

# ANT2000 General Anthropology

Fall 2024

Dr. Katherine Grillo

## Lecture Times and Location:

Tuesdays Period 7 (1:55pm – 2:45pm)

Thursdays Periods 7-8 (1:55pm – 3:50pm)

Location: Griffin-Floyd Hall 0100

NOTE: This is an in-person course. No Zoom options for lectures will be provided.

**Instructor:** Dr. Katherine Grillo ([kgrillo@ufl.edu](mailto:kgrillo@ufl.edu))

**Office Hours:** Thursdays 10am-12pm and by appointment (email to schedule in advance)

**Office Location:** Turlington B121 or Zoom by request

-----<> <> <>-----

*Anthropology demands the open-mindedness with which one must look and listen, record in astonishment and wonder that which one would not have been able to guess.*

- Margaret Mead

*The purpose of anthropology is to make the world safe for human differences.*

- Ruth Benedict

## Course Description

Anthropology is the study of human diversity through all time and across all space. Anthropology differs from other fields of social science in its emphasis on comparative or cross-cultural perspectives on human biology, society, and culture. Also setting anthropology apart from related disciplines is its holistic, unified perspective on the human condition. In this regard, anthropology appears boundless, spanning topics such as social organization, religion, technology, economics, symbolism, gender, reproduction, politics, genetics, biomechanics, subsistence, settlement patterns, migration, warfare, health and disease, growth and development, material culture, art, music, storytelling, and more. You have to open your mind, as famed anthropologist Margaret Mead insisted, to appreciate the breadth of the human condition.

Anthropology provides the concepts and perspectives to help you achieve this goal. No matter what walk of life you pursue, anthropology provides relevant insights for your journey.

Although the field of anthropology encompasses an immense range of subjects, it is usually divided into four subfields: sociocultural anthropology, physical or biological anthropology, archaeology, and linguistic anthropology. In this course you will be introduced to each of the

subfields, gaining an appreciation not only for the breadth of anthropological inquiry, but also for the interrelationships among its diverse perspectives. By focusing on concepts of human culture—the symbolic, material, and energetic means by which humans adapt to their environments—you will learn about the diversity of contemporary human societies in all of their social and biological dimensions; examine the long-term processes and conditions (such as globalization) that contributed to this diversity; and investigate methods for obtaining information about ancient peoples from the mute shreds of material culture they left behind.

We may think of anthropologists as strange, eccentric scientists who sacrifice the comforts of modern life to be among rural or remote peoples in exotic places. We might also conjure up the image of a bearded man in a pith helmet and khakis when imagining the work of archaeologists. While these colonialist stereotypes indeed describe many of the anthropologists of yesteryear, today's practitioners are usually found in much more familiar, even mundane settings. Contemporary anthropologists have been busy investigating a wide range of current topics such as transnationalism, neoliberal reforms, terrorism, climate change, emergent pathogens, multilingual America, gender and racial discrimination, materials recycling, biodiversity conservation, and world hunger. In this course we will examine many contemporary issues to see how an anthropological perspective can foster solutions to human problems that are both methodologically scientific and philosophically humanitarian. As anthropologist Ruth Benedict implies in the quote above, greater appreciation and respect for human diversity helps to make the world a better place for all humans.

### **General Education: Social Science**

On a more practical note, ANT 2000 is a *Social Science General Education* course. Moreover, it is one of only six social sciences courses to fulfill the General Education State Core. Florida State Statute 1007.25 was revised in recent years to improve articulation of General Education with other curriculum. The revised bill applies to students entering the university system in 2015–2016 and thereafter. It mandates that 15 of your 36 required General Education credits be chosen from a set of 23 courses in five categories. ANT 2000 is one of those select courses.

### General Education Outcomes

(S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

*Content, Communication, and Critical Thinking* are the three criteria of outcomes applied to General Education courses. Descriptions for each outcome can be found in the links in Canvas. Your mastery of each of these outcomes is measured from your best performance in exams and assignments. However, point values assigned to outcomes do not factor into your grades for any of the assessments, or your final grade for the course. Outcomes are tracked apart from course grades to enable us to gauge how well this course serves the purpose of General Education. Course Outcomes are also used to track mastery of the objectives specific to ANT 2000. You will see outcomes scored for every graded assessment returned to you, but the set of outcomes for any given assessment will vary depending on what it is we are assessing.

*Content:* Students will demonstrate competence in the terminology, concepts, methods, and theories used in anthropology. Students will acquire a thorough introduction to anthropology, an appreciation of human diversity, a better understanding of the past and how it impacts the present, and an active and more open-minded outlook of our globalized world. Achievement of this learning outcome will be assessed through quizzes, examinations, individual assignments, and group discussion.

*Communication:* Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. Achievement of this learning outcome will be assessed through individual assignments and group discussions.

*Critical thinking:* Students will analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Achievement of this learning outcome will be assessed through individual assignments and group discussions.

Student Learning Outcomes: Reflecting the curricular structures of Gen Ed designations, after taking **General Anthropology** students will be able to:

1. Identify, describe, and explain the key themes, terminology, methodologies, historical processes, and contemporary experiences characterizing the study of human variation and human origins, including primatology, extinct and extant human cultures, language, and ethnicity. (Content SLO Gen Ed S)
2. Identify, describe, and explain the the origins of anthropology as a foundation discipline in the social sciences that examines nature and definition of culture. (Content SLO Gen Ed S)
3. Critically analyze and apply anthropological concepts, principles, and methods to the scientific study of past and present human human behavior (Critical Thinking SLO S).
4. Communicate knowledge, thoughts, and reasoning to explain how anthropology incorporates multidisciplinary knowledge and perspectives. (Communication SLO for Gen Ed S).
5. Communicate knowledge, thoughts, and reasoning clearly and effectively regarding contemporary anthropological contributions (Communication SLO for Gen Ed S).

## Required Book

Haviland, William A., Harald E. L. Prins, Dana Walrath, Bunny McBride  
2016 *The Essence of Anthropology*. 4th Edition. Cengage Learning, Boston.

This is the fourth edition of a textbook that was first published in 2007. Textbooks are generally updated every three or so years. We do **not** recommend using an earlier edition. The paperback version is acceptable. An e-book rental version is also an acceptable option.

In addition to the textbook, which we will read in its entirety, you have readings and links to other resources that are posted on the e-learning site. The schedule for all readings and assignments is also provided online, as are due dates for all graded assignments, which are repeated in the Course Outline below. Please note that we do not cover the Haviland et al. textbook in the order in which it is presented; consult the schedule for details.

## Assessments and Grading

We will assess your performance in this course through two measures: exams and assignments.

- You have three **exams**, one at the end of each of three Units. Each exam is worth 20% of your final grade.

Exams will include multiple choice, short answer, and essay questions. They will cover all portions of this course (lectures, class discussions, and readings), but are generally not cumulative. Exams that are missed can only be made up with convincing evidence of a valid excuse (medical/emergency). In the event that you have a medical emergency or serious personal problem on an exam day, you must make every effort to notify the instructor of your absence **PRIOR** to the scheduled class time.

- Four **individual written assignments** are together worth 20% of your final grade **and four discussion board assignments** are together worth 20% of your final grade. These are generally short writing assignments in response to additional readings or a video posted on Canvas, and occasionally a news item or website. Grading rubrics for each assignment are posted on Canvas.

All exams and at least six of eight assignments/discussions must be completed in order to receive a passing grade for the course. A minimum grade of C is required for General Education credit.

## Grading Scale

Letter grades are assigned based on the total percent of all assessments according to the following scale:

|    |              |    |           |
|----|--------------|----|-----------|
| A  | 93% or above | C  | 73-76.99% |
| A- | 90-92.99%    | C- | 70-72.99% |
| B+ | 87-89.99%    | D+ | 67-69.99% |
| B  | 83-86.99%    | D  | 63-66.99% |
| B- | 80-82.99%    | D- | 60-62.99% |
| C+ | 77-79.99%    | E  | below 60% |

Current grade status is available under the “Grades” section of the e-learning site. For more information, see the undergraduate catalogue for grading policies:

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

In the event that you have a medical emergency or serious personal or family problem, you must make every effort to notify me of your absence by email. If a valid emergency or medical situation prevents attendance during an exam, or prevents on-time submission of an exercise, an alternative assignment or deadline will be designated. Otherwise, late submissions will not be accepted.

### **Attendance Policy**

You are expected to be in class each day. Please let me know if you need attendance accommodations. I will take attendance 5 times during the semester. These days will be chosen entirely randomly, but will not fall on exam days. Your presence in class during these days will determine whether you receive bonus points, or have points deducted from your grade. If you are absent for \_\_\_ days of the five attendance days I will adjust your third exam grade (out of 100 points) according to the table below. Note that this system allows for several missed class periods without penalty.

| Days absent | Point Adjustment |
|-------------|------------------|
| 0-1         | +5 bonus points  |
| 2-3         | No adjustment    |
| 4-5         | -10 points       |

## Course Outline and Schedule

ANT 2000 is divided into three Units of four Modules each. For each Module, you have lectures to attend, book chapters to read, occasional videos to watch, and additional readings. All readings will be posted on Canvas, and all assignments will be submitted through Canvas. Specific dates and times follow in the schedule below. The schedule and readings are subject to change.

| Week  | Date                       | Topic  | Readings   |
|---|----------------------------|--|--|
| <b>1</b>  |                            |  |  |
| <b>Introduction</b>   |                            |  |  |
|   | Aug. 22                    | Class Introduction<br><br><i>After class, begin Discussion Board<br/>Assignment #1 – original post due on Friday<br/>Aug. 23 at 11:59pm, responses due on<br/>Monday Aug. 26 at 11:59pm.</i> | none   |
| <b>2</b>  |                            |  |  |
| <b>Module 1: What is Anthropology? What is Culture?</b>               |                            |  |  |
|   | Aug. 27                    | What is Anthropology?  | Miner, “Body Ritual among the Nacirema”              |
|   | Aug. 29                    | What is Culture?   | Haviland Chs. 1, 8                                   |
| <b>3</b>  |                            |  |  |
| <b>Module 2: Biological Basis for Human Variation/Living Primates</b> |                            |  |  |
|   | Sept. 3                    | Human Variation  | Haviland Ch. 2                                       |
|   | Sept. 5                    | Living Primates  | Haviland Ch. 3                                       |
| <b>4</b>  |                            |  |  |
| <b>Module 3: Human Evolution</b>                                      |                            |  |  |
|   | <i>Monday<br/>Sept. 12</i> | <i>Primate Culture Assignment due 11:59pm</i>  |  |
|   | Sept. 10                   | Human Evolution Part I   | Haviland Ch. 4<br>Gould, “Nonoverlapping Magisteria” |
|   | Sept. 12                   | Human Evolution Part II  |  |
| <b>5</b>  |                            |  |  |
| <b>Module 4: Hunter-Gatherers and the Origins of Agriculture</b>      |                            |  |  |

|          |   |   |  |
|----------|---|---|--|
|          | <i>Monday<br/>Sept. 19</i>                          | <i>Hunter-Gatherers Assignment due 11:59pm</i>  |  |
|          | Sept. 17  | Hunter-Gatherers  | Haviland Ch. 5<br>Ocobock and Lacy, "The theory that men evolved to hunt and women evolved to gather is wrong"   |
|          | Sept. 19  | The Neolithic<br><i>Discussion Board Assignment #2 - original post due Friday at 11:59pm, responses due Monday Sept. 23 at 11:59pm.</i> | Diamond, "The Worst Mistake in the History of the Human Race"  |
| <b>6</b> | <b>EXAM WEEK</b>                                    |   |  |
|          | Sept. 24  | Exam Review   |  |
|          | <i>Sept. 26</i>                                     | <b>EXAM</b>   |  |
| <b>7</b> | <b>Module 5: Cities, States, and "Civilization"</b> |   |  |
|          | Oct. 1  | Social "Complexity"   | Haviland Ch. 6   |
|          | Oct. 3  | Special Topic: African Archaeology  | Kaplan, "This ancient burial ground tells a story of unity in a time of climate chaos"   |
| <b>8</b> | <b>Module 6: Modern Human Diversity and Race</b>    |   |  |
|          | Oct. 8  | Race and Racism, Part I   | Haviland Ch. 7<br>Goodman, "Race is real, but it's not genetic"  |
|          | Oct. 10   | Race and Racism, Part II  | Gravlee, "Racism, not genetics, explains why Black Americans are dying of COVID-19"<br><br>Villarosa, "Why America's Black mothers and babies are in a life-or-death crisis" |
| <b>9</b> | <b>Module 7: Gender, Marriage, and Family</b>       |   |  |
|          | <i>Monday<br/>Oct. 14</i>                           | <i>When Race Becomes Biology Assignment due at 11:59pm</i>  |  |
|          | Oct. 15   | Social Identity, Personality, and Gender  | Haviland Ch. 10  |
|          | Oct. 17   | Sex, Marriage, and Family   | Haviland Ch. 12  |

|           |   |   |   |
|-----------|---|---|---|
| <b>10</b> | <b>Module 8: Kinship and Non-Kin Groups</b>               |   |   |
|           | Oct. 22   | What is Kinship?  | Haviland Ch. 13                                   |
|           | Oct. 24   | Film: Southern Comfort<br><br><i>Discussion Board Assignment #3 - original post due Friday Oct 25 at 11:59pm, responses due Monday Oct. 28 at 11:59pm</i> |   |
| <b>11</b> | <b>Exam Week</b>  |   |   |
|           | Oct. 29   | Exam Review   |   |
|           | <b>Oct. 31</b>  | <b>EXAM</b>   |   |
| <b>12</b> | <b>Module 9: Nonwestern Economies &amp; "Development"</b> |   |   |
|           | Nov. 5  | Nonwestern Economies  | Haviland Ch. 11                                   |
|           | Nov. 7  | Film: The Chairman and the Lions & Discussion   | Haviland Ch. 14                                   |
| <b>13</b> | <b>Module 10: Religion, Secularism, and Magic</b>         |   |   |
|           | Nov. 12   | Spirituality and Religion   | Haviland Ch. 15                                   |
|           | Nov. 14   | Witchcraft and Magic  | Singh, "Modern shamans"                           |
| <b>14</b> | <b>Module 11: Linguistics &amp; Applied Anthropology</b>  |   |   |
|           |   |   |   |
|           | <i>Monday Nov. 18</i>                                     | <i>Discussion Board Assignment # 4 - original post due on Monday Nov. 30 by 11:59pm, response due on Tuesday by 1:55pm (before class)</i>                 |   |
|           | Nov. 19   | Introduction to Linguistics   | Haviland Ch. 9<br>Jones, "Do you see what I see?" |
|           | Nov. 21   | Applied Anthropology<br>Film: Gringo Trails   | Haviland Ch. 16                                   |
| <b>15</b> | <b>Thanksgiving Week: No Class</b>                        |   |   |
|           | <i>Monday Nov. 25</i>                                     | <i>Applied Anthropology Assignment due, 11:59pm</i>   |   |
|           | Nov. 26   | <i>Thanksgiving, no class</i>   |   |
|           | Nov. 28   | <i>Thanksgiving, no class</i>   |   |



|           |                                  |                         |  |
|-----------|----------------------------------|-------------------------|--|
| <b>16</b> | <b>Wrap-Up &amp; Exam Review</b> |                         |  |
|           |                                  |                         |  |
|           | Dec. 3                           | Wrap-Up and Exam Review |  |
|           |                                  |                         |  |
| <b>17</b> | <b>Exam</b>                      |                         |  |
|           | Wed. Dec.<br>11                  | EXAM 7:30AM – 9:30AM    |  |

**IMPORTANT NOTE:** *In this General Education course, any class topics that touch on identity politics or topics of discrimination will be covered objectively without endorsements of viewpoints, will be observed from multiple perspectives, and will be taught as objects of analysis within the larger course of instruction. All viewpoints will be welcome in class discussions.*

### **In-Class Recording Policy**

Please note that the instructor may choose to record some lectures. Students are also allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be

subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## University Honesty Policy

Plagiarism and cheating in any form are subject to university policy as outlined by the Dean of Students (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>). UF students are bound by The Honor Pledge, which states, *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

The Honor Code (<http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with your instructor or TA for this course.

Writing assignments will be subject to and in accordance with the **student conduct code and academic honesty**. Assignments will use the tool Turnitin to assess plagiarism and are subject to [ChatGPT/AI](#) detection. If there is any evidence of violation of the [Student Honor Code](#), the student will receive a grade of zero for the assignment and be reported to [Student Conduct and Conflict Resolution](#) Office. All assignments should have the following statement: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

## Student Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click [here](#) to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Course Evaluations

Student feedback is greatly appreciated and taken seriously. Course evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. You will be notified via email when the online evaluation page is open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## Campus Resources

### Health and Wellness

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.

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.

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](#).

### Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.