

## **ANT 2410 Cultural Anthropology Spring 2026**

**Credit hours:** 3.0

**Section numbers:** 22338, 26155, 26160.

**No prerequisites required for this course.**

**Instructor:** Damian Oakes

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

**Office location:** TBD

**Office hours:** TBD

### **Teaching Assistant:**

Yuqi Zhuang

Email: [yuqi.zhuang@ufl.edu](mailto:yuqi.zhuang@ufl.edu)

Office Hours: TBD

Office location: TBD

### **Lectures:**

T: Periods 8-9 (3:00 PM - 4:55 PM) | LIT 0201.

R: Period 9 (4:05 PM - 4:55 PM) | LIT 0237.

### **Discussion sections:**

22338: T Period 5 (11:45 AM - 12:35 PM) | MAT 0015.

26155: T Period 6 (12:50 PM - 1:40 PM) | MAT 0105.

26160: W Period 6 (12:50 PM - 1:40 PM) | TUR 2350.

**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 description**

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 of Anthropology 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.

## Summary of course structure and requirements

Class meetings consist of weekly lectures and weekly discussion sections. On Tuesdays the entire class will meet on Tuesdays in LIT 0201 and on Thursdays in LIT 0237. Since this course encourages collaboration and active learning for individuals and groups, lecture sessions will not be entirely lectured-based. Class time will also be spent on film screenings, group discussions presentations, and other forms of active learning activities.

***In addition to lecture sessions, you will attend the discussion section for which you registered. Discussion sections are led by our brilliant and extremely knowledgeable graduate teaching assistant.***

Course requirements include group assignments and individual assignments. Each student will be assigned to a permanent group after the add/drop period ends. In addition to small in-class activities, group members will also collaborate with each other on a project (more below).

Individual assignments will consist of short written assignments and one final project/paper. There will be no exams in our course.

Each student will also be asked to perform peer evaluations for fellow group members twice during the semester.

## Course activities, assignments, and evaluation

### In-class group activities and peer evaluations (50 points)

Lecture sessions will include low-stakes group activities that allow you to actively engage with class materials and interact with your classmates. Most of the time, each group will be asked to discuss a specific question or problem and then report the group's ideas to the whole class. *The instructor typically does not grade in-class group activities. However, evaluation points will be based primarily on peer assessments.*

You will be given a chance to evaluate your group members twice during the semester. **The first round of peer review** takes place at the mid-term point, and it will be informal and used as feedback for individual team members. At this time, your grade will not be impacted by your peers' feedback, nor will they be affected if others do not submit their feedback on your in class performances.

In **the final round of peer review**, which occurs at the end of the semester, each of you will evaluate other members of the group on their participation in group activities. (Did they miss class activities regularly? Did they contribute productively to the group? Did they exchange ideas with others in a respectful manner?). **30 points from your team members will be counted towards your final grade. Each student will receive additional 20 points for completing the first and final peer evaluations for their team members.**

One of the most significant concerns with working in a group and receiving team grades is that some members of the group may work harder than others or "free-ride" off those in the group willing to put in more effort. These evaluations are anonymous and give you a chance to reward or punish your teammates based upon their team efforts. More information about the evaluation processes will be provided in class.

### Discussion section (50 points)

**You are required to attend and participate in the discussion section for which you registered.** This is an opportunity for you to have an in-depth discussion of readings, films, course concepts and projects. You may be asked to take turns in leading class discussions and/or brainstorm strategies to improve your written assignments. More details will be announced by the teaching assistant who manages your section.

**Discussion section grades have two elements.**

1) **Attendance (20 points):** Only university-approved absences with appropriate documentation or proper notification will be excused. 2 points will be docked from the attendance grade for each absence or tardiness with inexcusable reasons and prior notice. You will be counted absent from discussion section if you arrive more than 10 minutes late.

2) **Participation (30 points):** You are expected to actively engage in class discussions and in-class activities. If you struggle with public speaking, please come to talk with the teaching assistant or the instructor. We will come up with strategies to improve your participation in class. Rubrics for participation are as follows:

	High quality	Average	Needs improvement
Preparedness (10 points)	8-10 points. Students show evidence of having done the assigned work and reading and thoughtfully prepare for class discussions and activities.	5-8 points. Students moderately prepare for class discussions and activities.	1-5 point(s). Students are unprepared and make no reference to class materials while engaging in class discussions and activities.
Professionalism and respect (10 points)	8-10 points. Students interact with peers and faculty in a courteous and respectful manner during discussions and activities.	5-8 points. Students are less considerate of others during discussions and activities.	1-5 point(s). Students are not considerate of others during discussions and activities.
Engagement (10 points)	8-10 points. Students regularly and actively participate in class discussions.	5-8 points. Students occasionally participate in class discussions.	1-5 point(s). Students rarely participate in class discussions.

#### Group project: Ethnographic study (50 points)

You will collaborate with other members in your assigned group to conduct ethnographic fieldwork. Detailed instructions and guidelines will be assigned during the fourth week (or when we discuss what “ethnography” is).

Broadly, the project consists of three main tasks. First, each group will go to a public place or public event with a question in mind that they might begin to answer, or at least address, by observation (no interviewing or other direct interaction with people). Spend from 15 to 25 minutes observing surrounding environments, movements, and behaviors at the site. Each individual member of the group jot down notes while doing observation. Second, all group members get together and discuss their experiences of practicing ethnography. Your discussion topics include methodological and ethical challenges related to this kind of observation and notetaking, any new phenomena you discover, and any further research questions that arise during fieldwork. Lastly, **each group will give a presentation in class (40 points)**. Group presentations will take place during the last two weeks of the semester. Each presentation will last about 8-10 minutes.

By the end of Week 8, each group must send the instructor a 1-2 paragraph update on their progress as well as any questions you might have. If your group prefers to discuss these in person, please make an appointment with the instructor for office hours that week. **Each group will receive 10 points for reporting the progress.**

### Short written assignments (80 points)

You will be expected to complete **eight** out of nine possible assignments over the course of the semester. All assignments are submitted on Canvas under “Assignments”.

Assignment Title	Week Assigned	Due date
Anthropology and the concept of “culture”	2	<b>Thu, 1/29</b>
Ethnography and power dynamics	4	<b>Thu, 2/12</b>
Relationship between language and culture	5	<b>Thu, 2/19</b>
Kinship and family	7	<b>Thu, 3/5</b>
Social stratification and intersecting identities	9	<b>Thu, 3/19</b>
Global feminism	10	<b>Thu, 4/2</b>
Economy, power, and politics	11	<b>Thu, 4/9</b>
Globalization and its effects on culture	12	<b>Thu, 4/18</b>
Food, drink, and culture	13	<b>Thu, 4/22</b>

In these assignments, you will be asked to reflect on questions related to the topic of the week, respond to readings or videos, or perform an analysis of anthropological data. Most assignments are due one week after the date they were assigned, but please double-check the deadlines for each assignment on Canvas and in the scheduled below. Due dates for assignments are as follows:

### Response to a film (20 points)

To supplement lectures and readings, we will watch several films throughout the semester (all movies are also available on Course Reserves in Canvas). You will write one short essay (450-500 words) in response to ONE of the following films that will be shown in class:

- Week 3: Framing the Other.
- Week 6: Waiting for John
- Week 7: Daughter from Danang
- Week 13: What’s for Dinner?

In your response, you may discuss what you find intriguing and inspiring, and/or make a connection between the film and other course materials. You choose the week on which you write this, but the last day to submit the response is **Friday, Apr 17**.

### Final project: The social life of things (50 points)

For the final project, choose an object to explore anthropologically, revealing its social role, history, and the human relationships that lie beyond it or that are related to its very presence in society. The thing you choose should be a specific, actual entity, and have a meaningful connection to your own life.

You may write a traditional essay (approximately 1000 words) or use any online platform for combining text and other media with which you are comfortable (e.g., blogging, YouTube, podcasting). Regardless of your chosen medium, you need to cite at least three sources, including at least one from this class (It is also fine if they are all from class). These sources should be contributing insight to your analysis.

Final projects are due **by Monday 4/27**. Please submit your project under “Assignments” on Canvas. Detailed guidelines for this assignment will be announced by Week 12.

### Grading

Peer evaluations (2 rounds)	50 points (16.67%)
Discussion section attendance	20 points (6.67%)
Discussion section participation	30 points (10%)
Ethnographic project (quick check-in, 1 oral presentation)	50 points (16.67%)
8 short written assignments	80 points (26.67%)
Film response	20 points (6.67%)
Final project	50 points (16.67%)
<b>Total</b>	<b>300 points (100%)</b>

The following scale will be used for grades on all assignments and exams: 94-100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; below 60=E (failing).

Requirements for grading are consistent with the university policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. **Note:** A minimum grade of C is required to satisfy the Anthropology major requirement.

### Course materials

- There is one required **textbook**. Please purchase this edition as far as possible:
  - Welsch, Robert L. and Luis A. Vivanco. 2021. *Asking question about cultural anthropology: a concise introduction*. Third edition. New York: Oxford University Press.

A hard copy of the book will be on Reserve through UF Library – details on Canvas.

- **Other reading materials** are available on Canvas and Course Reserves. If you encounter **problems accessing course materials** through The University of Florida Library, please find more information at <https://accesssupport.uflib.ufl.edu/course-reserves/>.
- We will watch several **films** during Tuesday and Thursday sessions. You do **not** need to watch them before class, but all films are also available on Course Reserves.
- **You are expected to read the assigned materials prior to the class** date designated on the syllabus. Studying materials beforehand will prepare you for discussion sections and daily group activities and allow you to follow lectures more easily.
- Some course materials might be more challenging than others, but **do not give up!** It is totally okay if you do not fully catch every single line of a text. The point is to understand the main ideas and the types of evidence that are used to support them. Take notes while reading, highlight important

information and interesting quotes, and come to class with questions. If you need help with this, please come to see the instructor.

### Course schedule

The instructor might adjust readings, in-class activities, and deadlines for assignments as the course progresses. The instructor will endeavor to communicate any changes ahead of time.

Week 1	Studying humanity	
	<i>This week's meeting outlines course requirements, expectations, learning objectives, and other relevant policies. Students learn about the scope and history of anthropology as well as core concepts in cultural anthropology, such as cultural relativism, holism, and comparative perspective.</i>	
Tues, 1/13	Introduction to course expectations and requirements  Welsch & Vivanco, chapter 1	
Thu, 1/15	"Why Anthropology Matters," Statement by European Association of Social Anthropologists (EASA). <a href="https://easaonline.org/why-anthropology-matters/">https://easaonline.org/why-anthropology-matters/</a>  <i>Optional:</i> Fernandez, James W. 1977. "Anthropology, a discipline about man himself." The New York Times. <a href="https://www.nytimes.com/1977/07/17/archives/anthropology-a-discipline-about-man-himself.html">https://www.nytimes.com/1977/07/17/archives/anthropology-a-discipline-about-man-himself.html</a>  <b>*No discussion section this week</b>	
Week 2	Anthropology and the concept of "culture"	
	<i>This week's materials identify the major features of culture and explore different theories that have sought to explain it. Students examine how anthropologists have used the culture concept to understand human diversity. Students also develop critical perspectives on "cultural appropriation."</i>	
Tue, 1/20	Welsch & Vivanco, chapter 2  Williams, Raymond. 1976. "Culture." In Keywords: a vocabulary of culture and society, pp.76-82. New York: Oxford University Press.	
Thu, 1/22	Rothman, Joshua. 2014. "The meaning of 'culture.'" The New Yorker. <a href="https://www.newyorker.com/books/joshuarothman/meaning-culture">https://www.newyorker.com/books/joshuarothman/meaning-culture</a>  <i>Optional:</i> Bersin, Josh. 2015. "Culture: Why It's the Hottest Topic in Business Today." Forbes, March 13. <a href="https://www.forbes.com/sites/joshbersin/2015/03/13/culturewhy-its-the-hottest-topic-in-business-today/">https://www.forbes.com/sites/joshbersin/2015/03/13/culturewhy-its-the-hottest-topic-in-business-today/</a>	<b>Project groups created</b>  <b>Assignment 1</b> (due 1/29)
Week 3	Colonial legacies and the "other"	

	<i>Through the lenses of postcolonial theory, students develop critical views on academic writing and media portrayal of non-western ways of life. The emphasis is given to the work of Edward Said, "Orientalism." This week's materials set the stage for subsequent discussions on anthropological research and ethical challenges in conducting ethnographic fieldwork.</i>	
Tues, 1/27	<p>Lewis, Diane. 1973. "Anthropology and Colonialism." <i>Current Anthropology</i> 14(5): 581-602</p> <p>Wainaina, Binyavanga. 2019. "How to write about Africa." <i>Granta</i>. <a href="https://granta.com/how-to-write-about-africa/">https://granta.com/how-to-write-about-africa/</a></p> <p><b>Watch in class:</b> Ilja Kok, Willem Timmers. 2012. <i>Framing the other</i>. (25 mins.) (trailer: <a href="https://www.willemtimmers.com/framing-theother">https://www.willemtimmers.com/framing-theother</a>)</p> <p><i>Optional:</i> Said, Edward. 1979. "Introduction." In <i>Orientalism</i>, pp. 1-28. Vintage Books.</p>	
Thu, 1/29	<b>Library Instruction session</b> (Guest speaker: Ginessa J. Mahar, Anthropology Librarian)	<b>Film response</b>  (option 1)
<b>Week 4</b>	<b>Anthropology as Ethnographic practice</b>	
	<i>The week's materials explain various fieldwork methods that anthropologists have used to study their own and other societies. Students learn what is meant by "the native's point of view" and "cultural tunnel vision." Students also discuss ethical challenges involved in ethnographic fieldwork as well as difficulties and opportunities involved in studying one's own society.</i>	
Tue, 2/3	<p>Welsch &amp; Vivanco, chapter 3</p> <p>American Anthropological Association. 2012. "Principles of Professional Responsibility." <i>AAA Ethics Forum</i>. <a href="http://ethics.americananthro.org/category/statement/">http://ethics.americananthro.org/category/statement/</a></p> <p>Holmes, S. 2013. "Fresh fruit, broken bodies: Migrant farmworkers in the United States" (excerpts).</p> <p>Tsuda, Takeyuki. 2015. "Is Native Anthropology Really Possible?" <i>Anthropology Today</i> 31 (3): 14-16.</p>	
Thu, 2/5	<p>Nordling, Linda. 2020. "Who Gets to Study Whom?." <i>Sapiens</i>. <a href="https://www.sapiens.org/culture/anthropology-colonial-history/">https://www.sapiens.org/culture/anthropology-colonial-history/</a></p> <p><i>Optional:</i> Bernard, H. Russell. 2006. "Field Notes: How to Take Them, Code Them, Manage Them (chapter 14)." In <i>Research methods in anthropology: qualitative and quantitative approaches</i>, pp.387-398. Oxford: AltaMira Press. 4<sup>th</sup> edition.</p>	<b>Assignment 2</b> (due 2/12)

<b>Week 5</b>	<b>Relationship between language and culture</b>	
	<i>Anthropologists have studied language and linguistic symbols as well as their relationship to culture. This week's materials focus on the way in which language habits of a community shape the way people perceive the world. Students also explore how language use reflects and reinforces patterns of power, social inequality, and domination.</i>	
Tue, 2/10	Welsch & Vivanco, Chapter 4	
Thu, 2/12	<p>Lippi-Green, Rosina. 2012. "The Standard Language Myth." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Pp. 55-65 (Chapter 4)</p> <p>Lippi-Green, Rosina. 2012. "Teaching children how to discriminate (What we learn from the Big Bad Wolf)." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Pgs. 101-129 (Chapter 7)</p>	<b>Assignment 3</b> (due 2/19)
<b>Week 6</b>	<b>Religion, ritual and social organization</b>	
	<i>This week's materials explain how anthropologists have studied religion and its role in human societies. Students learn about the diverse forms that religion takes and analyze how politics relates to religion.</i>	
Tue, 2/17	<p><b>Watch in class:</b> Sherry, Jessica. 2015. <i>Waiting for John</i>. (1:10:20). Portland: Alita Films.</p> <p><i>Optional:</i> Gmelch, George. 1971. "Baseball Magic." <i>Trans-Action</i> 8: 39-41.</p>	<b>Film response</b> (option 2)
Thu, 2/19	<p>Welsch &amp; Vivanco, chapter 12</p> <p>Miner, Horace. 2012[1956]. "Body Ritual among the Nacirema." In: <i>Conformity and Conflict: Readings in Cultural Anthropology</i>, edited by James Spradley and David W. McCurdy, 287-291. 14th ed. Boston: Pearson</p> <p>Serazio, Michael. 2013. "Just How Much Is Sports Fandom Like Religion?" <i>The Atlantic</i>.  <a href="https://www.theatlantic.com/entertainment/archive/2013/01/just-how-much-is-sports-fandom-like-religion/272631/">https://www.theatlantic.com/entertainment/archive/2013/01/just-how-much-is-sports-fandom-like-religion/272631/</a></p>	



<b>Week 7</b>	<b>Kinship and family</b>	
	<i>This week students learn about diverse forms marriage and family can take in different societies. Students also analyze how social forces and institutions beyond the individual family (e.g. religion, economics, transnational mobility) can influence kin relations.</i>	
Tue, 2/24	<b>Watch in class:</b> Dolgin, Gali and Vicente Granco. 2002. <i>Daughter from Danang</i> . (1:23)	<b>Film response</b> (option 3)
Thu, 2/26	Welsch & Vivanco, chapter 11  McGranahan, Carole. 2015. "What is a family? Refugee DNA and the possible truths of kinship." <i>Somatosphere</i> . <a href="https://somatosphere.com/2015/what-is-a-family-refugee-dna-and-the-possible-truths-of-kinship.html/">https://somatosphere.com/2015/what-is-a-family-refugee-dna-and-the-possible-truths-of-kinship.html/</a>	<b>Assignment 4</b> (due 3/5)
<b>Week 8</b>	<b>Childhood, age, generation</b>	
	<i>This week's materials explore age, generation, and childhood in cross-cultural contexts. Students learn the foundational concept, "rites of passage," that anthropologists use to study culturally specific experiences as individuals pass through different stages of life.</i>	
Tue, 3/3	Mead, Margaret. 1928. "Children in Samoa." <i>Natural History</i> 28(6): 625–636.	
Thu, 3/5	Berman, Elise. 2016. "Aged Culture." <a href="http://acyig.americananthro.org/2016/02/08/aged-culture/">http://acyig.americananthro.org/2016/02/08/aged-culture/</a>  Pinsker, Joe. 2021. "Gen Z only exists in your head." The Atlantic. <a href="https://www.theatlantic.com/family/archive/2021/10/millennials-gen-z-boomers-generations-are-fake/620390/">https://www.theatlantic.com/family/archive/2021/10/millennials-gen-z-boomers-generations-are-fake/620390/</a>	<b>Ethnographic project progress report</b>  <b>First peer evaluations begin</b>
<b>Week 9</b>	<b>Social stratification and intersecting identities: gender, race, class (1)</b>	

	<i>This week's materials explore the intersection of different social categories, including class, race/ethnicity, gender, and citizenship status. Through the concept of intersectionality, students critically examine prejudice, discrimination, and unearned privileges that uphold an unequal social order.</i>	
Tue, 3/10	Welsch & Vivanco, chapter 9  "Race – Are We So Different?" Explore AAA project website ( <a href="https://understandingrace.org">https://understandingrace.org</a> ) and video <a href="https://www.youtube.com/watch?v=8aaTAUAEyho">https://www.youtube.com/watch?v=8aaTAUAEyho</a>	
Thu, 3/12	Crenshaw. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." <a href="https://www.racialequitytools.org/resourcefiles/mappingmargins.pdf">https://www.racialequitytools.org/resourcefiles/mappingmargins.pdf</a>	<b>Assignment 5</b> (due 3/19)  <b>First peer evaluations end</b>
	Spring Break: 3/16 – 3/20	
<b>Week 10</b>	<b>Social stratification and intersecting identities: gender, race, class (2)</b>	
Tue, 3/24	Welsch & Vivanco, chapter 10  Abu-Lughod, Lila. 2002. "Do Muslim women really need saving?: Anthropological reflections on cultural relativism and it's others." <i>American Anthropologist</i> 104(3): 783-790	
Thu 3/26	<b>Guest speaker:</b> Sarah Coates, University Archivist <b>We will meet at Smathers Library 100</b>	<b>Assignment 6</b> (due 4/2)
<b>Week 11</b>	<b>Economics, Power and Politics</b>	
	<i>This week's materials explore the relationship between culture, value, and politics. Topics of discussion include cultural meanings of money, basic principles involved in gift exchange, consumption of goods, and diverse forms of capitalist economy. Students also learn the principle anthropological theories of power relations and explore how different societies organize themselves politically and economically.</i>	

Tue, 3/31	Welsch & Vivanco, chapter 7  Bowie, Katherine. 1998. "The Alchemy of Charity of Class and Buddhism in Northern Thailand." <i>American Anthropologist</i> 100(2): 469–481.	
Thu, 4/2	Welsch & Vivanco, chapter 8	<b>Assignment 7</b> (due 4/9)
<b>Week 12</b>	Globalization and its effects on culture/ Social life of things	
	<p><u>Globalization:</u> This week's materials discuss what transnational flows of people, finance, and information mean for understanding global cultural dynamics. Students are encouraged to critically assess the idea that people everywhere want to be "developed" and reflect on dilemmas facing anthropologists who want to ethnographically study globalization and transnational mobilities.</p> <p><u>Social life of things:</u> Anthropologists have studied how people use objects to channel desires, aspirations, and consumption patterns as well as to manipulate other people. In the final project, students analyze multiple social dimensions of human-made objects, using anthropological frameworks they have learned in this semester.</p>	
Tue 4/7	Welsch & Vivanco, chapter 5  Bonilla, Yarimar and Jonathan Rosa. 2015. "Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." <i>American Ethnologist</i> 42(1): 4-17  <i>Recommended:</i> Pagel, Mark. 2014. "Does globalization mean we will become one culture?" <i>BBC</i> . <a href="https://www.bbc.com/future/article/20120522-one-world-order">https://www.bbc.com/future/article/20120522-one-world-order</a>	<b>Final prompt assigned</b>
Thu, 4/9	Welsch & Vivanco, chapter 14	<b>Assignment 8</b> (due 4/16)  <b>Film response</b> (option 4)
<b>Week 13</b>	<b>Health, food, and environment &amp; Ethnographic project presentations</b>	

	<p><i>This week, students reflect on global health problems as well as the relationship between humans and the natural world. Emphasis is given to different modes of food production and the ways in which people create meanings and social relationships around food. Students reflect on the social and ecological impacts of industrialized agriculture and economic globalization and demonstrate how environmental degradation reflects and reinforces patterns of social inequality.</i></p>	
Tue, 4/14	<p>Welsch &amp; Vivanco, chapter 6 and 13</p> <p>Singer, Merrill Charles, Hans A. Baer, Freddie Valentin, and Zhongke Jia. 1992. "Why Does Juan Garcia Have a Drinking Problem?" <i>Medical Anthropology</i> 14(1): 77-108.</p> <p>Watch in class: Yi, Jian. 2014. <i>What's for dinner?</i> (29 mins)</p> <p>Optional: Bestor, Theodore C. 2009. "How sushi went global." <i>Foreign Policy</i>. (<a href="https://foreignpolicy.com/2009/11/19/how-sushiwentglobal/">https://foreignpolicy.com/2009/11/19/how-sushiwentglobal/</a>)</p>	
Thu, 4/16	<p>Ethnographic project presentations</p>	<p><b>Assignment 9</b> (due 4/22)</p> <p><b>Film response</b> (due 4/22)</p> <p><b>Final peer evaluations begin</b></p>
<b>Week 14</b>	<p><i>Student presentations</i></p> <p><i>Students conduct an ethnographic group project and present their findings in class.</i></p>	
4/21	<p>Ethnographic project presentations</p> <p><b>*No discussion sections this week</b></p>	<p><b>Final peer evaluations begin</b></p>
	<b>*Reading Days 4/23 - 4/24</b>	
	<b>*Final paper due Monday 4/27</b>	<p><b>Final peer evaluations end</b></p>

### **Course policies**

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

#### Late work and extension policies

- **Students unable to complete assignments** due to documented, excused reasons must provide documentation to the instructor or the teaching assistant no less than 48 hours before the due date. We must then agree on an alternative due date.
- **Verification for excused absences due to illness must be received within 24 hours after the coursework due date.**
- Late submissions with inexcusable reasons and without notice will be accepted with a 10% penalty within 24 hours of the original due. After 24 hours, they will not be accepted.

#### Extra credit policy

- The instructor does not give Extra Credit on a personal-need basis and cannot ethically change the rules for you and not the other students. The instructor is required by the university to adhere to the policies outlined in the syllabus. It would not be fair or ethical to give you an opportunity that is not provided to the rest of your classmates.

#### 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.

#### Communication

- Please contact the instructor and the TA 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-faq/>.
- The instructor also welcomes your feedback on the course at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please attend office hours or make an appointment to share your suggestions.

#### Office hours

- The instructor and TA office hours are listed on the first page of the course syllabus and Canvas. If you cannot make the regular times, we will try our best to accommodate your request. Please note that we cannot meet with you on weekends and/or outside normal business hours.
- Please **make an appointment with the instructor** before coming to office hours.

#### Classroom etiquette

- Please raise your hand when you want to speak. Don't interrupt or talk over your fellow students.

- Keep the usage of electronic devices to a minimum. It is understandable that on some days you need to use laptops or tablets in order to access electronic copies of class readings. In this case, please turn Wi-Fi off, unless we are doing specific activities that require it.
- Except for family emergencies, unusual circumstances, or specific class activities, cell phones should be silenced and put away.

### 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](#). Further, as this class requires students to complete a bibliography, research paper, or project, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.

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

### 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).

### **Diversity and inclusivity**

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

We strive to create an accessible classroom environment for all students, regardless of your lived experiences and identities (including race/ethnicity, gender, class, sexuality, religion, linguistic background, national origin, etc.) To help accomplish this:

- Please let us know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct us if we incorrectly pronounce your name.

- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student health and wellness:
  - o *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

<http://www.umatter.ufl.edu/>

- o *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352- 392-1575 for information on crisis services as well as non-crisis services.

<https://counseling.ufl.edu>

- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352- 733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352- 273-4450.

- **Please do not hesitate to talk with me** about your discomfort and insecurity that stem from your specific experience in class. We will find ways to improve the classroom environment. Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let us know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with us so that we can best support you.

### **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 (SLOs)**

At the end of this course, students will be able to:

- Identify, recognize, and explain the terminology, concepts, theories, and methodologies used within the discipline of cultural anthropology. Compare and contrast diverse forms of social organization as well as cultural ideas and practices in the US and global contexts. Analyze how the contemporary world is interconnected and how it is being transformed through globalization, development, migration, and dynamics of power. Design and practice an ethnographic fieldwork on campus settings. Critically evaluate and discuss methodological and ethical challenges in cultural anthropology research. **These outcomes will be assessed through class discussion, written responses to academic texts and films, assignments related to weekly course themes, a final project that asks students to apply anthropological frameworks in the analysis of an everyday object.**
- Interpret and evaluate academic texts and films through anthropological viewpoints. Articulate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline of cultural anthropology. Express, listen, and adapt ideas and messages based on others' perspectives. **These outcomes will be assessed through participation in classroom, discussion, written responses to academic texts and films, assignments related to weekly course themes, one formal in-class oral presentation, a final project that asks students to apply anthropological frameworks in the analysis of an everyday object. Group work is an important component of the course. Students' communication skills and interpersonal skills will also be assessed through peer evaluations.**

- Analyze information carefully and logically from multiple perspectives, using concepts and methods in cultural anthropology. Connect course materials to everyday experiences. Critically discuss 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 participation in classroom, discussion, written responses to academic texts and films, assignments related to weekly course themes, group work, and a final project. Through group projects and individual assignments, students will apply anthropological knowledge in the analysis of everyday objects, campus surroundings, museum artifacts, and pressing contemporary problems.**