

Anthropology (ANT) 2301: Human Sexuality and Culture

Sections: 10283, 10284, 10285, 10286, 10287, 10288

Details: M,W,F Period 3 (9:35 -10:25am) TUR L007
Discussion (break-out) sections vary.
3cr, WR = 6000 words

Professor: **Dr. Stephanie Bogart (She/Her)**
Office: B137 Turlington Hall
Email: sbogart@ufl.edu
Anthro main office phone: (352) 392-2253
Preferred contact through Canvas communications

Office Hours Instructions: Use [Microsoft Bookings](#) – can request in-person or Zoom. Zoom details on Canvas and the appt website.

Tue and Thur: 11am-12pm or by appt.

Wed: 1-2pm or by appt.

This class is geared to information, not judgement or persuasion. Everyone has some basic knowledge gained from our “informal sex education network”. This course provides information that may shed light on ‘gaps or errors’ in your knowledge base that sometimes may be difficult to digest. The key to this class is to have an open mind.

Teaching Assistants: TA office is Turlington B328, Phone for Anthropology Office: (352) 392-2253

Teaching Assistants (TAs) are responsible for discussion sections. Use TA office hours to ask questions and seek assistance with required writing assignments.

<i>TA</i>	<i>Sections</i>	<i>Office Hours</i>
Autumn Rose (she/her)	10286, T6 (12:50-1:40) WEIM 2050 10287, T7 (1:55-2:45) DAU 342 10288, W4 (10:40-11:30) WEIL 279	TBD or by appt (email to request Zoom)
Hallie Soto (she/her)	10283, T3 (9:35-10:25) WEIM 2050 10284, T4 (10:40-11:30) MAT 051 10285, T5 (11:45-12:35) RNK 210	Thursdays 11am-2pm, or by appt (email to request Zoom)

Catalog Description: Examines cultural, biological, and archaeological aspects of human sexuality through time and space, while evaluating sexuality ideas to societal discourse. Investigates personal and cross-cultural views on sexuality, presenting gender identity, sexual orientation, relationships, and sexual ethics. Appropriate for those seeking an integrative approach to human sexuality. (WR)

No Prerequisites required

Course Overview: This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences within and across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, cultural, and evolutionary dimensions of human sexuality. Topics will include gender roles and identity, the interplay of behavior and sexual ethics, and biological foundations. This course is appropriate for those seeking an integrative approach to human sexuality.

This course fulfills **UF's Writing Requirement for 6,000 words.**

- *NOTE: In this 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.*

Course Objectives:

- Employing the scientific method to research an aspect of human sexuality and relationships in campus life.
- Improving students' critical thinking with regard to sexuality culture and society in the United States and around the world, while also interpreting the social inequalities regarding sex, gender, sexual orientation, sex work, and STIs.
- Analyzing social and cultural influences on the students' individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
- Examining how sexuality ideas have changed through time and biological perspectives on the origins of human behavior related to sexuality.
- Talking frequently about controversial and emotionally charged topics in sexuality allows for students to become comfortable talking about sexuality and examining their own beliefs and assumptions about sexuality.

Student Learning Outcomes (SLOs)

After taking *Human Sexuality and Culture* students will be able to:

1. Identify, describe, and explain the key themes, terminology, methodologies, historical processes, and contemporary experiences characterizing diversity as a dynamic concept related to human sexuality and examine the differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.
2. Critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups relating to sexualities in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.
3. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about human sexuality. Assess and analyze ethical perspectives in individual and societal decisions.
4. Communicate knowledge, thoughts, and reasoning clearly and effectively regarding issues surrounding sexuality.

Required Materials:

Yarber, William L. and Sayad, Barbara W. 2025. *Human Sexuality: Diversity in Contemporary Society*, 2025 release. McGraw-Hill Education.

- **UF All Access Program**: Digital access (Opt-in) e-book
- Login at <https://bsd.ufl.edu/allaccess> and Opt-In to gain access to the course materials.
 - Materials provided digitally at a reduced price and the charges will post directly to your student account, allowing any available Financial Aid funds to cover the cost of your materials.
 - This option will be available starting 1 week prior to the first day of classes and ending 3 weeks after the first day of class.

- *Note: Accommodation may be available on a case-by-case basis to those with financial difficulties - Contact Dr. Bogart directly*

No materials and supplies fees for this class.

Grading: Letter grades assigned based on total percent of points. A = 93.0 or above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; E = <59.9 *****grades will not be rounded*****

See UF's Grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

- I. 25% Exams: Midterm (12.5%) & Final Exam (12.5%)
- II. 15% Lecture attendance and quizzes
- III. 15% Public engagement project
 - Brainstorming attendance & participation (10 pts)
 - Proposal and Extended Annotated Bibliography (30 pts) 1300 words
 - Final Project: Brochure (350 words) and one single-spaced page review/description (500 words) (50 pts) 850 words
- IV. 20% Research Project
 - Plagiarism exercise (10 pts)
 - Citing and referencing exercise (15 pts) 400 words
 - Topic discussion & participation (10 pts)
 - Proposal (20 pts) 450 words
 - Final submission (60 pts) 3000 words
- V. 25% Discussion Session Participation and Assignments
 - Attendance & participation (2pt per meeting)
 - Readings/Video assignments (3pt each)
 - Anthropology Methods Assignments (5pts each)
- VI. Extra credit – Bonus opportunities & Textbook quizzes
 - i. Textbook quizzes can provide up to 3% EC to total score.
 - **Average score 100-80% = 3% EC, 79-60% = 2% EC, 59-30% = 1% EC, <30% = 0.**
 - ii. Other available EC (See Canvas for further details).

Writing Credit:

All students must complete all writing assignments and earn a final grade of C or better in the course to obtain (6000-word) writing credit.

Please note that Writing and final course grades are calculated separately and both grades must be a C or higher. Therefore, it is possible to pass the class and not receive writing credit.

<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>

SCHEDULE (Subject to revision)

RED = Research project, **BLUE** = public engagement synthesis, **GREEN** = exams, **PINK** = Reading/video assignment – posted on Canvas, **ORANGE** = Quizzes.

Module	Topic	Textbook	Assignments
Orientation & Module 1 8/21 – 8/22	Introduction & Anthropology <i>No discussion meeting</i>		<i>No discussion meeting</i>
Module 2 8/25 – 8/29	Anthropology; Understanding sexuality & scientific research <i>No class Friday: Video on Canvas</i>	1-2	Reading/video Lecture quizzes & survey

Module 3 9/1 – 9/5 M: Labor Day	Male anatomy & physiology <i>M: Holiday (no class)</i>	4	<i>F: Plagiarism due</i> Reading/video Lecture quiz
Module 4 9/8 – 9/12	Female anatomy & physiology <i>Public Engagement Brainstorming session</i>	3	<i>F: Citing and referencing exercise</i> Reading/video Lecture quiz
Module 5 9/15 – 9/19	Gender Identity	5	Reading/video
Module 6 9/22 – 9/26	Sexual Orientation	Various sections	Reading/video <i>F: Proposal & Annotated Bibliography</i> Cultural methods exercise due
Module 7 9/29 – 10/3	Sexual development	6 & 7 14	Reading/video BioAnth Methods in discussion
Module 8 10/6 – 10/10	Sexual Arousal & Problems <i>No Class Friday (Exam 1)</i>	9 & 14	Reading/video <i>F: EC Textbook quizzes (M2-8)</i>
10/10-10/11	EXAM 1		
Module 9 10/13 – 10/17 F: Homecoming	Relationships <i>F: No Class</i>	8	Reading/video Archaeo Methods in discussion
Module 10 10/20 – 10/24	Pregnancy and birth <i>Research Topic discussions</i>	12	Reading/video Ling methods exercise due <i>F: Public Engagement Project</i>
Module 11 10/27 – 10/31	Contraception and STIs/HIV <i>Wed: Planned Parenthood Speaker</i>	11 & 15- 16	Reading/video <i>F: Research Proposal Due</i>
Module 12 11/3 – 11/7	Sexual violence	17	Reading/video
Module 13 11/10 – 11/14	Experiencing pleasure <i>T: Veteran's Day (no discussion)</i>	9 & 10	Reading/video – Canvas assignment
Module 14 11/17 – 11/21	Selling sex	18	Reading/video
11/24 – 11/28	THANKSGIVING NO CLASS & DISCUSSION		
Module 15 12/1 – 12/3	Course Synthesis & Review <i>No Class Wed (final research)</i> <i>No discussion meeting</i>		<i>W: Final research due</i> <i>W: EC Textbook (M9-14)</i>
EXAM 2 Open 12am Tue, Dec 9th – closes midnight Wed, Dec 10th			

ASSIGNMENT DESCRIPTIONS

NOTE - All writing should be 12pt font and 1" margins and follow APA style for citation and reference formatting (<https://www.apastyle.org/>). Spacing instructions are provided for each assignment. Font should be a standard font (e.g. Times New Roman). *All WR* assignments must have the **word count** (excluding title, name, and references) at the end of the document.*

Writing assignments will be subject to and in accordance with the **student conduct code and academic honesty**. All writing assignments should have the following statement: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Exams: Enhances SLOs 1,2,4

Two non-cumulative exams will cover material from assigned readings, lectures, guest speakers, and class discussions. The exams equally weighted (12.5% each toward course grade).

- All exams will be administered on e-Learning. **The exams will be made available on the for two days due by the deadline at 11:59 p.m.** The exams will be timed, but you will be able to use notes. You must complete the exam by the end of the open period. No proctoring service is used.
- Exams must be taken at the scheduled time; there will be no makeup exams. Exceptions will be made only in the case of incapacitating illness or other university-approved absence. In such cases, you must provide Dr. Bogart with written documentation from an appropriate authority at least 24 hours before the exam or as soon as possible thereafter.
- ***DRC (Disability Resource Center) student accommodations should be provided to the instructor by the end of the first month of term (or as soon as accommodation is provided from DRC) and a one-on-one meeting is recommended.***

Lecture attendance and activity participation: Enhances SLOs 1-4

Attendance will be recorded each lecture. Students are allowed 2 unexcused absences. Lecture quizzes and survey participation is also a part of this grade. More details will be provided in class.

Public engagement synthesis: Enhances SLOs 1-4

The objective of this exercise is to consider current sexual communication, education, and information. Ultimate questions to consider are: *Where is sexual information coming from, how accurate is the information, and how does it influence people's thoughts and behaviors?* The objective is to consider one realm of sexual discourse that is covered in this course, think and consider what and how people view the topic, and finally **design and write a brochure (with 350 words)** that could be distributed to the public (a specified audience of your choosing) to aid in the discourse (communication) of this topic. Additionally, **a one-page single-spaced (500 words)** will provide a short description and explain how you would distribute it and to who (audience), with the references used. This project will be more of a popularized format (rather than scientific) and should be written in a way to get accurate and clear information to the general public. *Note: you will NOT distribute the brochure, this is only to be turned in.*

- Brainstorming session in discussions (10pts):*** Students will use discussion to brainstorm with their peers and TAs on potential topics and ideas. Attendance is mandatory. Note: a few students may want to do similar ideas, but every student must complete this project on their own.
- Proposal and Extended Annotated Bibliography (1300 words, 30 pts):*** Choose a topic in human sexuality that you feel is important for public knowledge. Identify the current knowledge base and if there are gaps, errors, misinformation that is prominent. **Write a half page (single-spaced) (300 words) proposal** of the final project you want to create and research further to provide accurate and current information to a specified audience of your choosing (undergrad students, adults age >50, high schoolers, etc.). Be sure to discuss how you will find accurate and relevant knowledge. Students must find 5 reputable resources related to their issue that provide background information to your topic that may be used in the final brochure. Cite and reference at least five references you may use and write a **critical summary of the resource, explain the relationship to your topic, and significance of use in about 200-250 words for EACH resource** (see project instructions below for more on reputable sources). (6 pages max) (**WR***)

Grading Rubric Criteria	Total points
Format, grammar, organization, and spelling (word count at end)	4
Discussed the issue/problem, topic relevant to class and appropriate for project scope (300 words)	6
Cited and referenced (APA format) at least 5 reputable resources.	5
Critical Summary for each resource (each 200-250 words)	8

Reason for use of each resource and how relates to topic	7
TOTAL	30

iii. *Final Project (850 words, 50 pts)*: This is your final brochure (**350 words**) and single-spaced page review/description of your project (**500 words**) – needs to be in Microsoft document format for Turnitin (can be two files). At least five reputable references need to be cited and referenced. Provide the **details of your idea, audience, and the major literature cited** to the public and **how you would get this information to the public**, possibly using relevant on-campus resources (i.e. health center or associations/clubs). (3-4 pages) (*WR**)

- GOAL: explain the problem, provide information that would be useful for your audience to know, and produce a researched brochure where this information and/or specific resources may be provided.
 - a. Explain the problem.
 - b. Provide information that would be useful for the audience to know cited from reputable sources (see below), and
 - c. Produce and Describe the brochure with relevant information, facts, and public/private resources.
 - d. Reference section (not included in word count) - must use at least 5 reputable references.
 - Resources can be internet resources if they are **reputable resources** – generally with a date and an author or by a specific organization.
 - Peer-reviewed journal articles
 - Planned Parenthood, CDC, Trevor Project, WHO, UNAIDS, GLAAD, Gallup, sciencenews.org, pnas news, or similar.
 - NOT Acceptable resources to use: News sites (like CBS, Fox, ABC, etc.), blogs, and/or other non-scientific and/or non-peer-reviewed sources do not count toward your 5-source minimum.
 - On the due date (or before), you must upload an electronic version of various components (Microsoft format: docx or pptx) to the Canvas course page (<https://elearning.ufl.edu/>).
 - *If there is any evidence of plagiarism, you forfeit credit towards the writing requirement, receive a grade of zero for the assignment, and be reported to Student Judicial Affairs.*

Grading Rubric Criteria	Total points
Format, grammar, organization, and spelling. Word count given for both brochure and review/description.	6 pts
Discussed the issue/problem	6 pts
Gave relevant, but concise information for the audience that is cited in a brochure format.	10 pts
Used appropriate graphics, pictures and text for brochure.	4 pts
Described the details of idea and the major literature cited to the public and how this information would be distributed to the public.	10 pts
APA formatted citations throughout brochure and review/description	6 pts
Used at least 5 reputable resources and refence list is in APA format	8 pts
TOTAL	50

Research Project: Enhances SLOs 1-4

Students are required to conduct an original *scientific* research project regarding the *culture of sex and/or relationships on college campuses*. The project involves identifying a focused research question and hypothesis, doing background literature research and organizing a well-thought-out paper. This paper is set in a *scientific format* with an introduction, literature review, and discussion and using *primary peer-reviewed resources*. The project involves several phases and components, briefly described below.

Good writing requires revision and rewriting, which is the reason for multiple components. *Writing credit registration requires all assignments listed below.*

NOTE: more details on each assignment are provided on Canvas with associated grading rubrics to help you achieve the best score.

- i. Plagiarism exercise (10 pts): You will complete an online tutorial on recognizing plagiarism and acquire a certificate to turn in. Further instructions will be provided.
- ii. Citing and referencing exercise (400 words, 15 pts): this exercise will help you learn the correct formatting for citations and references cited. You will read an excerpt from a book and write about the topic using citations. You will also have an excerpt from a primary resource that uses citations and you must create a “references cited” list from it. **(WR*)**
- iii. Topic discussion attendance & participation (10 pts): During discussion, students and TAs will discuss appropriate topics and TAs will help students find a clear and focused topic/question.
- iv. Proposal (450 words, 20 pts): Write a short proposal statement framing your focused research question, describing the context and background of the question, explain your proposed methods, and demonstrate the significance of the issue. Must use at least two citations with references for feedback. (2 pages) **(WR*)**
- v. Final Paper (3000 words, 60 pts): You are expected to incorporate TA feedback into your paper. All data should be analyzed with a clear discussion and conclusions in a final report with 3000 words (excluding title and references) with references cited. References must be consistently formatted and should also be on a separate works cited page. Your paper must cite and incorporate AT LEAST **eight sources from primary literature** (peer-reviewed academic journals, monographs, and edited volumes). **(WR*)**

Grading rubric for final research paper:

Format, grammar, and spelling. Word count	5
Organization and flow	5
Introduction (at least a paragraph) with Research question stated	8
Literature use and research (context): literature is reviewed and related to project question.	10
APA Citations used and formatted	10
Discussion – sum up findings and provide limitations of research, relate everything together in a synthesis. Provide possible future directions. Correlate all research to your questions.	10
Conclusion should reiterate main thesis and provide take-home message	6
References cited page – formatted correctly using APA style	6
Total points	60

On the due date (or before), you must upload an electronic version of various components (in .doc or .docx format) to the Canvas course page (<https://elearning.ufl.edu/>).

For **extra credit towards your research project** you can take advantage of the services offered by the UF Writing Studio: <https://writing.ufl.edu/writing-studio/>. Details will be provided.

Discussion Sessions: You are required to *attend and participate* in the discussion section for which you registered. You will have points deducted if: (1) you don’t come to class (zero points), (2) you arrive more than 10 minutes late, or (3) you do not actively participate in discussion activities. Your attendance, participation, and preparedness will be used for grading in the following manner. **Enhances SLOs 1,2,4**

- i. Attendance (1pt per meeting): Attendance to discussions is mandatory

- ii. Discussion participation (1pts each week): You will receive a point for participating in the weekly discussion activities each week. You may receive partial credit if you show up late or do not talk during discussion.
- iii. Readings and Video Assignments (3pt each): You will have assigned readings or videos (1-2 per week). For each reading/video you will answer a pre-assigned question and come prepared to contribute to discussions. Assignments may vary week to week, Tas will provide further details.
- iv. Anthropology Methods Assignments (5pts each): These assignments provide fundamental anthropology methodologies. These exercises are fun and engaging to relate to the course topics. Some may be worked on during lecture or discussion.

Bonus opportunities:

There will be opportunities throughout the term to receive bonus points toward your total exam score. See Canvas for further details.

Textbook chapter quizzes are online through **McGraw-Hill Connect**. Textbook chapter quizzes from **Modules 2-8 are due BEFORE Exam 1**. Textbook chapter quizzes from **Modules 9-14 are due BEFORE Exam 2**. You may work on chapter quizzes at any point before they are due. Your scores will be used as a EC percentage to your final grade. **Total scores of 100-80% = 3% EC, 79-60% = 2%EC, 59-30% = 1%EC, <30% = no extra credit.**

COURSE POLICIES

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

The use of cell phones during class is prohibited.

Plagiarism and AI Policy

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. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. If there is any evidence of violation of the [Student Honor Code](#), that suggests the student *has not written the majority of the content on their own and is egregiously plagiarized*, the instructor may do one or more of the following: ask the student to redo the assignment, deduct major points from the score, or receive a *grade of zero* for the assignment. The instructor may offer a make-up assignment, but multiple offenses will be reported to the Anthropology department administration for review and could result in a report to the [Student Conduct and Conflict Resolution](#) Office.

Why This Matters:

The goal of this course is to help you develop your own writing 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.

For Non-WR assignments: 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. *If you use generative AI, acknowledge how it was used, how much, and cite the tool.*

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.

Religious observances

(e.g., 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, (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).

Assignment Extensions

Extensions on assignments, quizzes, and exams will not be scheduled unless demonstrated illness, health, emergency, or major scheduling conflict with proof provided to the Instructor/TA. An email/canvas conversation, following university procedures, is expected so that arrangements can be made with all parties (instructor, TA, and student) in agreement. It is the student's responsibility to contact the instructor and TA and inform them of an emergency or circumstance.

- **Late assignments/quizzes/exams without an excuse will be reduced 5% per day late.**
- All unexcused late work will not be accepted a week after the due date without agreement with the instructor.
- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.*

Online Materials and Communication

- We will be using **chapter quizzes for the textbook**. This will use the opt-in option through Canvas to use **McGraw-Hill's Connect application** to view and take quizzes from the text.
 - All required online assignments and the interactive eBook for this course are available in **Connect**. To get started, click the first Connect assignment in your Canvas course. (In-print version can be purchased for extra fee within Connect)
 - Sign in or create a new account using access code.

- In Connect, every question links directly to the eBook. When you are struggling with a question you can go directly to the explanation in the eBook for help. You can access the eBook from any computer or device, any time.
- **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/>.
- The instructor and the TAs 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

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.

- **This class has a dedicated Library page:** <http://guides.uflib.ufl.edu/anthroUF/ANT2301>
- Ginessa Mahar (Anthropology Librarian): gjmahar@ufl.edu, office: Library West rm.500

Useful [Health and Wellness](#) Resources

- *U Matter, We Care:* If you or someone you know is in distress, please contact 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/>
- *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.