

ANT 3930/ANG5931 Special Topics: Asian Migration and Globalization

Fall 2025

Credit hours: 3.0

Section numbers: 23214 and 24111

No prerequisites required for this course.

Instructor: Moodjalin “Mood” Sudcharoen (pronunciation: soot-jah-rern)

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Tel: (352)392-2253

Office: Turlington B133

Office hours: Tuesday 1-2:30 and Thursday 2-3:30. *Set up a meeting time in advance on Calendly:* <https://calendly.com/m-sudcharoen/office-hours-2025-2026>

You will be able to choose whether you want to meet on Zoom or in Turlington B133.

Date, time, and location:

- W 11:45-12:35 (MCCA 1142)
- F 11:45-1:40 (MCCA 1142)

Catalog description:

ANT 3930 Junior Topics Class in Anthropology (3 credits): This course is designed for junior level students to explore special topics classes in the various subfields of anthropology.

ANG 5931 Special Topics (3 credits): Special topics in Anthropology. May be repeated as topics vary.

Course description:

In this course, we consider Asia as important points of origin, transit, and destination for migrants and travelers. We particularly attend to anthropological studies that investigate transnational mobilities, practices of migration control, as well as emerging forms of political identities and social relationships in Asian states and Asian diasporas.

Throughout the course, we explore anthropological frameworks and methodologies for studying and thinking about migration and globalization. We begin by discussing certain conceptual problems, such as globalization, transnational migration, citizenship, bureaucracy, and illegalization. Our analytic attention then directs towards everyday experiences and social interactions in various migration contexts. Through a close engagement with literatures in anthropology and migration studies, we also examine how contemporary nation-states are challenged by the dual demand of national particularity

and transnationalism. Such processes, in turn, result in the rearrangement and reaffirmation of social hierarchies and differentiation.

In addition to academic texts, we also examine other genres of writing, films, as well as historical and contemporary issues related to Asian migration in both US and non-US contexts. We critically discuss potentials and pitfalls as analysts and authors try to capture the dynamics of Asian migration and mobility.

Course objectives:

- Identify, explain, and apply anthropological concepts and cross-disciplinary approaches in the study of migration and globalization.
- Examine sociocultural, linguistic, historical, and political factors surrounding migration practices and policies as well as everyday social interactions in Asian and Asian American contexts.
- Interpret and evaluate arguments, ideas, and information related to Asian migration in academic texts, popular press articles, and documentaries.
- Apply key concepts and methods in the course to everyday life experiences and real-world problems related to Asian migration and globalization.

Student Learning Outcomes (SLOs):

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

- Describe and analyze the ways in which global, national, and local forces have shaped migration practices, policies, and experiences in Asian and Asian American contexts, using key concepts and approaches in migration and globalization studies. **Assessment:** discussion leading and participation, reading responses, final project.
- Critically evaluate migrant policies and practices that affect the lives of people on the move in Asian and Asian American contexts. Analyze and reflect on the role of institutions and individuals in creating, perpetuating, and challenging social hierarchies and differentiation. **Assessment:** discussion leading and participation, reading responses, final project.
- Identify and describe significant historical events that have impacts on Asian communities in the United States. Connect Asian American events to key academic discussions in migration and globalization studies. **Assessment:** class presentation on Asian American history, final project.
- Critically read and interpret academic and non-academic texts as well as audiovisual sources related to Asian migration and globalization. Communicate knowledge, ideas and reasoning effectively in written and oral forms. Express, listen, and adapt ideas and messages based on others' perspectives during class discussion. **Assessment:** discussion leading and participation, reading responses.

- Develop an academic and/or creative project using conceptual and methodological knowledge gained in the course. Integrate different sources and types of knowledge into holistic perspectives on historical and contemporary phenomena related to migration and globalization in Asian settings. **Assessment:** Final project.

Course activities and requirements:

- 1) Attendance (10%):** Attendance and full participation in the course are expected because I believe it will lead to your success in the class. I do understand if you need to miss class due to family emergencies or health-related issues. Hopefully, such unfortunate situations will not happen to anyone, but should that be the case, please let me know as soon as possible. You are allowed one unexcused absence without penalty. After that, 5% will be docked from the attendance grade for each absence with inexcusable reasons and prior notice. Arriving more than 10 minutes late will also count as an absence.

Note: This requirement is applied to both undergraduates (ANT3930) and graduate students (ANG5931).

- 2) Participation (10%):** This is a collaborative, discussion-based course. Students are expected to attend class regularly and actively engage in class discussions and activities. If you struggle with public speaking, please come to talk with me. We will come up with strategies to improve your participation in class. Although I will not evaluate you based on how many times you speak up in class, I do value students' efforts and progress.

Rubric for participation is as follows:

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

	courteous and respectful manner during discussions and activities.	discussions and activities.	discussions and activities.
Engagement (10 points)	8-10 points. Students regularly and actively participate in class discussions.	5-8 points. Students occasionally participate in class discussions.	1-5 point(s). Students rarely participate in class discussions.

Note: This requirement is applied to both undergraduates (ANT3930) and graduate students (ANG5931).

- 3) Reading responses (20%):** Each student is required to submit **8 reading responses** over the course of the semester. Do NOT submit more than one response per week. Each response will have approximately 450-600 words. It is due by 11:59 pm on Thursday of each week. Students need to engage with the substantive **academic** text(s) of the week. **In other words, each response needs to engage with at least one reading material that is marked with a star (*) (see “Course Schedule” below). I will not accept a response that only addresses short opinion articles which are supplementary readings.** The response should be grounded in a closed reading of the assigned material, raise analytical or methodological concerns, and/or refer to concepts or passages in the text.

Note for graduate students (ANG5931): You must submit **9 reading responses**. If multiple texts and/or recommended readings are assigned for the week, you are highly encouraged to address them in your response.

Since there are a lot of opportunities for you to fulfil this requirement, **no late work unless extenuating circumstances (like medical emergencies) will be accepted**. All responses are submitted on Canvas under “Assignments.”

Here are some tips for writing a good response:

- What does the author argue? What framework or understanding of migration and mobility does the text advance?
- How does this particular text contrast or complement other readings we have discussed in class?
- What part of the text is interesting and compelling, or difficult and puzzling to you?
- In what ways do you find the theory/framework proposed by the author useful for understanding your own sociocultural environments?

- Do you have critiques on the theoretical framing and methodological approaches of the reading? What ways could they be questioned, furthered, or extended? What could the text address more fully?

4) Presentation on Asian American history (10%): This assignment could be an individual assignment or pair work, depending on the number of students. Student will be assigned an important historical event or policy that has impacts on Asian American communities in the US. You will then research about the event or policy and **give a brief presentation (5-7 minutes) to class**. The presentation date and topic will be randomly assigned after the add/drop period.

Note: This requirement is applied to both undergraduates (ANT3930) and graduate students (ANG5931).

5) Discussion leading (20%): This assignment could be individual or small group work (2-3 people), depending on the number of students. Each student will serve as a discussion leader for one class session. You will be randomly assigned the reading(s) and date on which you lead the discussion. The discussion leader should prepare a 6-8-minute presentation based on the assigned reading(s). As *discussion leaders, you will:*

- *identify one or two interesting (or difficult, puzzling) points based on the assigned reading(s).*
- *offer critiques on the theoretical framing and methodological approaches of the reading **and/or** discuss how the theory/framework proposed by the author useful for understanding current social issues or your own cultural environments.*
- *facilitate each session's discussion by asking 3-4 critical questions to the class based on the reading(s).*

The goal of this assignment is to help us start a conversation and to ensure that everyone has opportunities to talk in class. I do not expect you to cover all key arguments or give a lecture on the assigned topic.

Discussion leaders may prepare a (simple) PowerPoint presentation with key quotes, questions, or brief talking points to help everyone in class follow your presentation more easily. You may also bring in contemporary issues, videos, and photographs relevant to the readings to stimulate class discussions. (These are optional; Good discussion questions should be your priority.)

Note for graduate students (ANG5931): Each graduate student will lead discussions **twice**.

6) Final project (30%): Students relate class concepts and materials to any specific contemporary or historical issues related to Asian migration contexts. You may analyze current news items, online debates, popular media or found object from your immediate surroundings, using concepts and methodologies proposed by at least one class reading, plus two outside sources. Alternatively, you project can draw upon three (or more) class readings with no outside sources. You can also examine your personal environment, the campus and surrounding Gainesville/Florida communities for inspiration for this assignment. The final project may take a variety of forms. You may write a 5–7-page, double-spaced essay, or you may use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTube, podcasting). You also have options to work on your own or work collaboratively with a self-selected partner. **Students must submit a 1-2 paragraph proposal or an outline for this final project by Week 10 for the instructor's feedback. Please submit your proposal/outline by email.**

Note for graduate students (ANG5931): You have two options for the final project:

- **Research paper** (10-15 pages) on any topic of choice, but you need to engage with at least 3 class readings and 3 outside sources.
- **Annotated bibliography** which summarizes and discusses at least 6 peer-reviewed materials that are not assigned in this class.
- **You also need to email the instructor a proposal/outline/reading list by Week 10.**

Grading:

Graduate students have different requirements for **reading responses, discussion leading, and final project. Please see above details on the grade components.*

Attendance	10%
participation	10%
Reading responses	20%
Presentation Asian American history	10%
Discussion leading	20%
Final project	30%
Total	100%

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

Requirements for grading are consistent with the university policy:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Required and recommended books/resources:

All texts and other resources are available on Canvas as well as Course Reserves. On the Canvas site, PDF files and links can be found on weekly pages. If you encounter problems accessing course materials through The University of Florida Library, please find more information at <https://accesssupport.uflib.ufl.edu/course-reserves/>.

Course schedule:

Readings marked with a star () = key academic reading(s) for the week*

Week	Readings	Assignments and Activities
1	Introduction	
F 8/22	Course structure and requirements. Getting to know each other.	
2	Anthropological perspectives on migration and globalization	
W 8/27	<p>*Schiller, Nina Glick, Linda Basch, and Cristina Szanton Blanc. 1995. "From immigrant to transmigrant: Theorizing transnational migration." <i>Anthropological quarterly</i> 68(1): 48-59.</p> <p>DeWolf, Christopher. 2014. "In Hong Kong, Just Who Is an Expat, Anyway?" https://www.wsj.com/articles/BL-272B-222</p> <p>Mawuna Remarque Koutonin. 2015. "Why are white people expats when the rest of us are immigrants?" https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration</p>	
F 8/29	<p>*Appadurai, Arjun. 1990. "Disjuncture and Difference in the Global Cultural Economy." <i>Theory, culture & Society</i> 7: 295-310.</p> <p>[recommended] Brettel, Caroline. 2022. "Chapter 5: Theorizing Migration in Anthropology." <i>Migration Theory: Talking Across Disciplines</i>, edited by Caroline Brettel and Hollifield, James, pp. 194-231. 4th edition. New York: Routledge.</p>	
3	Citizenship and national belonging	
W 9/3	<p>"The Naturalization Interview and Test"</p> <p>https://www.uscis.gov/citizenship/learn-about-citizenship/the-naturalization-interview-and-test</p>	Explore USCIS webpages before class.

	<p>“New US Citizens”</p> <p>https://www.uscis.gov/citizenship-resource-center/new-us-citizens</p>	
F 9/5	<p>*Coutin, Susan Bibler. 2009. “Cultural Logics of Belonging and Movement: Transnationalism, Naturalization, and US Immigration Policies.” In <i>The Anthropology of the State: A Reader</i>, edited by Aradhana Sharma and Akhil Gupta, pp.310-336. Blackwell Publishing.</p> <p>[recommended] Ong, Aihwa. 1996. “Cultural citizenship as subject-making: immigrants negotiate racial and cultural boundaries in the United States (and Comments and Reply).” <i>Current Anthropology</i> 37 (5): 737–762.</p>	
4	Bureaucracy and paperwork	
W 9/10	Asylum form and applications (Canvas).	Review asylum form and applications before class.
F 9/12	<p>*Wang, Horng-luen. 2004. “Regulating Transnational Flows of People: An Institutional Analysis of Passports and Visas as a Regime of Mobility.” <i>Identities: Global Studies in Culture and Power</i> 11(3): 351-376.</p> <p>“The Henley Passport Index”</p> <p>https://www.henleyglobal.com/passport-index/ranking</p> <p>[recommended] Van Houtum, Henk and Annelies van Uden. 2021. “The birth of the paper prison. The global inequality trap of visa borders.” <i>EPC: Politics and Space</i>, pp.20-27.</p>	Explore the website “The Henley Passport Index.”
5	Illegality and deportation	
W 9/17	<p>The Green Card Game (CATO Institute)</p> <p>https://www.thegreencardgame.com/factor/welcome</p>	Play the Green Card Game at least once or twice before class.
F 9/19	<p>*De Genova, Nicholas P. 2005. “The Legal Production of Mexican / Migrant ‘Illegality.’” In <i>Working the Boundaries: race, space, and “Illegality” in Mexican Chicago</i>, 213-249. Durham, NC: Duke University Press.</p>	<i>Watch in class:</i> Video, “41-year-old Adoptee Deported After 37 Years in the U.S. (HBO)”

	<p>“The Overlooked Undocumented Immigrants: From India, China, and Brazil.” https://www.nytimes.com/2019/12/01/us/undocumented-visa-overstays.html</p> <p>[recommended] Gruss, Inga. 2007. “The Emergence of the Temporary Migrant: Bureaucracies, Legality and Myanmar Migrants in Thailand.” <i>SOJOURN: Journal of Social Issues in Southeast Asia</i> 32 (1): 1–35.</p>	
6	Asian Americans: Biographies and histories	
W 9/24	Venugopal, Arun. “The Making of a Model Minority.” <i>The Atlantic</i> . January/February 2021. P.22-25.	
F 9/26	*Zia, Helen. 2000. <i>Asian American Dreams: The Emergence of an American People</i> . (Chapter 1 “From Nothing, a Consciousness” pp.3-20 and Chapter 2 “Surrogate Slaves to American Dreamers” pp.21-54). New York: Farrar, Straus and Giroux.	
7	Asian Americans: Language and Stereotypes	
W 10/1	Guest speaker: Gainesville Immigrant Neighbor Inclusion Initiative (GINI)	
F 10/3	<p>*Shankar, Shalini. 2008. “Speaking like a model minority: “FOB” Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley.” <i>Journal of Linguistic Anthropology</i> 18(2): 268-289.</p> <p>Liao, Jenny. 2021. “Forgetting my First Language.” <i>The New Yorker</i>.</p> <p>[recommended] Reyes, Angela. 2004. “Asian American Stereotypes as Circulating Resources.” <i>Pragmatics</i> 14(2/3): 173-192.</p>	
8	Asian Americans: Media and representation	
W 10/8	<p>“The History of Asian Representation in Film.” Vice News. https://www.youtube.com/watch?v=k5KwDTXWgSA</p> <p>[recommended] Said, Edward. “Orientalism.”</p>	<p>Bring a photo or media artifact that demonstrates how Asians or Asian Americans are portrayed and/or stereotyped.</p>
F 10/10	*Yano, Christine R. 2013. <i>Pink Globalization: Hello Kitty’s Trek across the Pacific</i> . Durham and London: Duke	

	University Press. (p. 121-126 “Geographies of Purchase: Asian America and Beyond”, P.138-147 “Asian American Fans: Consuming Selves, and Chapter 4 pp.163-198)	
9	Gender, nostalgia, and national identity	
W 10/15	*Lieu, Nhi T. 2011. “Pageantry and Nostalgia: Beauty Contests and the Gendered Homeland.” In <i>The American Dream in Vietnamese</i> , pp.59-77. Minneapolis; London: University of Minnesota Press.	
F 10/17	Holiday- Homecoming	
10	Home and heart	
W 10/22	*Bhattacharjee, Anannya. 2009. “The Public/Private Mirage: Mapping Homes and Undomesticating Violence Work in the South Asian Immigrant Community.” In <i>The Anthropology of the State: A Reader</i> , pp.337-355.	
F10/24	Film screening and discussion. No required readings. <i>Watch in class:</i> Heartbound: A Different Kind of Love Story (2018), 91 minutes.	Submit a proposal/outline for your final project. Email it directly to the instructor.
11	Love and intimacy	
W 10/29	Daniel Goleman. 1992. “After Kinship and Marriage, Anthropology Discovers Love.” NY Times. https://www.nytimes.com/1992/11/24/science/after-kinship-and-marriage-anthropology-discovers-love.html Metro. <i>White Travel Writers, Please Stop Saying You Fell in Love With a Country Full of Brown People</i> . https://blog.lareviewofbooks.org/essays/white-travel-writers-please-stop-saying-fell-love-country-full-brown-people/	
F 10/31	*Cheng, Sealing. 2013. In <i>On the Move for Love Migrant Entertainers and the U.S. Military in South Korea</i> . Pennsylvania: University of Pennsylvania Press. Chapter 4 “The Club Regime and Club-Girl Power” (pp.102-130; skim 117-130) and “Love ‘between My Heart and My Head” (pp.131-160); Introduction (pp.1-5).	
12	Adoption and child circulation	
W 11/5	*Mayers, Leifa. 2016. “The ‘Orphan’ Child: Politics of Vulnerability and Circuits of Precarity.” <i>Feminist Formations</i> 28:1: 60-85	

F 11/7	Film screening and discussion. No required readings <i>Watch in class:</i> “Daughter from Danang” (2002), 1 hour 23 minutes OR “First Person Plural” (2000), 60 minutes.	
13	Family, kinship, and transnational marriages	
W 11/12	McGranahan, Carole. 2015. “What is a family? Refugee DNA and the possible truths of kinship.” <i>Somatosphere</i> . http://somatosphere.net/2015/what-is-a-family-refugee-dna-and-the-possible-truths-of-kinship.html/	
F 11/14	*Freeman, Caren. 2011. <i>Making and Faking Kinship: Marriage and Labor Migration between China and South Korea</i> . Ithaca and London: Cornell University Press. (Chapter 1 Chonsonjok Maidens and Farmer Bachelors pp.31-68 and selections of Chapter 2 Brides and Brokers under Suspicion read “Runaway Brides” pp.83-93 and “Deceitful Grooms” pp.93-99)	
14	Aging and intergenerational relationships	
W 11/19	<i>Watch in class:</i> “Asia Addresses Ageing Population Issues: Singapore, China, Taiwan.” CNA Correspondent. https://www.youtube.com/watch?v=zh3JY_waHZ0 (“Elderly migrants struggle to find love in Shanghai,” and “Superaged Taiwan wants more seniors to work”)	
F 11/21	*Sun, Ken Chih-Yan. 2021. <i>Time and Migration: How Long-Term Taiwanese Migrants Negotiate Later Life</i> . Ithaca and London: Cornell University Press. Chapter 2 “Reconfiguring Intergenerational Reciprocity,” pp.48-78. Fry, Christine L. 2007. “Anthropology and the riddles of age.” <i>Generations Review – The Newsletter</i> . https://www.britishgerontology.org/DB/gr-issues-2007-to-present/generations-review/anthropology-and-the-riddles-of-age	
	11/24-11/28 Thanksgiving break	
15	Food, mobility, and identity	
W 12/3	*Heldke, Lisa. “Let’s cook Thai: Recipes for colonialism.” In <i>Food and culture: A reader (3rd edition)</i> , edited by Carole Counihan and Penny Van Esterik, 394-408. New York and London: Routledge. Voices: “Lunch box moment.” NBC. https://www.youtube.com/watch?v=_9lv7BnKPE	

	12/4-12/5 Reading days	
	Final project due Monday 12/8	

Course policies

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

Late work and extension policies

- Students unable to complete assignments due to documented, excused reasons must provide documentation to the instructor no less than 48 hours before the due date. We must then agree on an alternative due date.
- Verification for excused absences due to illness must be received within 24 hours after the coursework due date.
- *Late submissions with no excusable reasons and prior communication will not be accepted.*

Religious observances

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification, which will then be granted.

Plagiarism and Chat GPT (AI) use

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.

Communication

- Please contact me via email. If contacted, I will attempt to respond to messages within 48 hours of receiving them. I do not normally check the inbox over the weekend. I cannot address *same-day* requests for deadline extensions, so

please be in touch in as much advance as possible if you need an assignment extension.

- I may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.
- You are responsible for materials posted on E-Learning (Canvas) at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.

Office hours

My office hours are listed on the first page of the course syllabus. If you cannot make the regular times, I will try our best to accommodate your request. Please note that I cannot arrange meetings with you on the weekends or outside normal business hours.

Please make an appointment with me before coming to office hours. Please choose a time and date in advance via Calendly (linked provided on the first page of the syllabus and in Canvas).

Classroom etiquette

- Please raise your hand when you want to speak. Don't interrupt or talk over your fellow students.
- Keep the usage of electronic devices to a minimum. It is understandable that on some days you need to use laptops or tablets in order to access electronic copies of class readings. In this case, please turn WiFi off, unless we are doing specific activities that require it.
- Except for family emergencies, unusual circumstances, or specific class activities, cell phones should be silenced and put away.

Library Resources

The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional [resources, services, and study spaces](#). Further, as this class requires students to complete a bibliography, research paper, or project, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for

help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.

- **Ginessa Mahar** (Anthropology Librarian): gjmahar@ufl.edu, office: Library West Room 500

Procedure for conflict resolution

Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu> [Links to an external site.](#); 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu> [Links to an external site.](#); 352-392-1261).

Diversity and inclusivity

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

- Please let me know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct me if I pronounce your name inaccurately.
- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student health and wellness:
 - *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.
- Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.
- ***Please do not hesitate to talk with me*** about your discomfort and insecurity that stem from your specific experience in class. I will find ways to improve the classroom environment.

Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let me know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with me so that we can best support you.