

# ANT 2410 Cultural Anthropology (online)

Credit Hours: 3.0

Section Numbers: 17411, 17412, 20886

*No prerequisites required for this course*

## Instructor:

Ana María Garrido

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## Teaching Assistant:

Bienvenu Mukungilwa

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**Office Hours:** Friday 1 -4pm (online)

**Zoom Link:** <https://ufl.zoom.us/j/5826116102>

## Course Meeting Information

This is an asynchronous online course that uses Canvas to distribute and submit all course materials. You will find the syllabus, modules, quizzes, additional readings, assignments, videos, grades, and course updates and announcements on the Canvas page. The student is responsible for checking Canvas regularly.

## Prerequisite Knowledge and Skills

There are no specific prerequisites or skills for this course. The following resources may be helpful to students who wish to gain more information about Anthropology before/while taking this course:

- [Living Anthropologically](#): This website/blog provides links to additional resources and up-to-date information.
- [American Anthropological Association](#): Official website for the American Anthropological Association.
- [Anthropology Department at UF](#) offers a wide variety of courses every semester. See this site for additional information on course offerings.

**Catalog Description:** The nature of culture. The content of cultures; languages, subsistence, economic structures, art and religion in human societies. The integration of culture.

## Course Overview

Anthropology is the academic discipline that studies humanity across all space and time. Cultural anthropologists study the distinctive ways people create, negotiate, and make sense of their own social worlds in relation to the worlds of others. Through research in places both far away and near to home, anthropologists examine relations and events that influence and determine social belonging and exclusion, whether based on gender,

kinship, religion, language, political economy, or historical constructions of race, ethnicity and citizenship. The scope of cultural anthropology is thus broad. Studying culture is crucial to understanding our increasingly connected planet, human relationships, and actions. An anthropological perspective is also essential to efforts which aim to resolve the major crises that confront humanity today.

This class introduces the discipline through a consideration of topics and themes that are not only of vital relevance today but also hold an enduring place in the intellectual tradition of anthropology. The purpose of this class is to increase your familiarity and comfort with concepts of cultural analysis and to show how these notions can increase awareness and understanding of your own and others' life experiences. In so doing, the course aims to enhance sensitivity to social differences while also underscoring the moral and ethical dimensions entailed by ethnographic research.

### Course Objectives

- Identify, recognize, and explain influential concepts and concerns in cultural anthropology.
- Examine and analyze human cultural diversity through anthropological viewpoints.
- Apply key anthropological concepts to everyday life experiences and real-world problems.
- Develop a basic understanding of anthropological research as well as ethical issues related to ethnographic fieldwork.
- Practice skills of data collection and analysis in the discipline of cultural anthropology.

### Student Learning Outcomes

**Content:** Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline of cultural anthropology.

Students will acquire a basic familiarity with topics of study in the discipline as well as ethnographic research. These outcomes will be assessed through weekly quizzes and exercises.

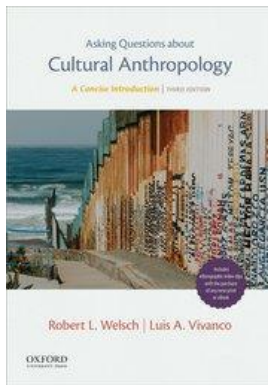
**Communication:** Students will frequently participate in discussions to further explore course content and to compare the breadth of human experience through anthropological lenses. Students communicate knowledge, ideas, and reasoning clearly and effectively in written and graphic forms appropriate to the discipline of cultural anthropology. These outcomes will be assessed through exercises, one final paper, and infographics. Grades will reflect how well a student communicates in these posts.

**Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Through anthropological perspectives, students analyze transformations of cultures, variations of human experience, as well as the construction of social difference

and inequality at local, national, and global scales. These outcomes will be assessed through infographics, written exercises, and one final paper. Students will read papers in anthropology and watch videos with content relevant to the discipline. Students will summarize, evaluate, and critique these materials, using the methods and terminology of cultural anthropology. Students will also apply anthropological knowledge in the analysis of everyday objects, real-life experiences, and pressing contemporary problems.

## Course materials

There is one required **textbook**:



Welsch, Robert L. and Luis A. Vivanco. 2021. *Asking question about cultural anthropology: a concise introduction*. Third edition. New York: Oxford University Press.

**All additional required and recommended readings** will be posted on the Canvas course page. Students are required to integrate textbook chapters with additional resources (articles, videos, pictures, etc.).

## Additional resources

American Anthropological Association (<http://www.americananthro.org/>) The Society for Cultural Anthropology (<https://culanth.org/>)

The Society for Applied Anthropology (<https://www.sfaa.net/>)

The Society for Medical Anthropology (<http://www.medanthro.net/>)

The Society for the Anthropology of Food and Nutrition (<https://foodanthro.com/>)

## Course requirements

This course consists of 15 modules. Each week we will cover crucial concepts and ideas in Cultural Anthropology. You will be asked to actively participate in the discussion boards and complete the quiz assigned for every week. You are also required to complete exercises and to write an original paper as your final project.

## Tips for success in an online course

- Adjust Canvas Notification PreferencesLinks to an external sit to enable Canvas to directly send you an email.
- Keep up with the lecture videos and take notes.
- Keep track of module assignments and quiz due dates. Many assignments need preparation time and cannot be done on the day it is due.
- Some activities require outside class work, such as library research which could take a few days.

- Communicate with your instructor and TA about course questions, grading, and if you are falling behind.
- Reach out as early as possible if you will be late in turning in assignments, sick, or have other extenuating circumstances that will affect your participation in the course.
- We are willing to work with students when they communicate well about these issues.
- It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. Guidelines for online behavior and interaction are known as netiquette. See Canvas for more details.
- Keep an open mind, be respectful, be considerate, and learn! You will enjoy this class!

## Assignments

### *Infographic Assignments*

In this course you will have the opportunity to make 7 infographics based on important course themes, content, and questions. The purpose of these infographic assignments is to give you a space to think about and convey course information in a visually engaging way and develop the ability to concisely and clearly communicate new and complex ideas. Remember that teaching or presenting on a subject in a clear and concise manner shows a mastery of knowledge, so your infographics will be an opportunity for you to visually teach your instructors and class about what you have learned and show your higher-level understanding and application of course content. Remember that the infographic prompts are designed to challenge you to critically engage with course material that may be difficult, so make sure you have enough time to really think about the ideas and questions you want to portray in your infographic visuals and text. You will be graded on the accuracy and quality of the information, the clarity of the presentation in the infographic, and creativity in your presentation of the information (TIP: students usually find Canva to be a helpful site for this). You will submit the assignment in a discussion post. You must comment on two of your classmates' posts. All infographics will be due on Sundays at 11:59pm

### *Quizzes*

Each module (except for Module 1) includes a quiz, for a total of 14 quizzes during the term. Quizzes are due at 11:59 pm EST on Sundays. Each quiz includes a set of 10 multiple choice, fill-in-the blank, and/or true/false questions. These are primarily based on the assigned textbook chapter, with one or two questions on supplementary readings. Quizzes have a 15-minute time limit. Additional instructions and information can be found on Canvas.

### Exercises

You will be asked to complete methodological and analytical exercises for six modules. These are short activities that should take 1-2 hours to complete. They are meant to show your understanding of class concepts and push you to apply anthropological observations and methods to your everyday lives, which might include analyzing a video or reading, commenting on current events and relating them to the class or putting anthropological methods into practice! Complete details and instructions for each exercise can be found on Canvas under the [Assignments tab](#). All exercises will be due on Sundays at 11:59PM EST.

### Final project

For your final project, you will choose a cultural object and analyze it through the anthropological themes and methods we've explored throughout the course. Your project should reveal the social, cultural, and political dimensions of the object—its meaning, history, connections, and the power dynamics embedded in it.

You may choose a creative format (e.g., short video, podcast, photo essay, poem, comic) or a traditional essay. All submissions must demonstrate thoughtful engagement with course concepts, incorporate at least three sources (including one from class), and include clear and well-organized analysis. Projects will be evaluated based on clarity, creativity, anthropological insight, connection to course materials, and appropriate use of sources.

### Grading scale

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	66-63
B-	80-82	D-	60-63
C+	77-79	E	<60

### Assignments

Quizzes	14 x 10 pts
Infographics	6 x 20 pts
Exercises	7 x 20 pts
Final Paper	1 x 75 pts
<b>Total</b>	

### Total Points

140 points
120 points
140 points
75 points
<b>475 points</b>

### Total of Final Grade

~30%
~25%
~30%
~15%
100%

For information on how UF assigns grade points, visit this [link](#).

A minimum grade of C is required for credit towards the Anthro major/minor; C- does not fulfill that requirement.

Late assignments will be subject to a late penalty of 10% off per day unless I've been notified prior to the due date, and we have agreed on an alternative arrangement and/or it is an excused absence. Please also notify me directly if you will be out.

## Course Schedule

### Introduction (01/12–01/18)

This week we will learn about course requirements, expectations, learning objectives, and other relevant policies.

#### *Readings (8-10 pages):*

- Syllabus
- "Start Here" pages

#### *Assignments:*

- Canvas Discussion: Introduce Yourself — *Due 01/18*

### Week 1: Anthropology (01/12–01/18)

We will explore what anthropology is, what anthropologists do, and why anthropology matters. You'll learn how anthropologists ask questions about humanity and how the four fields come together to form a holistic approach to culture.

#### *Readings (~30 pages):*

- AQ Chapter 1
- EASA Statement on "Why Anthropology Matters"
- "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others" by Lila Abu-Lughod

#### *Assignments:*

- Quiz 1 — *Due: 01/18*
- Infographic 1: Anthropology — *Due 01/18*
- Week 2: Culture (01/19–01/25)( Martin Luther King, Jr's Birthday – Monday, January 19)

This week, we'll define culture, explore how it is learned and shared, and consider how it shapes the meaning of human lives. We will also develop a critical perspective on cultural relativism and representation.

*Readings (~30 pages):*

- AQ Chapter 2
- Williams, R. (1976). Keywords: A vocabulary of culture and society (excerpt). Oxford University Press
- Rothman, J. (2014). The meaning of "culture"

*Assignments:*

- Quiz 2 — *Due 01/25*
- Exercise 1: Culture — *Due 01/25*

**Week 3: Ethnography (01/26–02/01)**

This week's materials explain various fieldwork methods that anthropologists have used to study their own and other societies. We will learn what is meant by "the native's point of view" and "cultural tunnel vision." We will also practice skills of observation and fieldnotes through a small-scale ethnographic exercise. We will also discuss ethical challenges involved in ethnographic fieldwork as well as difficulties and opportunities involved in studying one's own society.

*Readings (~30 pages):*

- AQ Chapter 39
- Tsuda "Is native anthropology really possible"
- Ethnographic Film "Sidewalk" (~75 min)

*Assignments:*

- Quiz 3 — *Due 02/01*
- Exercise 2: Ethnographic Observation — *Due 02/01*

**Week 4: Power (02/02–02/08)**

We explore political anthropology and how power operates through social norms, institutions, and resistance.

*Readings (~30 pages):*

- AQ Chapter 8
- Harcourt, "Making Docile Bodies"

### *Assignments:*

- Quiz 4 — *Due 02/08*
- Infographic 2: Power — *Due 02/08*

### **Week 5: Globalization and Migration (02/09–02/15)**

This week focuses on how movement, exchange, and transnationalism shape identity, inequality, and connection.

### *Readings (~40 pages):*

- AQ Chapter 5
- Holmes “Fresh Fruit, Broken Bodies”

### *Assignments:*

- Quiz 5 — *Due 02/15*
- Infographic 3: Globalization and Migration — *Due 02/15*

### **Week 6: Sustainability and Foodways (02/16–02/22)**

We analyze how food systems relate to culture, sustainability, and power, drawing connections between food, identity, and environment.

### *Readings (~30 pages) :*

- AQ Chapter 6
- Bestor, “How Sushi Went Global”
- [Professor Jacinta Ruru's TED Talk on the legal personhood of Whanganui RiverLinks to an external site.](#) (~15 min)
- [\[optional\] Salmond 2017 Tears of Rangī.](#)

### *Assignments:*

- Quiz 6 — *Due 02/22*
- Exercise 3: Sustainability and Foodways — *Due 02/22*

### **Week 7: Economies of Working, Sharing, and Buying (02/23–03/01)**

This week we explore exchange networks, labor, and consumption, including your own personal economic ties.

### *Readings (~40 pages):*

- AQ Chapter 7
- Newell, “Estranged Belongings”
- Cronk, “Reciprocity and the Power of Giving”



### *Assignments:*

- Quiz 7 — *Due 03/01*
- Exercise 4: Personal Exchange Network — *Due 03/01*
- Final Project Proposal: Choosing a Topic — *Due 03/01*

### **Week 8: Race and Racism (03/02-03/8)**

We look at race as a cultural and social construct with real impacts on health, opportunity, and lived experience.

### *Readings (~40 pages):*

- AQ Chapter 9
- AAA Statement on Race, 1998
- Coates, “Between the World and Me”
- Gravlee, “How Race Becomes Biology”

### *Assignments:*

- Quiz 8 — *Due 03/08*
- Exercise 5: Race and Embodiment — *Due 03/08*

### **Week 9: Language and Culture (03/09–03/15)**

This module examines how language shapes worldviews and how power operates through discourse.

### *Readings (~35 pages):*

- AQ Chapter 4
- Baldwin, “If Black English Isn’t a Language...”
- Shankar, “Speaking Like a Model Minority”

### *Assignments:*

- Quiz 9 — *Due 03/09*
- Infographic 4: Language and Culture — *Due 03/09*

### **Week 10: Spring Break (03/16–03/22)**

### **Week 11: Gender, Sex, and Sexuality (03/23–03/29)**

We explore gender diversity across cultures and challenge binary models of sex/gender/sexuality.

*Readings (~30 pages):*

- AQ Chapter 10
- Allen, “Brides’ without Husbands”
- lecture: [Men, Masculinity, and Inuit](#) by Peter Collings. (~30 min)

*Assignments:*

- Quiz 10 — *Due 03/23*
- Infographic 5: Gender and Identity — *Due 03/23*

## Week 12: Social Ties (03/30–04/05)

This week explores family, kinship, and social networks across cultural settings.

*Readings (~30 pages):*

- AQ Chapter 11
- Scheper-Hughes “No More Angel Babies on the Alto do Cruzeiro”
- Watch: Stephanie Coontz: On Marriage. (~15 min)
- Watch Social Ties by Chris McCarty (~10 min)

*Assignments:*

- Quiz 11 — *Due 03/30*
- Exercise 6: Kinship Chart vs. Social Network Map — *Due 03/30*

## Week 13: Religion, Ritual, and Belief (04/06–04/12)

We examine cross-cultural religious practices and how belief systems function in everyday life.

*Readings (~35 pages):*

- AQ Chapter 12
- Gmelch “Baseball Magic”
- “Chasing Celebrity: Akan witchcraft and New York City”

*Assignments:*

- Quiz 12 — *Due 04/12*
- Exercise 7: Magic, Belief, and Ritual — *Due 04/12*

## Week 14: Medical Anthropology (04/13–04/19)

This module explores how culture, power, and inequality shape experiences of health and illness.

### *Readings (~30 pages):*

- AQ Chapter 13
- Singer et. al., “ Why Does Juan Garcia Have a Drinking Problem”
- Watch: The Silent HIV Crisis Sweeping the American South (~15 min)

### *Assignments:*

- Quiz 13 — *Due 04/19*
- Infographic 6: Medical Anthropology — *Due 04/19*

## Week 15: Objects, Humans, and Non-Humans (04/20–04/22)

You'll learn how objects mediate relationships, identity, and meaning through an anthropological lens. This module prepares you for the final project.

### *Readings (~20 pages):*

- AQ Chapter 14

## Final Project Due (04/28)

### *Assignments:*

- Quiz 14 — *Due 04/28*
- Final Project: The Social Life of Things — *Due 04/28*

## Course Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#)

### *Communication*

Please contact the instructor and the TAs via email. If contacted, we will attempt to respond to messages within 48 hours of receiving them. We do not normally check the inbox over the weekend. We cannot address *same-day* requests for deadline extensions (with proper documentation), so please be in touch in as much advance as possible if you need an assignment extension. I may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

You are responsible for materials posted on E-Learning (Canvas) at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.

### *Religious observances*

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification, which will then be granted

### *Procedure for Conflict Resolution*

*Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum ([krigbaum@ufl.edu](mailto:krigbaum@ufl.edu), (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu> [Links to an external site.](#); 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu> [Links to an external site.](#); 352-392-1261).*

## **AI Policy**

The use of AI tools can enhance learning and provide support in certain areas. However, their use must align with the goals of this course and maintain academic integrity.

### *Permitted Uses:*

- *Idea generation:* You may use AI to brainstorm topics, generate outlines, or assist with academic planning provided the final work is your own.
- *Clarification:* You may use AI to clarify concepts or learn about course-related topics, but ensure you verify the information with reliable sources.
- *Grammar and Style:* AI tools may be used for proofreading, but the content and ideas must be yours.

### *Prohibited Uses:*

- Submitting AI-generated work as your own. All submitted assignments must reflect your original thoughts, analysis, and effort.
- Using AI tools during quizzes, tests, or other assessments unless explicitly permitted.
- Copying and pasting AI-generated text without proper attribution or adaptation.

### *Why This Matters:*

The goal of this course is to help you develop your own skills and critical thinking. While AI tools can be helpful, over-reliance on them can hinder your learning and growth. If you are unsure whether your intended use of AI tools is appropriate, please consult me or this [UF guide on AI use](#) before proceeding

# University Resources

## 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.

- **Ginessa Mahar** (Anthropology Librarian): [gjmahar@ufl.edu](mailto:gjmahar@ufl.edu), office: Library West Room 500
- [Anthropology Library Guide](#)