

ANT 2410 Cultural Anthropology

University of Florida
Spring 2020



<https://www.nathanwpyle.art/#/strangeplanet/>

Instructor

Name: Saul Schwartz

Office: Turlington B133

Email: saulschwartz@ufl.edu

Office Hours: T 5-6, W 2-3, R 5-6,
and by appointment

Phone: 352-392-1896

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

Evaluation

Students will be expected to complete **four exercises, four assignments, and one capstone** over the course of the semester. The exercises, assignments, and capstone are the sole basis for assessment in this course. They are in place of quizzes, tests, exams, reading checks, attendance, participation, and the like. You are expected to submit exercises and assignments according to the instructions on the exercise or assignment sheet the day they are due. Late submissions not covered by university attendance and make-up policies (see below) will be penalized.

Exercises are short activities intended to take no more than one hour to complete. Each exercise is worth 5% of your grade. Taken together, then, exercises total 20% of your final grade. In general, hard copies of exercises will be submitted in class, and most of them are even in-class activities.

Assignments are 2-page essays (or equivalent work) intended to give you an opportunity to demonstrate your comprehension and analysis of course materials. Each assignment is worth 15% of your grade. Taken together, then, assignments total 60% of your final grade. In general, assignments will be submitted on Canvas by 11:59 pm on the day they are due.

The capstone is the final deliverable for the course. It invites you to revisit course concepts and materials that you've already encountered during the semester, but from a new perspective. The capstone is worth 20% of your grade and should be submitted on Canvas by 11:59 pm on April 28.

Epic Finale

Since there is no final exam in this course, our final exam period will be repurposed for the epic finale. The epic finale will be a mock congress dedicated to debating a bill that would allow defendants to use their cultural background as a defense when facing criminal charges for behavior that is acceptable to the society in which they were raised. Participating in the epic finale will involve presenting a 4-minute speech that draws on the legal opinions and news articles assigned during Week 15 to support, oppose, and/or amend the proposed bill. It will also involve voting on the proposed bill and any amendments and writing a brief reflection on why you voted the way you did. Please be advised that the Week 15 course materials involve defendants charged with murder, rape, domestic violence, sexual assault, child abuse, and similar crimes.

A few important points:

- Participating in the epic finale counts as your capstone.
- Due to time constraints, participation in the epic finale is limited to 20 students.
- To reserve your spot in the epic finale, send an email to the instructor stating your intention to participate.

Don't want to show up for the epic finale during finals week? No problem! Simply submit the regular capstone via Canvas, and you're done!

Course Materials

There are no required or recommended textbooks for this course. All course materials are available on Canvas, through the University of Florida library, or online. Please note that ethnographic films to be watched outside of class are available to you at no cost either online or through Ethnographic Video Online, an online database provided by the library:

<http://p.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=cat04364a&AN=ufl.023291037&site=eds-live>.

Films not available for free online or library-facilitated viewing outside of class will be screened in class.

Course Schedule

Introduction: The Culture Concept

Week 1: Anthropology and the Culture Concept

T, 1/7

- **In-class: Exercise 1.**

R, 1/9

- Read: Rothman, Joshua. 2014. "The Meaning of Culture." *The New Yorker*, December 26. <https://www.newyorker.com/books/joshua-rothman/meaning-culture>.
- Listen: King, Charles. 2019. "How One Anthropologist Reshaped How Social Scientists Think About Race." Interview by Michael Martin. *All Things Considered*, NPR, August 3. Audio, 9:59. <https://www.npr.org/2019/08/03/747909534/how-one-anthropologist-reshaped-how-social-scientists-think-about-race>.
- Skim: Kroeber, A. L., and Clyde Kluckhohn. 1952. "Part II: Definitions." In *Culture: A Critical Review of Concepts and Definitions*, 41-71. Papers of the Peabody Museum of American Archaeology and Ethnology, Harvard University, 47, no. 1. Cambridge: Peabody Museum.
- Activity: Pick one definition of culture from Kroeber and Kluckhohn 1952 that you more or less agree with—one that you feel really captures the essence of culture as you understand it. Pick another definition of culture from Kroeber and Kluckhohn 1952 that you disagree with, don't understand, or have a question about. Bring these two definitions to class in electronic or hard copy form and be prepared to share why you agreed with one and disagreed with (or were confused by) the other.
- Read: Shweder, Richard A., and Les Beldo. 2015. "Culture: Contemporary Views." In *International Encyclopedia of the Social and Behavioral Sciences*, vol. 5, 582-589. 2nd ed. Amsterdam: Elsevier.

Unit 1: Culture in the World

Week 2: Culture and Counterinsurgency

T, 1/14

- Watch: Der Derian, James, David Udris, and Michael Udris, dirs. 2010. *Human Terrain*. Video, 57:30. Providence, RI: Udris Film. https://tubity.com/movies/478118/human_terrain
- Read: Rohde, David. 2007. "Army Enlists Anthropology in War Zones." *The New York Times*, October 5. <https://www.nytimes.com/2007/10/05/world/asia/05afghan.html>.
- Listen: Conan, Neal. 2007. "'Academic Embeds': Scholars Advise Troops Abroad." *Talk of the Nation*, NPR, October 9. Audio, 16:58. <https://www.npr.org/transcripts/15124054>.

- Read: American Anthropological Association Executive Board. 2007. Statement on the Human Terrain System Project.
- Read: American Anthropological Association. 2012. "Principles of Professional Responsibility." *AAA Ethics Forum*.
<http://ethics.americananthro.org/category/statement/>.

R, 1/16

- Read: Headquarters, Department of the Army. 2006. "Culture." In *The U.S. Army Marine Corps Counterinsurgency Field Manual*, 89-93. U.S. Army Field Manual No. 3-24. Marine Corps Warfighting Publication No. 3-33.5. Chicago: The University of Chicago Press.
- Read: Price, David. 2007. "Pilfered Scholarship Devastates General Petraeus's Counterinsurgency Manual." *CounterPunch*, October 30.
<https://www.counterpunch.org/2007/10/30/pilfered-scholarship-devastates-general-petraeuss-counterinsurgency-manual-core-chapter-a-morass-of-borrowed-quotes-university-of-chicago-press-badly-compromised-counterinsurgency/>.
- Read: Nagle, John. 2007. "Desperate People With Limited Skills." *Small Wars Journal*, November 1. <https://smallwarsjournal.com/index.php/comment/12052>.

Week 3: "Corporate Culture"

T, 1/21

- Read: Selection from Jacques, Elliott. 1951. "Definitions: Some Terms Necessary for the Analysis." In *The Changing Culture of a Factory*, 249-253. London: Tavistock Publications.
- Read: Schein, Edgar H. 2004[1986]. "The Concept of Organizational Culture: Why Bother?" In *Organizational Culture and Leadership*, 3-23. 3rd ed. San Francisco: Jossey-Bass.

R, 1/23

- Listen: Ryssdal, Kai. 2010. "Zappos CEO on Corporate Culture and 'Happiness.'" *Marketplace*, NPR, August 19. Audio, 19:58-26:40.
<https://www.marketplace.org/2010/08/19/zappos-ceo-corporate-culture-and-happiness/>.
- Read: Hsieh, Tony. 2010. "Your Culture Is Your Brand." *HuffPost*, November 15.
https://www.huffpost.com/entry/zappos-founder-tony-hsieh_b_783333.

- Browse: Zappos. 2019. "The Zappos Culture Book." <https://www.zapposinsights.com/culture-book>.
- Read: Bersin, Josh. 2015. "Culture: Why It's the Hottest Topic in Business Today." *Forbes*, March 13. <https://www.forbes.com/sites/joshbersin/2015/03/13/culture-why-its-the-hottest-topic-in-business-today/>.

Week 4: "Culture of Poverty"

T, 1/28

- Read: Isserman, Maurice. 2009. "Michael Harrington: Warrior on Poverty." *New York Times*, June 19. <https://www.nytimes.com/2009/06/21/books/review/Isserman-t.html>.
- Read: Selections from Harrington, Michael. 1962. *The Other America: Poverty in the United States*. Pp. 21-24, 156-159, 163-164. Baltimore: Penguin Books.
- Read: Lewis, Oscar. 1966. "The Culture of Poverty." *Scientific American* 215, no. 4: 19-25.

Th, 1/30

- Skim: Geary, Daniel, ed. 2015[1965]. The Moynihan Report: An Annotated Edition. *The Atlantic*, September 14. <https://www.theatlantic.com/politics/archive/2015/09/the-moynihan-report-an-annotated-edition/404632/>.
- Read: Cohen, Patricia. 2010. "'Culture of Poverty' Makes a Comeback." *The New York Times*, October 17. <https://www.nytimes.com/2010/10/18/us/18poverty.html>.
- Read: Vance, J. D. 2016. "Introduction." In *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*, 1-9. New York: HarperCollins.
- Read: Rothman, Joshua. 2016. "The Lives of Poor White People." *The New Yorker*, September 12. <https://www.newyorker.com/culture/cultural-comment/the-lives-of-poor-white-people>.
- Read: Sunkara, Bhaskar. 2019. "Democrats have long blamed 'culture' for black poverty. Joe Biden is no exception." *The Guardian*, September 17. <https://www.theguardian.com/commentisfree/2019/sep/17/democrats-black-poverty-culture-joe-biden>.

Unit 2: Kinship, Gender, and Sexuality

Week 5: Kinship

T, 2/4

- Listen: Wang, Lulu. 2016. "What You Don't Know." *This American Life*, April 22. Audio, 27:00. <https://www.thisamericanlife.org/585/in-defense-of-ignorance/act-one-6>.

R, 2/6

- In-class: Kinship activity.

F, 2/7

- **11:59 pm: Assignment 1 Due.**

Week 6: Kinship, Gender, and Sexuality

T, 2/11

- Read: Selections from Schneider, David M. 1980[1968]. "Relatives" and "The Family." In *American Kinship: A Cultural Account*, 21-29, 33-54. 2nd ed. Chicago: University of Chicago Press.

R, 2/13

- Read: Weston, Kath. 1991. "Exiles from Kinship" and "Preface to the Paperback Edition." In *Families We Choose*, 21-41, xi-xx. New York: Columbia University Press.

Week 7: Kinship and Political Economy

T, 2/18

- Watch: Milne, Claudia, dir. 1982. *Asante Market Women*. Disappearing World 25. Video, 52:00. London: Granada Television International. (Available through Ethnographic Video Online: <http://lp.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=cat04364a&AN=ufl.023291037&site=eds-live>.)
- Read: Awusabo-Asare, Kofi. 1990. "Matriliny and the New Intestate Succession Law of Ghana." *Canadian Journal of African Studies* 24, no. 1: 1-16.
- Read: Selection from Clark, Gracia C. 2010. "Maame Akrumah." In *African Market Women: Seven Life Stories from Ghana*, 194-196. Bloomington: Indiana University Press.

- Read: Selection from Fenrich, Jeanmarie, and Tracy E. Higgins. 2001. "Promise Unfulfilled: Law, Culture, and Women's Inheritance Rights in Ghana." *Fordham International Law Journal* 25, no. 2: 259-261.

R, 2/20

- **Exercise 2 Due.**
- Read: Bohannan, Laura. 2012[1966]. "Shakespeare in the Bush." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 41-48. 14th ed. Boston: Pearson.
- Activity: Choose one passage (up to 4 sentences) that most surprised or fascinated you about the Tiv reinterpretation of the story of *Hamlet*. There are no right or wrong answers here, and this will serve as the basis for a small-group discussion in class.

Unit 3: Political Economy

Week 8: Foraging Economies

T, 2/25

- Read: Lee, Richard Borshay. 2012[1994]. "The Hunters: Scarce Resources in the Kalahari." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 73-86. 14th ed. Boston: Pearson.
- Read: Shostak, Marjorie. 1981. "Life in the Bush." In *Nisa: The Life and Words of a !Kung Woman*, 73-92. Cambridge: Harvard University Press.

R, 2/27: No class.

F, 2/28

- **11:59 pm: Assignment 2 Due.**

3/2-3/6: Spring break.

Week 9: Gifts and Politics

T, 3/10

- Read: Lee, Richard Borshay. 2012[1969]. "Eating Christmas in the Kalahari." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 13-19. 14th ed. Boston: Pearson.

- Read: Cronk, Lee. 2012[1989]. "Reciprocity and the Power of Giving." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 119-124. 14th ed. Boston: Pearson.
- Read: Selection from Hyde, Lewis. 1983. "Introduction." In *The Gift: Imagination and the Erotic Life of Property*, xi-xvii. London: Vintage.
- Read: Harris, Marvin. 2012[1989]. "Life Without Chiefs." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 238-245. 14th ed. Boston: Pearson

R, 3/12

- Watch: Nairn, Charlie, dir. 1974. *Ongka's Big Moka: The Kawelka of Papua New Guinea*. Disappearing World 13. Video, 52:00. London: Granada Television International. (Available through Ethnographic Video Online: <http://lp.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=cat04364a&AN=ufl.023291037&site=eds-live>.)

Week 10: Markets and Money

T, 3/17

- Listen: Planet Money, prod. 2011. "The Invention of Money." *This American Life*, January 7. Audio, 58:00 <https://www.thisamericanlife.org/423/the-invention-of-money>.
- Listen: Beaubien, Jason, and Alex Chadwick. 2005. "Botswana to Relocate San Bushmen from Kalahari." *Day to Day*, NPR, October 21. Audio, 8:52. <https://www.npr.org/templates/story/story.php?storyId=4968597>
- Read: Fihlani, Pumza. 2014. "Botswana Bushmen: Modern Life is Destroying Us." *BBC News*, January 7. <https://www.bbc.com/news/world-africa-24821867>
- Read: Suzman, James. 2017. "When a 200,000-Year-Old Culture Encountered the Modern Economy." *The Atlantic*, July 24. <https://www.theatlantic.com/business/archive/2017/07/hunter-gatherers-modern-economy/534522/>.
- **In-class: Exercise 3.**

R, 3/19

- Watch: Anderson, Robin, and Bob Connolly, dirs. 1992. *Black Harvest*. Video, 1:30:00. Glebe, New South Wales: Arundel Productions.

- Read: Holden, Stephen. 1992. "Doing Business in Papua New Guinea." *The New York Times*, April 4. <https://www.nytimes.com/1992/04/04/movies/review-film-festival-doing-business-in-papua-new-guinea.html>.

Unit 4: Ritual and Religion

Week 11: Ritual, Land, and Art

T, 3/24

- In-class: Ma, Nicole, dir. 2015. *Putuparri and the Rainmakers*. Video, 1:26:28. Melbourne: Sensible Films.

R, 3/26

- Read: Lubow, Arthur. 2010. "Contemporary Aboriginal Art." *Smithsonian Magazine*, January. <https://www.smithsonianmag.com/arts-culture/contemporary-aboriginal-art-10885394/>.
- Read: Myers, Fred. 2009. "The Power of Papunya Painting." *Fluence*, September 1. <https://www.riccomaresca.com/power-papunya-painting/>.

F, 3/27

- **11:59 pm: Assignment 3 Due.**

Week 12: Witchcraft and Magic

T, 3/31

- Read: Selection from Malinowski, Bronislaw. 1948[1925]. "Magic, Science and Religion." In *Magic, Science and Religion and Other Essays*, 26-32. Garden City, NY: Doubleday Anchor Books.
- Read: Selection from Evans-Pritchard, E. E. 1976[1936]. "The Notion of Witchcraft Explains Unfortunate Events." In *Witchcraft Oracles and Magic among the Azande*, 18-23. London: Oxford University Press.
- Read: Gmelch, George. 2012[1992]. "Baseball Magic." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 266-274. 14th ed. Boston: Pearson.

R, 4/2: No class.

Week 13: Cargo Cults

T, 4/7

- Watch: Sherry, Jessica. 2015. *Waiting for John*. Video, 1:10:20. Portland: Alita Films.
- Read: Lindstrom, Lamont. 2013. "Even More Strange Stories of Desire: Cargo Cult in Popular Media." In Kago, Kastom and Kalja: *The Study of Indigenous Movements in Melanesia Today*, edited by Marcellin Abong and Marc Tabani. Marseille: pacific-credo Publications. <https://books.openedition.org/pacific/170>.
- Read: Davis, Mike. 2017. "The Great God Trump and the White Working Class." *Jacobin*, February 7. <https://www.jacobinmag.com/2017/02/the-great-god-trump-and-the-white-working-class/>.

R, 4/9

- Read: Miner, Horace. 2012[1956]. "Body Ritual among the Nacirema." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David W. McCurdy, 287-291. 14th ed. Boston: Pearson.
- **In-class: Exercise 4.**

Conclusion: Examining Ethnographic Representation

Week 14: Emotional Force and Cultural Caricature

T, 4/14:

- Read: Rosaldo, Renato. 1989. "After Objectivism." In *Culture and Truth: The Remaking of Social Analysis*, 46-67. Boston: Beacon Press.

R, 4/16

- Listen: Spiegel, Alix, and Hanna Rosin. 2017. "High Voltage (Emotions Part Two)." *Invisibilia*, NPR, June 1. Audio, 00:00-22:05. <https://www.npr.org/2017/06/01/530936928/emotions-part-two>
- Read: Rosaldo, Renato. 1989. "Grief and a Headhunter's Rage." In *Culture and Truth: The Remaking of Social Analysis*, 1-21. Boston: Beacon Press.

F, 4/17

- **11:59 pm: Assignment 4 Due.**

Postscript: Culture and Law in the United States

Week 15: The Cultural Defense

(Note: Readings for this week address criminal cases involving murder, rape, domestic violence, sexual assault, child abuse, and similar themes.)

T, 4/21

- Oliver, Myrna. 1988. "Immigrant Crimes: Cultural Defense--a Legal Tactic." *Los Angeles Times*, July 15. <https://www.latimes.com/archives/la-xpm-1988-07-15-mn-7189-story.html>
- Bohlen, Celestine. 1989. "Holtzman May Appeal Probation For Immigrant in Wife's Slaying." *The New York Times*, April 5. <https://www.nytimes.com/1989/04/05/nyregion/holtzman-may-appeal-probation-for-immigrant-in-wife-s-slaying.html>

T, 4/23

- Read one or more of the following legal opinions, focusing on the issues relevant to the cultural defense:
 - *People v. Poddar*, 26 Cal. App.3d 438, 103 Cal. Rptr. 84 (1972).
 - *People v. Wu*, 235 Cal. App.3d 614, 286 Cal. Rptr. 868 (1991).
 - *State v. Kargar*, 679 A.2d 81, 68 A.L.R. 5th 751 (1996).
 - *Nguyen v. State*, 234 Ga.App. 185, 505 S.E.2d 846, 98 FCDR 3433 (1998).
 - *Douangpangna v. Knowles*, No. CIV S-01-0764 GEB JFM P, 2007 WL 1040967, E.D. Cal. (2007).

Final Exam Epic Finale

T, 4/28, 12:30-2:30 pm

- **11:59 pm: Capstone Due.**

Additional Information

Course Objectives and Learning Outcomes

After successfully completing this course, students will be able to:

- identify, recognize and recall influential anthropological concepts and concerns
- demonstrate a comprehension and appreciation of human cultural diversity
- describe how the contemporary world is interconnected and how it is being transformed through globalization, development, migration, and dynamics of power
- interpret and analyze ethnographic texts and films
- express a basic understanding of anthropological research and representation
- discuss ethical issues in ethnographic fieldwork
- apply key anthropological concepts to everyday life experiences

Expectations

-Do attend and participate in class. Class time will consist of a combination of lecture, discussion, and group activities.

-Do engage with course materials. When reading, watching a film, or listening to a podcast, focus on the main points and don't get bogged down in anxiety about minute details. The point is to understand the main ideas and the types of evidence that are used to support them. This can be hard to get used to; if you would like help with this, please see your instructor. Some course materials are more challenging than others.

-Do seek clarification when confused. Please do not hesitate to ask questions about any areas that are unclear, either in class, before or after class, during office hours, or by e-mail. For office hours, walk-ins are always welcome, but students with appointments have priority. E-mail the instructor to make an appointment for office hours or to schedule a meeting for another time.

-Do utilize university resources. The University of Florida offers a number of valuable resources to support student learning and wellness:

- For help with general study skills and tutoring, check out the Teaching Center in Broward Hall. You can call them at (352) 392-2010 or (352) 392-6420. More info at <http://teachingcenter.ufl.edu/>.
- For help brainstorming, formatting, and writing papers, visit the Writing Studio in 302 Tigert Hall. Their phone number is (352) 846-1138, and their website is <http://writing.ufl.edu/writing-studio/>.
- For e-learning technical support, call (352) 392-4357 and select option 2. You can also e-mail them at learningsupport@ufl.edu or browse their website at <https://lss.at.ufl.edu/help.shtml>.
- For help using the libraries or finding resources, see <http://cms.uflib.ufl.edu/ask>.

- For career and counseling services, visit the Career Connections Center in Reitz Union. Their phone number is (352) 392-1601 and their website is <https://career.ufl.edu/>.
- For mental health support, see the UF Counseling and Wellness Center at 3190 Radio Road. Their phone number is (352) 392-1575 and their website is <https://counseling.ufl.edu/>.

-Don't distract yourself and others with technology: Technology can be a productive or counterproductive tool depending on how it's used. In my own experience, I find that taking notes by hand, with pen and paper, helps me understand and retain more information than taking notes on a laptop.

Research on the psychology of learning suggests that this is a more general phenomenon. One study, for example, found that “even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing.” This is because “laptop note takers’ tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.”¹ A randomized trial at another university found that “average final exam scores among students assigned to classrooms that allowed computers were 18 percent of a standard deviation lower than exam scores of students in classrooms that prohibited computers.”²

In light of these findings, I encourage you to take longhand notes and discourage the use of laptops, tablets, phones, and similar devices during class. Nevertheless, you are responsible for making your own decisions about what tools best serve your learning goals. If you feel that using electronic devices is the best choice for you then I will respect your decision as long as you respect those around you by resisting the temptation to check e-mail, read the news, peruse listicles, take quizzes, catch Pokémon, and/or shop online during class. Believe me, I know how entertaining those activities are, and I enjoy them myself—outside of class. Off-task technology use during class is not only detrimental to your own learning; it's also distracting for those sitting nearby.

¹ Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25, no. 6 (2014): 1159-1168, <https://sites.udel.edu/victorp/files/2010/11/Psychological-Science-2014-Mueller-0956797614524581-1u0h0yu.pdf>. For a summary and link to an interview with one of the authors, see James Dousek, “Attention, Students: Put Your Laptops Away,” *National Public Radio*, April 17, 2016, <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>.

² Susan Payne Carter, Kyle Greenberg, and Michael Walker, “The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy,” School Effectiveness and Inequality Initiative Working Paper 2016.02 (Cambridge, MA: MIT Department of Economics and National Bureau of Economic Research, 2016), <https://seii.mit.edu/wp-content/uploads/2016/05/SEII-Discussion-Paper-2016.02-Payne-Carter-Greenberg-and-Walker-2.pdf>. For a summary, see Jeff Guo, “Why Smart Kids Shouldn't Use Laptops in Class,” *The Washington Post*, May 16, 2016, <https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/>.

University Policies

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>.

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Students are expected to provide professional and respectful **feedback on the quality of instruction** in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Please note that your instructor also welcomes your feedback at any point during the semester. If there is something that I can do to help you and your peers learn better (or if I am doing something that you find especially helpful), you don't have to wait until the end of the semester to say so. I encourage you to attend our office hours or make an appointment to discuss your suggestions.

University policy requires that you be provided with the following link to information on current **UF grading policies** for assigning grade points: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. You may notice that this information classifies W, H, I, N, and U as “non-punitive grades,” which implies that other kinds of grades may in fact be punitive. Please note that the instructor unequivocally rejects the idea of any grades as punitive. A grade is simply an instructor’s assessment of a student’s learning outcomes in a given course—no more, no less. The idea that grades are punitive is pedagogically unjustifiable, counterproductive to effective teaching and learning, and has no place whatsoever in the instructor’s philosophy or practice of teaching.

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](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.