharing via Zoom and, if they like, may employ presentation software such as Powerpoint, Prezi, Flipgrid (<http://Flipgrid.com>), or the like.

### **Late Work**

Late work will not be accepted without penalty. Please make every effort to apprise the instructor and the grader of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

### **Assignments & Grading:**

Syllabus quiz:	5%	[50 points]
Exercises (x10):	40%	[400 points]
Research Project:	30%	[300 points]
Group Work	10%	[100 points]
Attendance & Participation:	15%	[150 points]

### **Grading Scale for this Course:**

94-100	A	86-84	B	76-74	C	66-64	D
93-90	A-	83-80	B-	73-70	C-	63-60	D-
89-87	B+	79-77	C+	69-67	D+	<u>Below 60 - Failing</u>	

### **1. Introduction to the Course and Discipline**

Mon 1/11, Weds 1/13, Fri 1/15

Mon:	Course Introduction, overview, and class expectations <i><b>NOTE! All students will meet virtually via Zoom for the first class. See Canvas.</b></i> <b>Assignment:</b> Read the Syllabus
Weds:	Why (and how to) study history? <b>Methodology:</b> <b>Rampolla</b> , "Introduction: Why Study History?" (pp. 1-5) <b>Assignment:</b> Syllabus quiz (on Canvas)
Fri:	Introduction to the Historical Profession <b>Methodology:</b> <b>Wineburg</b> , "Historical Thinking and Other Unnatural Acts" <b>Exercise:</b> <b>Exercise 1 (Historical Thinking) due</b>

## 2. The Historical Profession / The Deep History of Mesoamerica

Mon 1/18 MLK DAY, Weds 1/20, Fri 1/22

- Weds: Skills and Responsibilities of the Trade - Academic Honesty, Taking Notes, etc.  
**Methodology:** **Rampolla**, "Reading Actively in History" (p. 26-30); "Writing about reading" (31-32)  
*Student Working Groups Assigned*
- Fri: Who were the Aztecs?  
**Methodology:** **Rampolla**, "Identifying historical sources" (8-12); "Evaluating secondary sources (18-21); Using secondary sources (42-45)  
**Secondary Readings:** **Thomas**, "Ancient Mexico" in *Conquest*, 3-51  
**Exercise:** **Exercise 2 (Evaluating Secondary Sources) due**

## 3. The Background – Who were the Aztecs? The Spaniards?

Mon 1/25, Weds 1/27, Fri 1/29

- Mon: Who were the Spaniards?  
**Secondary Readings:** **Altman et al.**, "Spain in the Era of Expansion," 27-52
- Weds: Spaniards, from Caribbean to the Yucatán  
**Secondary Readings:** **Townsend**, *Malintzin's Choices*, intro & chap. 1 (1-29)
- Fri: Primary and Secondary Sources  
IN-CLASS DISCUSSION – Bernal Díaz's Account  
**Methodology:** **Rampolla**, "Analyzing primary sources (13-17)  
**Primary Readings:** *Victors and Vanquished*, chap. 2, doc. 5 (38-56)  
**Exercise:** **Exercise 3 (Single Source Analysis #1) due**

## 4. Encounters, Omens, Reactions

Mon 2/1, Weds 2/3, Fri 2/5

- Mon: Cultural Encounters  
**Secondary Readings:** **Townsend**, *Malintzin's Choices*, chaps. 2-3 (30-84)
- Weds: PRIMARY SOURCE DISCUSSION  
**Primary Sources:** *Victors and Vanquished*, introduction to chaps. 3 & 4, plus docs. 10, 12, 13 (73-82, 96-104)
- Fri: From Yucatán to Tenochtitlán  
**Exercise:** **Exercise 4 (Single Source Analysis #2)**



## **5. Hernán Cortes, Tlaxcala, Tenochtitlán (1519-1521)**

Mon 2/8, Weds 2/10, Fri 2/12

- Mon: Cortés and Moctezuma  
**Secondary Reading:** **Townsend**, *Malintzin's Choices*, chap. 4 (85-108)
- Weds: Tenochtitlán – Things Fall Apart  
**Secondary Reading:** **Townsend**, *Malintzin's Choices*, chap. 5 (109-125)  
**Exercise:** **Exercise 5 (Collecting Knowledge) due**
- Fri: Discussing primary sources  
**Primary Sources:** *Victors and Vanquished*, chap. 5, doc (108-137); chap. 6, docs. 18-20 (138-148)

## **6. Consolidation of Conquest**

Mon 2/15, Weds 2/17, Fri 2/19

- Mon: The Siege and Fall of Tenochtitlán  
**Secondary Reading:** **Townsend**, *Malintzin's Choices*, chaps. 6-7 (126-171)
- Weds: Doña María's Epilogue [DISCUSSION on *Malintzin's Choices*]  
**Secondary Reading:** **Townsend**, *Malintzin's Choices*, chaps. 8-9 (172-214)
- Fri: Writing Workshop  
**Methodology:** **Rampolla**, Chapter 4 ["Following Conventions of Writing in History"], 50-76  
**Exercise:** **Exercise 6 (Outlining an Argument) due**

## **7. Historiography – Thinking Critically about the Conquest**

Mon 2/22, Weds 2/24, Fri 2/26

- Mon: Questioning Narratives  
**Secondary Readings:** **Clendinnen**, "'Fierce and Unnatural Cruelty:' Cortés and the Conquest of Mexico," *Representations* 33 (1991): 65-100  
**Prescott**, *The History of the Conquest of Mexico*, excerpt TBA  
(<http://xroads.virginia.edu/~Hyper/PRESCOTT/toc.html>)
- Weds: Servants to Spaniards or Forgotten Allies? Historical Investigators Employ Visual Sources  
**Secondary Reading:** **Yannakakis**, "Allies or Servants? The Journey of Indian Conquistadors in the Lienzo of Analco" *Ethnohistory* 58:04 (2011): 653-682



Fri: *Indios conquistadores?*  
**Secondary Reading:** Restall & Asselbergs, chap. 1 in *Invading Guatemala*, 1-20  
**Exercise:** **Exercise 7 (Historiographical Interventions)**

### **8. Invading Guatemala**

Mon 3/1, Weds 3/3, Fri 3/5

Mon: Library Activity  
**Exercise:** **Exercise 8 (Exploring the Library Catalog), due following the meeting with UF's librarian**

Weds: War, Conquest, and Political Change  
**Secondary Reading:** **Clendinnen**, *Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570*, chaps. 1-4

Fri: Grounds for Conflict  
**Secondary Reading:** **Clendinnen**, *Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570*, chaps. 5-8

### **9. The Spiritual Conquest**

Mon 3/8, Weds 3/10, Fri 3/12

Mon: The Old Gods and the New - DISCUSSION  
**Secondary Reading:** **Clendinnen**, *Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570*, chaps. 9-12

Weds: **RESEARCH TOPIC WORKSHOP**  
**Methodology:** **Rampolla**, *Writing a Research Paper* (77-98)

Fri: Spanish Violence and the Debate about the Legal Justification of Conquest  
**Secondary Reading:** **Carrasco**, "The Exaggerations of Human Sacrifice," and "Human Sacrifice/ Debt Payments From the Aztec Point of View" (439-447 & 458-465)  
**Sepúlveda**, excerpt from Valladolid debate, on natural slavery (unnumbered)

### **10. Organizing a Postconquest Society**

Mon 3/15, Weds 3/17, Fri 3/19

Mon: Building a New Society out of the Old  
**Primary Source:** **Zorita**, "The Brief and Summary Relation of the Lords of New Spain," in *Life and Labor in Ancient Mexico*, 180-185, 200-218

Weds: Indigenous Intellectuals and the Appropriation of History  
**Secondary Reading:** **Schwaller**, "The Brothers..." in Yannakakis & Ramos, *Indigenous Intellectuals*, 39-59

Fri: Continuity and Change -- Discussion  
**Primary Source:** 6.10 "Excerpts from Chimalpahin's *Diario*, 1604-1614" in *Mesoamerican Voices*  
**Methodology:** **Rampolla**, Plagiarism (99-105), Quoting and Documenting Sources 111-118  
**Exercise:** **Exercise 9 (Quoting and Citing Sources)**

### **11. Law and the Transformation of Aztec Culture**

Mon 3/22, ~~Weds 3/24~~, Fri 3/26

Mon: Law, Land, and the Home  
**Primary Sources:** Docs 5.1-5.3 in *Mesoamerican Voices* (96-102)  
**Secondary Reading:** **Kellogg**, "Legal Documents as a Source for Ethnohistory" in James Lockhart, Lisa Sousa, and Stephanie Wood, eds., *Sources and Methods for the Study of Postconquest Mesoamerican Ethnohistory*, Provisional Version (2007)  
<http://whp.uoregon.edu/Lockhart/index.html>

Weds: NO CLASS - Individual Meetings about Projects

Fri: Land Rights and the Creation of Maps  
**Secondary Reading:** **Mundy**, "Mapping Babel: A 16th Century Indigenous Map from Mexico," *The Appendix: A new journal of narrative & experimental history* (October 2013). [**access via her university website @** [https://www.fordham.edu/info/22091/faculty\\_and\\_staff/5114/barbara\\_e\\_mundy/1](https://www.fordham.edu/info/22091/faculty_and_staff/5114/barbara_e_mundy/1) ]  
**Methodology:** **Rampolla**, Evaluating online sources (19-21)  
**Exercise:** **Exercise 10 (Evaluating Online Sources)**

### **12. Law and the Transformation of Aztec Culture, cont.**

Mon 3/29, Weds 3/31, Fri 4/2

Mon: Native Government in the Town Square  
**Secondary Reading:** **Chance**, "Indian Town Government in Colonial Cuernavaca: Persistence, Adaptation, and Change," *Hispanic American Historical Review* 67, No. 2 (May 1987): 203-231  
**Primary Sources:** **Victors and Vanquished** Chap. 8, 34 Town Council of Huejotzingo (218-223)

Weds: A Window Inside – The Last Will and Testament  
**Secondary Reading:** **Cline**, "The Testaments of Culhuacan," in James Lockhart, Lisa Sousa, and Stephanie Wood, eds., *Sources and Methods for the Study of Postconquest Mesoamerican Ethnohistory*, Provisional Version (2007):  
<http://whp.uoregon.edu/Lockhart/index.html>

**Primary Sources:** Doc 5.6 “Last Will and Testament...” in *Mesoamerican Voices*, (106-113)

Fri: The Project Statement  
**Project statement due (Friday by 11:59)**

### **13. Student Presentations**

Mon 4/5, Weds 4/7, Fri 4/9

Mon: Student Presentations

Weds: Student Presentations

Fri: Student Presentations

### **14. Student Presentations**

Mon 4/12, Weds 4/14, Fri 4/16

Mon: Student Presentations

Weds: Peer Review  
**Methodology:** **Rampolla**, Quoting and Documenting Sources (106-152)

Fri: Student Presentations

### **15. Presentations & Course Wrap-up**

Mon 4/19, Weds 4/21

Mon: Student Presentations

Weds: Student Presentations

**RESEARCH PROJECT:** Prospectus (up to 1000 words) & annotated bibliography that includes the following: three relevant books, three relevant articles, and two types of primary sources, all of which you would use for this project

[Final Exam Period TUESDAY April 28th, 12:30 – 2:30 pm]

### **Grading Criteria:**

If you believe an error has been made in grading your work, please bring it to the instructor's attention, and he will review the situation. Once it has been verified that no error has been made, *GRADES ARE NON-NEGOTIABLE.*

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

### **Plagiarism policy**

Please familiarize yourself with the University's academic honor code. Unintentional plagiarism results in an “F” for the paper. Intentional plagiarism results in an “F” for the course, or worse. All plagiarism charges will be reported to the University administration.

### **The Writing Studio**

The UF Writing Studio

Office phone (352) 846-1138

<https://writing.ufl.edu/writing-studio/>

Hours of Operation:

Daytime — Monday – Friday 9:30 – 3:30 in 2215 Turlington Hall.

Evening tutoring hours — Monday – Thursday 5:00 – 7:00 p.m. in 339 Library West

The Writing Studio also offers online tutoring hours, which vary from term to term. Please check website to see available time slots, and then choose from either daytime, evening, or online tutoring.

**The University of Florida 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://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.

### **How to avoid the (unintentional) appearance of plagiarism**

Make sure that all quotations from primary and secondary sources are always in quotation marks, and cite the source.

Always cite sources for ideas that are not your own. If the source is a book not assigned in the course, a lecture, or a conversation with a friend, or something said by another student in a discussion section, say so in a footnote or endnote.

The papers in this course are not research papers – they ask you only to think about material already assigned. So you do not need to consult readings other than what is assigned (if you happen to have read something not assigned that you think is relevant, feel free to use it, but with a proper citation).

If someone has helped you with this paper (by reading it for clarity and grammar, or by listening to you talk about it) state in an acknowledgement who that person is, and how he or she helped you. It is fine to get help, as long as your helper does not in any way write the paper for you, or provide you with the argument(s) of the paper. It is best to get help from someone who is not taking the course.

**Accommodations for Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

### **CLAS Policy on Zoom Presence**

#### **Class sessions may be recorded**

*Our class sessions may be audio visually recorded for students in the class to refer back and for 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, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing 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.*

### **Students Requiring Accommodation**

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.

## **UF Evaluations Process**

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/>.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.