



The role of animals¹ in human history

ANS 2005

Spring 2024

3 credits

¹The term “animals” refers to nonhuman animals only, though I recognize that humans are also animals.

LECTURES

Online

INSTRUCTORS

Dr. Raluca Mateescu

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STUDENT HOURS

By appointment -- contact Dr. Mateescu to set up an appointment. For questions about course content, your grade, or other personal issues, e-mail is the best option. Expect a response within 24 hours.

TAs

TBA

COURSE DESCRIPTION

The course surveys the importance of animals through human history, from the prehistory to the present. The domestication of dogs, cats, major farm animals and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and cultures is discussed.

Primary General Education Designation: Humanities (H). Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. Area objectives available [HERE](#).

Secondary General Education Designation: International (N). International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world. Area objectives available [HERE](#).

Writing Requirement: This course confers 6000 words towards the Writing Requirement (WR). The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

The writing course grade assigned by the instructor has two components: the writing component and a course grade. Therefore, to receive writing credit a student must

satisfactorily complete the writing component and receive a minimum grade of **C (2.0)** for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

All human societies have been and are dependent on animals in multiple ways, from the food and materials to the labor and companionship they provide, all critical ingredients humans needed to develop the rich succession of civilizations. Tool making, acquiring of language and domestication of animals and plants are three major developments that changed humanity's way of life, facilitating the transitions from prey to predator, from hunter to herder and from herder to breeder, in short, from food procurer to food producer. Animals have played a major role in driving these and other developments by being central actors in human evolution, development of agriculture, spread of zoonotic diseases, and the functioning of ecosystems in which humans are embedded. Likewise, humans have greatly impacted the animals, affecting their evolution, the distribution of their populations, and the quality of their lives. In this course we will discuss the role of animals in connection with these developments and their contributions to human societies across time and space as well as how human-animal relationship have evolved over time in different societies and how these changes have affected both animals and humans.

Student Learning Outcomes. The general education objectives will be accomplished through:

1. Evaluation of the role of domestication of animal species across human history, from food procurer (hunter-gatherer) to food producer (farmer).
2. Evaluation of process of domestication and the diverse pathways followed by domesticates.
3. Assessment of the material and cultural significance of animals in different types of society.
4. Discussion of different animal ethic views and analysis of controversial livestock systems and practices.
5. Discussion of economic, cultural and food security role played by locally adapted livestock breeds in many societies today and the need for conservation of these genetic resources.
6. Evaluation of how and why relations between humans and animals have changed over time and discussion of the key social and ethical issues influencing how animals are viewed in contemporary societies.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

Content: *Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.* At the end of the course the students have gained the basic knowledge regarding the critical role animals played in society and culture and how this varies cross-culturally and over time. Students will also acquire an appreciation of human cultural diversity and understand how and why the roles and values of animals in societies are diverse and changing across time and space. Achievement of this learning outcome will be assessed through quizzes, assignments, essay papers, and exams.

Communication: *Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.* In this course students will be able to communicate ideas, knowledge and information in a coherent and logical manner. Students' ability to extract, summarize and effectively present information content will be evaluated via assignments (summaries of weekly required readings) and essay papers that will be assessed for content, logical organization, grammar and development of appropriate arguments. The students will also learn how to communicate and debate on a discussion board using concise and clear statements.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.* In this course students will be able to logically assess arguments and the accuracy and sufficiency of available scientific evidence applicable to an issue/claim. This learning outcome will be accomplished in this course through participation to board discussions designed to encourage critical assessments and debate on a variety of topics. Particularly relevant for this learning outcome are the assignments and board and class discussions debating issues raised in class lectures or documentaries ("Camel's Empire", "Farmers, their animals and the environment" and "Keepers of the genes" and "Buffalo Warrior") and several agriculture and food controversies facing society today, such as the carbon footprint of diet, livestock role in climate change, the GMO technology, use of antibiotics and growth promoters in livestock, the use of animals in research and the welfare of animals raised for food in modern industrial agriculture. The discussion board is student-centered, but it is monitored and, when needed, I will seed the board with questions to stimulate critical thinking. Questioning will also be used in class to stimulate interactions.

Recommended Writing Manual

The Allyn & Bacon Guide to Writing, 7th Ed, by JD Ramage, JC Bean, and J Johnson.
Pearson-Longman, 2014.

TEXTBOOK

All required readings will be made available through Canvas. PowerPoint slides and transcripts will be posted on Canvas. Class resources, announcements, updates, and assignments will be made available through Canvas.

COURSE SCHEDULE

Week 1 Module 1	Jan 8 – Jan 13	Lect. 1_1 Dating methods I Lect. 1_2 Dating methods II Lect. 2_1 Human evolution Lect. 2_2 Paleolithic revolution I Lect. 3_1 paleolithic revolution II Lect. 3_2 Tools, brain, hunting
Week 2 Module 2	Jan 14 – Jan 20	Lect. 4_1 Power of two, clever hands Lect. 4_2 Getting naked Lect. 5_1 Throwing arm, big brain Lect. 5_2 Evolution to be a hunter Lect. 6_1 Sleep, exercise Lect. 6_2 Animal communication Discussion 1: Carnivory in human evolution - post due – Jan 20 Paper 1 – Animal source foods: Combat malnutrition or preserve the planet? Assignment 1 – The Naked truth
Week 3 Module 3	Jan 21 – Jan 27	Lect. 7_1 Prehistoric art, language & animals Lect. 7_2 Animate monitoring Hypothesis Lect. 8_1 Egalitarian Eden, life as a food procurer Lect. 8_2 The first Temple, Gobekli Tepe Lect. 9_1 Neolithic Revolution Lect. 9_2 Man the Domesticator Discussion 1: Carnivory in human evolution - response due – Jan 27 Paper 1 – Animal source foods - continue Assignment 1 - The Naked truth - due – Jan 27
Week 4 Module 4	Jan 28 – Feb 3	Lect. 10_1 PIE, Domestication process Lect. 10_2 Domestication Pathways Lect. 11_1 Silver Fox, Domestication syndrome Lect. 11_2 Dog origins, evolution, domestication Lect. 12_1 Benefits of dog domestication Lect. 12_2 Inconvenient truth Assignment 2 – Evolution from wolf to dog Discussion 1: Carnivory in human evolution - closed – Feb 3 Paper 1 - Animal source foods - due – Feb 3
Week 5 Module 5	Feb 4 – Feb 10	Lect. 13 Animal connection and human evolution Lect. 14_1 Sheep domestication Lect. 14_2 Sheep services – milk Lect. 15_1 Sheep services – wool Lect. 15_2 Wool as a commodity Paper 2 – Roots of ancient inequality - start. Discussion 2: Dogs that changed the world - post due Feb. Feb 10 Assignment 2 - Evolution from wolf to dog - due Feb 10
Week 6 Module 6	Feb 11 – Feb 17	Lect. 16_1 Goat Domestication Lect. 16_2 Pig Domestication Lect. 17_1 Pork consumption & conservation Lect. 17_2 Food taboos, history of food processing Lect. 18_1 Domestication of cattle

		<p>Lect. 18_2 Cattle services – milk Lect. 18_3 Livestock, life and livelihood among women and men Assignment 3 – Organization of bison hunting at the Pleistocene-Holocene transition on the Plains of North America. Paper 2 – Roots of ancient inequality - continue. Discussion 2 - Dogs that changed the world - Response Due – Feb 17</p>
Week 7 Module 7	Feb 18 – Feb 25	<p>Lect. 19_1 Cattle in the New World – California Lect. 19_2 Cattle in the New World – Florida, Texas Lect. 20_1 American Bison Lect. 20_2 The end of American Bison Lect. 21_1 Water buffalo Lect. 21_2 Secondary Product Revolution Paper 2 – Roots of ancient inequality - continue. Assignment 3 - Organization of bison hunting - due – Feb 25, Sunday Discussion 2 - Dogs that changed the world - closed – Feb 25, Sunday</p>
Thu - Fri, Feb 22 - 23		Exam 1
Week 8 Module 8	Feb 26 – March 2	<p>Lect. 22_1 Horse domestication Lect. 22_2 Horse behavior, horses in the New World Lect. 23_1 Horses in ancient wars Lect. 23_2 Horses in entertainment, racing Lect. 24_1 The wild horses, Animals in War Lect. 24_2 Brief review of American History Assignment 4 - Horses bred for speed Paper 2 – Roots of ancient inequality - due – March 2</p>
Week 9 Module 9	March 3 – March 9	<p>Lect. 25_1 America was built with horses I Lect. 25_2 America was built with horses II Lect. 26_1 Horses and mechanization of Agriculture Lect. 26_2 Horses in Civil War Lect. 27_1 The horse as industrial worker I Lect. 27_2 The horse as industrial worker II Paper 3 – The Masai today - start. Discussion 3: The milk revolution - post due – March 9 Assignment 4 - Horses bred for speed - due – March 9</p>
March 9 - 17		Spring Break
Week 10 Module 10	March 17 – March 23	<p>Lect. 28_1 Reindeer adaptations Lect. 28_2 Humans and Reindeer Lect. 29_1 Domestication insects – Honeybee Lect. 29_2 Honeybee society, services, diseases Lect. 30_1 Domestic cats Lect. 30_2 Silkworm, silk road Assignment 5 – The mite and the bee diseases. Paper 3 – The Masai today - continue. Discussion 3 - Responses Due – March 23</p>
Week 11 Module 11	March 24 – March 30	<p>Lect. 31 Ships of the desert video Lect. 32_1 Camel's history, adaptations Lect. 32_2 Camels' contributions to human society</p>

		Lect. 32_3 Domesticated Rodents: Guinea Pigs Lect. 32_4 Domestication of Mice and Rats Paper 3 – The Masai today - continue. Discussion 3 – The milk revolution - closed – March 30 Assignment 5 - due – March 30
Week 12 Module 12	March 31 – April 6	Lect. 33_1 Chickens domestication and behavior Lect. 33_2 Chickens’ services
		Lect. 34_1 Turkey and other birds Lect. 34_2 Role of the Donkey in Human History
		Lect. 35_1 Animal genetic resources video Lect. 35_2 Farmers, their animals and the environment – Africa video Lect. 35_3 Farmers, their animals and the environment – Asia video Assignment 6 – How chicken conquered the dinner table. Paper 3 – The Masai today - continue. Discussion 4: The ethics of animal research - post due – April 6
Week 13 Module 13	April 7 – April 13	Lect. 36_1 Domestic animals and human diseases, intro, measles Lect. 36_2 Evolution of human diseases, pertussis, smallpox, tuberculosis, plague
		Lect. 37_1 Humans-animals interface and diseases, Neolithic to Middle Ages Lect. 37_2 Humans-animals interface and diseases, from plague to influenza
		Lect. 38_1 Keepers of the genes India’s pastoralists and their breeds I Lect. 38_2 Keepers of the genes India’s pastoralists and their breeds II Lect. 38_3 Keepers of the genes India’s pastoralists and their breeds III Lect. 38_4 Nomads of the island Assignment 6 - How chicken conquered the dinner table - continue. Paper 3 - due – April 13 Discussion 4 - The ethics of animal research - Responses Due – April 13
Week 14 Module 14	April 14 – April 20	Lect. 39_1 Animals as pets Lect. 39_2 Science behind our dog fascination & anthropomorphism
		Lect. 40_1 What have we done to our best friend? Lect. 40_2 Pedigree breeding, health concerns for dogs and cats
		Lect. 41_1 Animal ethics dilemma Lect. 41_2 Animal welfare science Assignment 6 - How chicken conquered the dinner table - due – April 20 Discussion 4 - The ethics of animal research - closed – April 20
Week 15 Module 15 (Optional)	April 21 – April 24	Lect. 42_1 Controversial animal production systems and practices
		Lect. 43_1 Animals in research – history Lect. 43_2 Animals in research – evolution
April 25 - 26		Reading days
Monday, April 29		Exam 2

The instructor reserves the right to modify the syllabus during the semester with verbal or written announcements in class. It is the student’s responsibility to stay informed of such announcements.

ASSIGNMENT DESCRIPTION (Total Points Possible: 965)

Class Discussions (4 discussions, 20 pts each)

There are four class discussions in this course. Each of the discussions generally involves reading and commenting on an article related to the module topics and responding to comments made by your peers. These discussions normally span two to three weeks of time. To get the full points: Post your original comment (3-6 sentences) in the next two days after the assignment to allow time for commentary; Respond to others' posts at least 1-2 times using thoughtful statements or questions; Be timely, use proper sentence structure, grammar, etc.; If someone responds to your post, follow up if necessary.

Writing Assignments (6 assignments, 600-800 words; 30 pts each)

The next assignment type will be writing assignments. There are six writing assignments throughout the course. They will normally span two weeks' time and involve reading and analyzing an assigned article and integrating its information with the course material. Each assignment is worth 30 points, five are used toward your final grade (the assignment with the lowest grade will be dropped). Each essay should be at least 600 words (or more). Your essay should have an introductory paragraph, several body paragraphs, and a conclusion paragraph. Your essay will be graded on content, organization and coherence, effectiveness, the proper use of grammar, capitalization, and punctuation. There will be a grading rubric for each writing assignment.

Papers (3 papers. Paper 1: 750-950 words, 75 pts; Paper 2: 1000-1200 words, 100 pts; Paper 3: 1500-1700 words, 150 pts)

The third assignment type will be papers. There are three papers that cover the overarching themes of the course. You will have several weeks to complete each paper – please make sure to work consistently on completing these assignments. There will be hints each week to help you move along and complete your paper on time. There is a minimum word count threshold for each paper: at least 750, 1,000 and 1,500 for the first, second and third paper, respectively. Each paper should have an introductory paragraph, several body paragraphs, and a conclusion paragraph. Papers will be graded on content, organization and coherence, effectiveness, the proper use of grammar, capitalization, and punctuation. There will be a grading rubric for each paper.

Exams (2 exams, 100 pts each)

The final assignment type is the exams. There will be a midterm at week 7 and a final exam at the end of the semester. The exams consist of questions with multiple-choice, true/false, matching questions, and short answer questions.

Grading of the essay papers and writing assignments: the instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. All writing assignments will be graded using a rubric. There will be **deductions** based on meeting deadlines (**2 points/day**) unless the delay is justified and cleared with the course instructor. For papers as well as the writing assignments it will be a closing date beyond which papers or assignments will not be accepted.

TIPS FOR NAVIGATING CANVAS AND MORE

1. I strongly suggest you access each module from the **Home** page, not through the Module link on the left side panel. If you click on a module from the Home page, you will see all content for that week and all activities. At the bottom of that page you will also see what other assignments are due and when. For example, I have a screenshot below of the bottom part of Module 6 page. Notice the 3 assignments which are open during this module. Each one has a pacing guide which states what is due and when for each assignment.

Spring 2023

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ANS2005

ANIMALS IN HUMAN HISTORY

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- Module 0: Orientation
- Module 1: Paleolithic Revolution
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- Module 4: First Domestication: The Dog
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- Module 6: Goats, Pigs and Cattle
- Module 7: Cattle in the New World and ...
- Module 8: A Horse is a Horse and Much ...
- Module 9: America was Built with Horses
- Module 10: Honeybee, Reindeer, Silk an...
- Module 11: Camels and Rodents
- Module 12: Chickens and Turkeys
- Module 13: Animals and Human Diseases
- Module 14: Animal Ethics and Welfare
- Module 15: Animals in Research

UNIVERSITY of FLORIDA

Part 1: Domestication of Cattle

Part 2: Cattle Services – Milk

Part 3: Livestock, Life and Livelihood Among Women and Men



(14:08) | [Transcript](#) | [Slides](#)

LECTURE 18A QUIZ

In this quiz, you will assess your knowledge of the content covered in Parts 1 and 2 of Lecture 18.

Take the Quiz

LECTURE 18B QUIZ

In this quiz, you will assess your knowledge of the content covered in Part 3 of Lecture 18.

Take the Quiz

✍ ASSIGNMENTS

ASSIGNMENT 3:
ORGANIZATION OF
LARGE-SCALE BISON
HUNTING

Pacing Guide

Due Date: End of Module 7

In this module, you should utilize your notes and outline to write a detailed summary making sure to follow the guidelines from the instructions and rubric.

In this assignment, you will read the article "Organization of bison hunting at the Pleistocene/Holocene transition on the Plains of North America" from *Quaternary International* and write a detailed summary to elaborate on the key concepts from the article about the development of large-scale bison hunting across the North American Great Plains.

Complete the Activity

PAPER 2:ROOTS OF
ANCIENT INEQUALITY

Pacing Guide

Due Date: End of Module 8

In this module, you should utilize your notes and create an outline for this paper. You should then begin to write the rough draft while keeping the rubric requirements in mind. Make sure to have at least 1,000 words.

In this paper, you will summarize the approach used by Jared Diamond while also elaborating on the role of plant and animal domestication as key factors driving ancient inequality.

Complete the Activity

DISCUSSION 2:DOGS
THAT CHANGED THE
WORLD

Pacing Guide

1st Peer Response Due: End of Module 6

Discussion Closes: End of Module 7

In this module, you should be responding to the responses of your peers. Remember that you are required to have at least two responses to your peers per discussion assignment.

In this discussion, you will watch the video "Dogs That Changed the World: The Rise of the Dog" and write a post in response to the reading about the domestication of dogs and their importance. You will also respond to at least two of your peers' posts.

Complete the Activity

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2. **QUIZZES.** We will go through quizzes and regrade them manually as necessary – if a question asks for a short answer or is a fill in the blank, the system will mark your answer as incorrect if it doesn't match the answer perfectly. We regrade early in the week after a module closes – by Tuesday or Wed. Sometimes we make mistakes as well, so if you think your answer was graded incorrectly, please reach out directly to me (include the class, section and quiz number).
3. **NOTIFICATIONS.** The TAs are going to send messages and reminders each week with what is due – make sure you have the notifications enabled in Canvas and please read their messages.
4. **DISCUSSIONS.** Each discussion spans two to three weeks of time. Canvas will only show the final due date (there is no way to set up multiple due dates), however, to receive full points, you need to post your original comment (3-6 sentences) in the first two days to allow time for commentary; respond to others' posts at least 1-2 times using thoughtful statements or questions. You can check the due dates for the specific parts of a Discussion on this Syllabus, or the bottom of the Module Page on Canvas.
5. **COURSE RESERVES.** Please follow the instructions on how to get to the student reserves properly – On Canvas, under Orientation - at the bottom of the page under "Prepare for a successful semester". If you are not able to get to the articles, or you are asked to pay for them, most likely you are not connecting to the VPN first. If you connect to the VPN and then follow the links to the course reserves, you should get the articles for free.
6. **EMAILS.** Because I teach several classes, it would help me a lot if you can include "ANS 2005" in the subject line in your email. Thank you!
7. If something doesn't work or is confusing (links not working, lectures not playing, quizzes you did not expect to take, etc) - please do not wait in hope things will get resolve - just send me an email through Canvas or to raluca@ufl.edu.

EVALUATION OF GRADES

Type (points)	#	Points Possible	% of Grade
Lecture Quizzes (5)	42	210	21.8%
Class Discussions (20)	4	80	8.3%
Writing Assignments (30)	6	150 (lowest dropped)	15.5%
Papers (75/100/150)	3	325	33.7%
Exams (100)	2	200	20.7%
Total		965	100%

GRADING SCALE DISTRIBUTION

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

Letter grades will be assigned based upon the following scale:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, F = < 60%

For information on grades and grading policies see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

WRITING REQUIREMENT

This course confers **6,000 words** towards the Writing Requirement (**WR**). The WR ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of **C** or higher and a satisfactory completion of the writing component of the course.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> .

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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.a.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.a.ufl.edu/public-results/> .

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Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary

action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code> .

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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. 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/> .
- Student Success Initiative, <http://studentsuccess.ufl.edu> .

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> .
- Online Course: <https://distance.ufl.edu/state-authorization-status/#student-complaint>

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio> or in 302 Tigert Hall for one-on-one consultations and workshops.