

# ANT2000

## GENERAL ANTHROPOLOGY

Fall 2025

Department of Anthropology, University of Florida  
(Class #10279)

Instructor: Dr. Sugandh Gupta

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Office Hours: Wednesdays 11 am to 2 pm and by appointment (email to schedule in advance)

Office Location: Turlington B119 (or Zoom by request)

Phone: UF Anthropology main office: (352) 392-2253

### Lecture Times and Location:

Day	Period	Time	Location
Tuesday	7	1:55 PM – 2:45 PM	Griffin-Floyd Hall 0100
Thursday	7 & 8	1:55 PM – 3:50 PM	Larsen Room 0330

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

**Email Preference:** Please get in touch with your instructor via email –

[sugandhgupta@ufl.edu](mailto:sugandhgupta@ufl.edu)

Anticipated response times are within 24 hours during the week and within 48 hours over weekends and holidays.

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*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

## **Catalog Description**

In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social, and cultural issues from multiple disciplinary perspectives.

*Fulfills General Education (GenEd) requirement in Social and Behavioral Sciences (S)*

## **Course Overview**

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 guideposts 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.

## **Course Objectives**

Through lectures, readings, films, assignments, and discussions, you will develop the basic skills and knowledge to

1. Identify, describe, and explain variation in human biology.
2. Identify, describe, and explain variation in human culture.
3. Identify, describe, and explain the interplay between biology and culture among humans.
4. Identify and describe processes of change among humans and resulting patterns of biological and cultural variation.

5. Identify and describe ethnocentrism in popular perspectives on human variation and identify how the cultural relativism of an anthropological perspective provides alternatives to ethnocentric thinking.
6. Identify and describe anthropological contributions to contemporary issues, such as globalization, health, social justice, migration, warfare, racism, gender, sexuality, and other dimensions of variation among modern societies.

### **General Education (S)**

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 new 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. In fulfilling core requirements in [Social Sciences](#), “students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global” Specific objectives for ANT 2000 follow below and information on General Education SLOs can be found [here](#).

*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, quizzes, assignments, and discussion boards. 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

- Students will explain scientific approaches to the study of human variation and human origins, including primatology, extinct and extant human cultures, language, and ethnicity.
- Students will explain the origins of anthropology as a foundation discipline in the social sciences that examines the nature and definition of culture.
- Students will apply anthropological concepts, principles, and methods to the scientific study of past and present human behavior.
- Students will explain how anthropology incorporates multidisciplinary knowledge and perspectives.
- Students will describe contemporary anthropological contributions.

## Course Communications

Course information will be sent as “announcements” on the course Canvas page. The instructor will use email or the Canvas inbox tool to contact students directly about their work. Students are responsible for checking the Canvas page and their official UF email regularly to keep up to date with course information.

## Required Textbooks

1. Haviland, William A., Harald E. L. Prins, Dana Walrath, and Bunny McBride (2016). *The Essence of Anthropology*, 4<sup>th</sup> Edition. Cengage Learning.
  2. Spradley, James and David W. McCurdy (2012). *Conformity and Conflict: Readings in Cultural Anthropology*, 14th edition. Pearson Education, Inc.
- Students may purchase BOTH from the bookstore or through other retailers.
  - Hard copy or e-text versions are both acceptable for the books.
    - An e-text is available for rent or purchase at many internet providers, such as Amazon.
  - Other editions of the books are also accepted. Many used copies are available through internet providers.
  - I will provide PDF of texts we will read.
  - A hard copy of the book will be on Reserve through UF Library – details on Canvas.

In addition to the textbook, 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 textbooks in the order in which it is presented; consult the schedule for details.

## Class Etiquette

We will be covering material that may challenge your beliefs and values. Discussion is expected and necessary for growth. While you may not agree with everything said or presented, you owe it to each other to listen carefully and respectfully to other peoples' views. Failure to comply with this policy will result in you being asked to leave class and not receiving attendance or participation credit for that day.

Also, when sharing your response to the readings, I want you to simultaneously connect your reactions to critical and analytic responses. Think critically about your own experience—how does your reaction illustrate the topics we’ve discussed in class/covered in the readings? If you disagree with the author, analyze and use the text to explain the point you thought they were attempting to make, and how your viewpoint differs.

**\*\*You do not need to be or become a supporter of the concepts and theories presented in this course to do well in this class. You do, however, have to understand, respect, and be able to use anthropological concepts and perspectives\*\***

### **Cheating And Plagiarism Policy**

Cheating is defined as receiving answers from another person to discussion posts, assignments, or exam questions; plagiarism, as a form of cheating, is specifically presenting the work of another as though it were your own, whether or not they themselves have also submitted that work. If a student in this class is found to have done either of these things, they will receive a zero on the assignment they cheated on, whether it was as small as a weekly quiz or as large as the final exam. They will be called to meet with me, and we will discuss their reasoning and circumstances. If the same student cheats a second time, they will receive a zero in the class, with no chance of making up the lost points. On the third offense, I will be going to the administration directly with my concerns.

### **Artificial Intelligence (AI) Policy**

The use of ChatGPT or similar AI-generated text is a form of plagiarism, and as such is strictly prohibited for all written works in this class; if ChatGPT is used for an assignment, you will receive a zero for the assignment. On a second offense, you will receive a zero for the course.

### **Late Work Policy**

- Discussion posts can only be accepted before class on the days indicated in the course schedule. Because they are meant to prepare you for class discussion, a discussion post will not be accepted after the class it is due.
- I will not accept the late submission of the in-class participation activities.
- For the essay assignments, I am happy to discuss extending the deadlines on a case-by-case basis as long as you talk to me before the original deadline. Due to time constraints, I will not be able to offer an extension on the essays longer than three days.

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

## Extra Credit Policy

I offer **three** randomly chosen extra credit activities throughout the semester. No other extra credit is offered in this class.

## 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%

Course Grade “Rounding Up” Policy: Grade “round ups” will only be considered in cases where a final grade is within 0.05 of the next grade (for example, if a final grade is 81.95 or 90.96). In those cases, the final course grade may be rounded up at the discretion of the instructor.

A minimum grade of C is required for General Education credit.

Current grade status is available under the “Grades” section of the e-learning site. If 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.

## 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).

## 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 and research paper, 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.

- ANTHROPOLOGY'S Library Page:  
<https://guides.uflib.ufl.edu/anthroUF/home>
- **Ginessa Mahar** (Anthropology Librarian): [gjmahar@ufl.edu](mailto:gjmahar@ufl.edu), office: Library West Room 500

### Meet the Anthropologist

One of the ways we can learn about the discipline and subfield is through the work of current anthropologists. Hence, I will schedule multiple “Meet the Anthropologist” interactions. You will interact with anthropologists, archaeologists, primatologists, and other specialists, and learn about their academic training and professional research. This will be an opportunity for students to ask questions about their work, career trajectory, field experiences, challenges, and more. These interactions will be held either in person or via Zoom.

Assignments	Percentages
Attendance	10%
Writing Workshop Assignment	5%
Exhibit Visit	10%
Halloween Participant Observation	5%
Weekly Discussion Forums	20%
Midterm	20%
Final Exam	30%
Total	100%

## ASSESSMENTS AND GRADING

### 1. PARTICIPATION AND ATTENDANCE ACTIVITIES: 10%

Students are expected to attend lectures, actively contribute to larger discussions, complete written assignments, be mentally as well as physically present during class hours, and participate actively in Canvas discussions. If you must be absent, the student should make every effort to get notes from colleagues and not ask the instructor for missed material.

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 full points or have points deducted from your grade. If you are absent for 4-5 days of the five attendance days, I will adjust your attendance grade (out of 10 points) according to the table below. Note that this system allows for several missed class periods without penalty.

Days absent	Point Adjustment
0-1	10 points
2-3	Minus 3 points
4-5	Minus 5 points

## **2. WEEKLY DISCUSSION FORUMS – 20%**

Students are required to post on the readings in the Canvas discussion forums every Tuesday and Thursday. These posts will be part of your grade. Submit your discussion questions or comments on Canvas by **10 A.M.** on those days so they can be included in class discussions. Each forum post is worth 1 point, and at semester's end, your six lowest scores will be dropped. This means you have six chances to miss or skip posting during the course.

The discussion questions or comments should focus on the readings' key issues rather than on summarizing content. For weeks when there are multiple texts assigned, you should highlight major questions or themes shared across readings, and then hone in on the key issues and significance of one or two texts. You may use prompts like, "I liked the way that..." "Lately I've been thinking about..." and "I never expected that..."

These posts can be attempted in different ways.

- a. Students can discuss the week's readings and connect them to what we've been learning during lecture by
  - i. identifying the point in the readings that most interested you,
  - ii. identifying the point in the readings that most confused you (muddiest point), and
  - iii. posing a discussion question about the readings to the class.

Think about 5Ws – What, Why, Who, When, Where. Think beyond the author's description and identify what aspects you wish the author had reflected and expanded on. What social, political, and affective context is the article written in? What about the methods used and the research design? Are there similar examples or studies you have read about in other contexts and classes?

*Make-Up Weekly Discussion Posts:* Weekly Discussion Posts can only be made up with a University-Approved Absence (UAA). If you wish to make up and have a UAA, don't hesitate to get in touch with me within a week of the end of the UAA period by email requesting the make-up. The make-up must be completed within a week of the approved request.

## **3. EXHIBIT VISIT ASSIGNMENT due on SEPTEMBER 26<sup>TH</sup> – 10 %**

You have been allotted class time on September 16 to visit the exhibit situated across Turlington Hall, Room number 1208A. It is a series of artifacts from Papua New Guinea. You can visit anytime on/before Sept. 16.

After your visit, you have to write a 250 to 300-word response about the exhibit. It requires you to find more information about the exhibit. Your response should focus on:

- 1) History of the artifact. Any useful and relevant information about the associated community
- 2) What is the topic or event represented by the exhibit?
- 3) What are some aspects of the exhibits that you found interesting?
- 4) Describe the historical context for two specific artifacts from each exhibit.
- 5) How do the artifacts included in the exhibit tell the historical narrative?



#### **4. WRITING WORKSHOP – 5 %**

I will organize a writing workshop on Thursday, September 18. We will use one of the discussion forums as material for the workshop. At the end of the workshop, the facilitator will give you an assignment. The facilitator will provide more details on the assignment during the workshop.

#### **5. HALLOWEEN PARTICIPANT OBSERVATION ASSIGNMENT due on NOVEMBER 4<sup>TH</sup> – 5%**

Participant observation is the cornerstone of ethnographic fieldwork. You will try out this technique in an activity related to Halloween. Then, you will write an ethnographic field note of your observations and experiences. We will spend 15-20 minutes in class discussing your visit. I will provide you with prompts to facilitate the discussion. Students will grade each other.

#### **6. MIDTERM EXAM on OCTOBER 9<sup>TH</sup> – 20%**

The exam will consist of multiple-choice questions, true-false questions, and fill-in-the-blank questions. Students will be allowed to bring handwritten or printed notes. No technology will be allowed.

#### **7. FINAL EXAM on DECEMBER 11<sup>TH</sup> – 30 %**

The course will conclude with a final non-cumulative exam. The exam will consist of multiple-choice questions, true-false questions, and fill-in-the-blank questions. Students will be allowed to bring handwritten or printed notes. No technology will be allowed. The final exam will cover material from the second module of the course (including lectures, readings, and video content).

**Articles** are available through the links provided in the course schedule, at the very end of this syllabus. It is your choice to either read these texts electronically or to print them out as hard copies. Regardless of how you read the texts, **our class discussions and activities will require that you bring the readings in whatever format to class.**

#### **COURSE SCHEDULE**

As the instructor, I reserve the right to make changes to the syllabus. If circumstances require changes to be made, I will announce them as early as possible.

## COURSE THEMES AND TIMELINE

Week	Class	Themes	Readings
1 Introduction	Th. Aug 21	During the first class we will review the syllabus and take some time to get to know each other, including your motivation for taking this course. This will give you an idea of what the class is about and what you can expect for the rest of the semester. We will also establish class norms and expectations to guide the conduct of discussions.	
2 Anthropology basics: key concepts, methods, principles	Tue. Aug 26	What is Anthropology?	Ch 1 - Thinking and Doing Anthropology from the Haviland et al., Book  Anthropology: Cultural Relativism and Universal Human Rights by Amber MV
	Th. Aug 28	What is Culture? Anthropological Principles and Practice Ethnocentrism, relativism, intercultural sensitivity	Ch 1 - Ethnography and Culture from Spradley & McCurdy book  Nomi Stone. 2020. "Dentist in Dallas: Pandemic Affect in the American Empire." In "Flash Ethnography," Carole McGranahan and Nomi Stone, editors, American Ethnologist website, 26 October 2020. pp. 41-43.  <a href="#">AAA Statement on Ethics</a>
3 Biological Basis for Human Variation/Living Primates	Tue. Sep 2	Human Evolution: What is a human?	Ch 2. Biology, Genetics, and Evolution from Haviland Book  Smithsonian Human Origins website: explore the <a href="#">Human Family Tree</a>
	Th. Sep 4	Living Primates: Lecture by Dr. Kim Valenta	Ch 3, Living Primates from the Haviland Book  Smithsonian Human Origins website: watch <a href="#">all videos</a>

			<a href="#">on Primate Behavior</a>
4 Human Evolution	Tue. Sep 9	Human Evolution Human Adaptation Human Variation	Ch 4. Human Evolution from the Haviland Book
	Thur. Sep 11		Smedley, Audrey, and Brian D. Smedley. 2005 Race as Biology Is Fiction, Racism as a Social Problem Is Real: Anthropological and Historical Perspectives on the Social Construction of Race. American Psychologist 60(1):16–26.  DuBois, L. Zachary, and Heather Shattuck-Heidorn. 2021. Challenging the binary: Gender/sex and the bio-logics of normalcy. American Journal of Human Biology 33:e23623.
5	Tue. Sep 16	Visit the exhibit outside 1208A	
	Thur. Sep 18	Writing Workshop with Dr. Ann Suk	
6 Hunter-Gatherers and the Origins of Agriculture	Tue. Sep 23	Hunter-Gatherers	Ch. 5 The Neolithic Revolution: The Domestication of Plants and Animals from the Haviland Book  Ch 9 The Hunters: Scarce Resources in the Kalahari from Spradley & McCurdy book
	Th. Sep 25	Lecture by Joy Mersmann	Origins of Agriculture in Eastern North America by Bruce D. Smith
7 Anthropological Linguistics	Tue. Sep 30	Watch film: Voices from North Carolina (in-class or at home TBD)	
	Th. Oct 2	Language, Meaning, and Listening to Others In-class: <a href="https://www.youtube.com/watch?v=RKK7wGAYP6k">https://www.youtube.com/watch?v=RKK7wGAYP6k</a> Do people speaking different languages experience reality differently? How does language relate to social power and inequality?	Ch 6. Whorf Revisited: You are What You speak from Spradley & McCurdy book  Shalini Shankar. 2008. Speaking like a Model Minority: “FOB” Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley

8 Methods in Anthropology	Tue. Oct 7	Fieldwork and Seeing the World through “The Native’s Point of View”	Ch. 3 Fieldwork on Prostitution in the Era of AIDS from Spradley and McCurdy book
	Th. Oct 9	<b>In-Class Mid Term Exam</b>	
9 The Cultural Construction of Identity and Hierarchy Race, Ethnicity and Class:	Tue. Oct 14	<p>Understanding Identity and Social Inequality How do people determine who they are? How does the concept of personhood vary from society to society? Cultural construction of race Indigenous rights and challenges to identity Inequality and Difference</p> <p><b>In-Class:</b>  <a href="https://worldchannel.org/episode/hopi-america-invented-race/">https://worldchannel.org/episode/hopi-america-invented-race/</a></p>	<p>Ch 7. Modern Human Diversity: Race and Racism from the Haviland book</p> <p><a href="#">What is the origin of the word "race?"</a></p> <p>Can White Men Jump by David Shenk</p>
	Thur. Oct 16	<p><b>In-Class on Thursday: Race: The Power of an Illusion – The House We Live In (Episode 3) from UFL libraries</b>  <a href="https://www.kanopy.com/en/ufl/video/66397/66481">https://www.kanopy.com/en/ufl/video/66397/66481</a></p>	Clarence Gravlee. “Racism, not genetics, explains why Black Americans are dying of COVID- 19”
10 Gender, Marriage, and Family	Tue. Oct 21	<p>Gender, Sex, and Sexuality: Cross- Cultural Perspectives Social Identity, Personality, and Gender Rethinking the male-female dichotomy In what ways are men and women unequal? What does it mean to be neither male nor female? Cultural perspectives on same-sex sexuality Controlling sexuality</p>	<p>Ch. 10 Social Identity, Personality, and Gender from the Haviland Book</p> <p>Ch 12. Sex, Marriage and Family from the Haviland Book</p>
	Thur. Oct 23	<p><b>In-Class/At-Home (TBD) Film: <i>Babies</i> (1 hr 19 minutes)</b></p>	<p>Serena Nanda. 1999. <i>Hijra and Sādhin: Neither Man nor Woman in India</i> by Serena Nanda – Preface and Introduction only. Emily Martin. “The Egg and the Sperm.”</p>

11 Kinship	Tue. Oct 28	What is Kinship? How are families structured in different societies? How do families control wealth and power?	Ch. 13 Kinship and Other Forms of Grouping from the Haviland Book  The History of Arranged Marriages: Past and Present
	Th. Oct 30	Why and how do people get married? How is technology reshaping how people think about family	Family and Kinship in Village India by Spradley and McCurdy  Mother's Love: Death without Weeping by Nancy Scheper-Hughes
12 Culture and Global Health	Tue. Nov 4	Introduction to Medical Anthropology Cultural Construction of Disease and Illness Social expectations of illness Medicalization of the non-medical	Peter Brown et al. 2010. "Medical anthropology: an introduction to the fields"  Nancy Waxler. 1981. "Learning to Be a Leper: A Case Study in the Social Construction of Illness"  <b>Halloween Observation Assignment due in class</b>
	Th. Nov 6		Aviv, Rachel. 2018. "The Trauma of Facing Deportation" / The Apathetic" The New Yorker, April 3. <a href="https://www.newyorker.com/magazine/2017/04/03/the-trauma-of-facing-deportation">https://www.newyorker.com/magazine/2017/04/03/the-trauma-of-facing-deportation</a>  Jocelyn Marrow and Tanya Marie Luhrmann. 2012. "The Zone of Social Abandonment in Cultural Geography: On the Street in the US, Inside the Family in India."
13 Conflict, War, and the Role of Anthropology	Tue. Nov 11	<b>Holiday – Veteran's Day – UF Closed</b>	
	Th. Nov 13	<b>Guest Lecture: Dr. Jocelyn Chua</b>	
14 Religion, Secularism and Magic	Tue. Nov 18	Spirituality and Religion; Witchcraft and Magic  Optional Film (at-home) <i>I Am Not A Witch</i>	Ch. 15 Spirituality and Religion from the Haviland Book  Run for the Wall: An American Pilgrimage

		YouTube Trailer: <a href="https://www.youtube.com/watch?v=tclx5Pfe2-I">https://www.youtube.com/watch?v=tclx5Pfe2-I</a>	
	Th. Nov 20	<b>No Class - Instructor away to the Annual Meeting of the American Anthropological Association</b>	
15 Applied Anthropology	Tue. Nov 25	Putting Anthropology in Action Instructor will share their research	Public Interest Ethnography: Women's Prisons and Healthcare in California from Spradley and McCurdy Book
	Thur. Nov 27	<b>No Class – Thanksgiving Break</b>	
16 Finals	Tue. Dec 2	Last Lecture - Recap	
	Thu. Dec 11	<b>Final Exam – 3 pm to 5 pm</b>	

**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.*

## COURSE POLICIES

This course complies with all UF academic policies. For information on those policies and for resources for students, please see this [link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/): (<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>)

### 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.  
<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.