



**Fall 2025**  
**Department of Anthropology, University of Florida**  
**(Class #10279)**

**Instructor: Dr. Sugandh Gupta**

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

**Office Location:** Turlington B119 (or Zoom by request)

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

**Teaching Assistant:** Daniel Hernandez

**Email:** dhernandez6@ufl.edu

**Office Hours:** Mondays 1-4pm or by appt.

**Location:** Turlington Basement and over Zoom. See Canvas for details.

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

**Lecture Times and Location:**

Tuesdays Period 7 (1:55pm – 2:45pm), Location: Griffin-Floyd Hall 0100

Thursdays Periods 7-8 (1:55pm – 3:50pm), Location: Larsen Room 0330

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

**Email Preference:** Please contact your instructor and TA using the Conversations (Inbox) tool in Canvas. Use direct email only for emergencies or personal matters.

- Anticipated response times are within 24 hours during the week and within 48 hours over weekends and holidays.
- New to [Canvas Conversations](#)? Use this link for more information

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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.

In addition to course outcomes, each of the 12 modules of this course is structured by detailed objectives or outcomes that are specific to the subject of that module. Descriptions of module objectives are published on the Canvas e-learning site for the course.

### **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 and TA 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

Haviland, William A., Harald E. L. Prins, Dana Walrath, and Bunny McBride (2016).

*The Essence of Anthropology*, 4<sup>th</sup> Edition. Cengage Learning.

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 Haviland book.
  - An e-text is available for rent or purchase at many internet providers, such as Amazon.
- Other editions of the Haviland book are also accepted. Many used copies are available through internet providers.
- A hard copy of the book will be on Reserve through UF Library – details on Canvas.

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

## Assessments and Grading

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

60% Exams (20% each x3)

20% Written assignments (x4)

20% Discussion board assignments (x4)

**Exams:** You have three exams, one at the end of each of three Units. These are objective exams of 40 questions each that you take online. Exams are not cumulative. Exams will include multiple choice, short answer, and essay questions. They will cover all portions of this course (lectures, class discussions, and readings).

- Exams that are missed can only be made up with convincing evidence of a valid excuse (medical/emergency). In the event that you have a medical emergency or serious personal problem on an exam day, you must make every effort to notify the instructor of your absence PRIOR to the scheduled class time.

**Written Assignments:** Four individual written assignments are generally short writing assignments (100-350 words) in response to posted articles, video, or a prompt to conduct a search for material outside the class, such as a news item or website. Grading rubrics for each assignment are posted on the e-learning site.

**Discussion Boards:** Finally, you are asked to participate in four online discussion boards. For each board, you are asked to post one comment of ~100 words and respond to the comments of at least two other posts. Responses do not have a word quota or limit, but they have to be more than simply “I agree,” or “I disagree.” Rules for discussion and all other online activity are provided in the “Netiquette” tab in e-learning.

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

### Grading Scale

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

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

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

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

### **“Attendance” and Assignment Extensions**

You are expected to be in class each day. Please let me know if you need attendance accommodations. I will take attendance 5 times during the semester. These days will be chosen entirely randomly but will not fall on exam days. Your presence in class during these days will determine whether you receive bonus points, or have points deducted from your grade. If you are absent for 4-5 days of the five attendance days, I will adjust your third exam grade (out of 100 points) according to the table below. Note that this system allows for several missed class periods without penalty.

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

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

- Late assignments/quizzes/exams without an excuse will be reduced 5% per day late.
- All unexcused late work will not be accepted a week after the due date without agreement with the instructor.

### **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): [gimahar@ufl.edu](mailto:gimahar@ufl.edu), office: Library West Room 500

## Course Outline and Schedule

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

Week	Date	Topic	Readings
<b>1</b>	<b>Introduction</b>		
	Aug. 21	Class Introduction  <i>After class, begin Discussion Board Assignment #1 – original post due on Friday Aug. 22 at 11:59pm, responses due on Monday Aug. 25 at 11:59pm.</i>	none
<b>2</b>	<b>Module 1: What is Anthropology? What is Culture?</b>		
	Aug. 26	What is Anthropology?	Miner, “Body Ritual among the Nacirema” (~5pgs)
	Aug. 28	What is Culture?	Haviland Chs. 1, 8 (pages 3-29; 165-179)
<b>3</b>	<b>Module 2: Biological Basis for Human Variation/Living Primates</b>		
	Sept. 2	Human Variation	Haviland Ch. 2 (pages 31-51)
	Sept. 4	Living Primates	Haviland Ch. 3 (pages 53-77)
<b>4</b>	<b>Module 3: Human Evolution</b>		
	<i>Monday Sept. 8</i>	<i>Primate Culture Assignment due 11:59pm</i>	
	Sept. 9	Human Evolution Part I	Haviland Ch. 4 (pages 79-101); Gould, “Nonoverlapping Magisteria” (10pgs)
	Sept. 11	Human Evolution Part II	
<b>5</b>	<b>Module 4: Hunter-Gatherers and the Origins of Agriculture</b>		
	<i>Monday</i>	<i>Hunter-Gatherers Assignment due 11:59pm</i>	

	Sept. 15		
	Sept. 16	Hunter-Gatherers	Haviland Ch. 5 (pages 103-123); Ocobock and Lacy, "The theory that men evolved to hunt and women evolved to gather is wrong" (5pgs)
	Sept. 18	The Neolithic <i>Discussion Board Assignment #2 - original post due Friday Sept. 19 at 11:59pm, responses due Monday Sept. 22 at 11:59pm.</i>	Diamond, "The Worst Mistake in the History of the Human Race" (3pgs)
<b>6</b>	<b>EXAM WEEK</b>		
	Sept. 23	Exam Review	
	Sept. 25	EXAM	
<b>7</b>	<b>Module 5: Cities, States, and "Civilization"</b>		
	Sept. 30	Social "Complexity"	Haviland Ch. 6 (pages 125-143)
	Oct. 2	Special Topic: African Archaeology	Kaplan, "This ancient burial ground tells a story of unity in a time of climate chaos" (3pgs)
<b>8</b>	<b>Module 6: Modern Human Diversity and Race</b>		
	Oct. 7	Race and Racism, Part I	Haviland Ch. 7 (pages 145-163); Goodman, "Race is real, but it's not genetic" (~3pgs)
	Oct. 9	Race and Racism, Part II	Gravlee, "Racism, not genetics, explains why Black Americans are dying of COVID-19"; Villarosa, "Why America's Black mothers and babies are in a life-or-death crisis" (each ~3pgs)
<b>9</b>	<b>Module 7: Gender, Marriage, and Family</b>		
	Monday Oct. 13	<i>When Race Becomes Biology Assignment due at 11:59pm</i>	
	Oct. 14	Social Identity, Personality, and Gender	Haviland Ch. 10 (pages 201-



			221)
	Oct. 16	Sex, Marriage, and Family	Haviland Ch. 12 (pages 247-267)
<b>10</b>	<b>Module 8: Kinship and Non-Kin Groups</b>		
	Oct. 21	What is Kinship?	Haviland Ch. 13 (pages 269-289)
	Oct. 23	Film: Southern Comfort  <i>Discussion Board Assignment #3 - original post due Friday Oct 24 at 11:59pm, responses due Monday Oct. 27 at 11:59pm</i>	
<b>11</b>	<b>Exam Week</b>		
	Oct. 28	Exam Review	
	Oct. 30	EXAM	
<b>12</b>	<b>Module 9: Nonwestern Economies &amp; “Development”</b>		
	Nov. 4	Nonwestern Economies	Haviland Ch. 11 (pages 291-313)
	Nov. 6	Film: The Chairman and the Lions & Discussion	Haviland Ch. 14 (pages 223-245)
<b>13</b>	<b>Module 10: Religion, Secularism, and Magic</b>		
	Nov. 11	Holiday * Veteran’s Day * <i>no class</i>	
	Nov. 13	Spirituality and Religion; Witchcraft and Magic	Haviland Ch. 15 (pages 315-335); Singh, “Modern shamans” (4pgs)
<b>14</b>	<b>Module 11: Linguistics &amp; Applied Anthropology</b>		
	<i>Monday Nov. 17</i>	<i>Discussion Board Assignment # 4 - original post due on Monday Nov. 17 by 11:59pm, response due on Tuesday by 1:55pm (before class)</i>	
	Nov. 18	Introduction to Linguistics	Haviland Ch. 9 (pages 181-199); Jones, “Do you see what I see?” (~6pgs)
	Nov. 20	Applied Anthropology Film: Gringo Trails	Haviland Ch. 16 (pages 337-357)

<b>15</b>	<b>Thanksgiving Week: No Class</b>		
	<i>Monday Nov. 24</i>	<i>Applied Anthropology Assignment due, 11:59pm</i>	
	<i>Nov. 25</i>	<i>Holiday * Thanksgiving * no class</i>	
	<i>Nov. 27</i>	<i>Holiday * Thanksgiving * no class</i>	
<b>16</b>	<b>Wrap-Up &amp; Exam Review</b>		
	<i>Dec. 2</i>	<i>Wrap-Up and Exam Review</i>	
<b>17</b>	<b>Exam</b>		
	<i>Thurs. Dec. 11</i>	<i>EXAM 3:00pm – 5:00pm</i>	

**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.