

## COFFEE CULTURE

SPRING 2026 – 3 credits

**LAS 6938 (#28286) / LAS 4935 (#28285) / ANG 5931 (#28295) / ANT 4930 (#28296)**

**Tuesdays 1:55 – 4:55 pm in Grinter 376**

**Initial Draft - Consult Canvas for the Final Syllabus**

**Professor:** Catherine Tucker

**Office Hours:** TBD

& By Appointment

**Office Location:** Grinter 309

**Email:** [tuckerc@ufl.edu](mailto:tuckerc@ufl.edu)

**Phone:** (352) 392-0690

### COURSE OVERVIEW

Do you start your day with coffee? Coffee is an integral part of life for producers and consumers around the world, and it is the world's second most valuable agricultural commodity produced by developing countries in terms of total trade dollars. We will explore the historical roots of coffee production and trade, including its roles in nation-building and international power relations, and its implications for environmental and socioeconomic sustainability, social justice, and economic development and its gendered dimensions. Alternatives to conventional coffee production and marketing will be considered, including Fair Trade, direct trade, and certifications (Rainforest Alliance, organic). Given periodic collapses in coffee prices, we will address the impacts of market volatility on producers and other actors. Why do consumers in the United States see little change in coffee prices when international prices fall? We will examine the roles and meanings of coffee in society, media depictions, medical controversies, and coffee-related humor. The course will be run as a seminar. Students are expected to come to class prepared to discuss the readings and participate in class activities, including a coffee tasting. Evaluation will be based on a fieldwork mini-project, class participation, short writing assignments, and a final project.

### COURSE OBJECTIVE

The course will explore the historical, socioeconomic, environmental and biophysical dimensions of coffee production and consumption, and analyze the wide range of perspectives, experiences and meanings of coffee in social life.

### STUDENT LEARNING OUTCOMES

- Understand:
  - Diverse meanings and values associated with coffee consumption and its representations through time, with respect to relevant theoretical approaches.
  - Relationships between the history of coffee and the development of the global economic system.

- Critically evaluate:
  - Social, political, economic and ecological dimensions of coffee production, markets and consumption from perspectives of different stakeholders.
  - Possibilities and challenges of fostering sustainability, gender and racial equity, and socioeconomic and environmental justice in the contexts of coffee production, value chains, and consumption.
- Analyze:
  - How coffee has been used in various ways to symbolize, reinforce and occasionally challenge cultural values, social norms, and political realities.
  - Differences between conventional and alternative markets, their advantages, shortcomings and objectives.
  - Health risks and benefits of coffee consumption, and critically assess competing and changing scientific, medical and sociocultural perspectives on food and health.
- Apply and practice participant observation to explore and patterns of consumption

## REQUIRED AND RECOMMENDED COURSE MATERIALS

Required and recommended texts, readings and resources or their links will be posted on Canvas or available as Smathers Library Ebooks or Course Reserves.

- Jaffee, D. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press Routledge. (Free online through UF Smathers Library)
- Tucker, C. M. 2017 *Coffee Culture: Local Experiences, Global Connections. Second Edition*. New York: Routledge (Free online through UF Smathers Library)

**IMPORTANT:** Readings and other resources are listed for the week that they will be discussed. Come prepared to discuss the assigned readings during class.

## ASSESSMENT AND GRADING

1. Participation (33%):
  - Discussion Posts (20%): Submit 4 discussion posts and a peer commentary (5 pts including peer commentary)
  - Discussion Questions (8%): Submit a question for discussion contextualized with assigned readings – 4 times during the semester (2 pts each)
  - General in-class participation (5%): Awarded at semester's end for regular participation in class activities and the field trip.

2. In-class Student Led Activity (10%): (To be scheduled throughout the semester with sign up during the 2<sup>nd</sup> week of class)
  - Undergraduate: Leadership activity on a class topic
  - Graduate: Brief Individual presentation related to a course topic and leadership of a class discussion or activity.
3. Mini-project: Participant Observation in Coffee Shops (20%): (i) Field notes on participant observation in coffee shops on a research question (10 pts), peer review of field notes (5 pts), and a summary report (5 pts).
4. Proposal for final project (2%). Approval by Dr Tucker is required.
5. In-class team roundtable / debate and supporting references (10%) A total of 20 pts, weighted as 10% of the final grade.
6. Final Project (25%)
  - Undergrads: Final Research Project: In-class Presentation (Powerpoint, Video, Vision Board) (15 pts), and a revised version with a brief explanatory paper for the final submission (10 pts)
  - Graduate: Final Research Project: In-class Presentation (10 pts) and Final Paper (15 pts)

**Grading Scale:**

The course will be graded as follows:

A	100%	to	94%
A-	<94%	to	90%
B+	<90%	to	87%
B	<87%	to	84%
B-	<84%	to	80%
C+	<80%	to	77%
C	<77%	to	74%
C-	<73%	to	70%
D+	<70%	to	67%
D	<67%	to	64%
D-	<64%	to	60%
E	<60%	to	0%

## CLASS CALENDAR

Adjustments may be made to meet interests of the class.  
 Students are responsible for reading emails and class announcements.

<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>In-Class Activity</b>	<b>Assignments</b>
1	Jan 13	Introduction to Coffee Culture and Early History	Introductions	
2	Jan 20	Theories of Food, Culture and Social Class	Discussion Coffee Categories Game Student led activity sign-up	Discussion Post and Peer Commentary
3	Jan 27	Coffee, Power and the Modern World System	Student led activity Discussion Intro: Mini-Project	Questions for Discussion
4	Feb 3	Coffee Production, Labor and Inequality	Student led activity Discussion	Discussion Post and Peer Commentary
5	Feb 10	Coffee, Sustainability & Climate Change	Student led activity	Discussion Post and Peer Commentary
6	Feb 17	Price Volatility, Coffee Markets & Value Chains	Student led activity	Discussion Post and Peer Commentary
7	Feb 24	Coffee Consumption, Waste, and Coffee Shop Culture in the USA	Discussion of Midterm Projects	Midterm Project
8	Mar 3	Fair Trade and Alternative Trade Conundrums	Video: Cappuccino Trail (50 min)	Final project proposal due
9	Mar 10	Conventional vs. Alternative Trade	Roundtable “Debate”	Roundtable position statements
	Mar 16-20	SPRING BREAK		
10	Mar 24	Coffee and Health	Student led activity	Questions for Discussion
11	Mar 31	Coffee Quality and the Business of Coffee	Visit to a Local Coffee Roaster	Questions for Discussion
12	Apr 7	Coffee Humor and Meanings of Coffee	Student led activity Discussion	[Work on final project]
13	Apr 14	Considering Taste, Aesthetics, and Futures of Coffee	Coffee Tasting	[Work on final project]
14	Apr 21	Final Presentations Course Wrap-up	Presentations Course Improvement Discussion	Presentation (Powerpoint, Poster, Video or Vision board)
15	Apr 27- May 1	FINALS WEEK	Final Project Due: Apr 27 at 11:59 pm	

### CLASS SCHEDULE OF READINGS & RESOURCES

Adjustments may be made depending on the development and interests of the class  
Students should come prepared to discuss readings during the class for which they are assigned.

#### Week 1 – Jan 13 Introduction to Coffee Culture and Early History

##### Optional Reading for Background (Available on Canvas):

- Hattox, R. 1985. Ch. 2 The Coming of Coffee to the Near East. Ch. 3 Coffee, Coffeehouses, and the Opposition. In *Coffee and Coffeehouses: The Origins of a Social Beverage in the Medieval Near East*. Pp. 11-45. Seattle: University of Washington Press.
- Women's Petition Against Coffee
- Men's Response to the Women's Petition

#### Week 2 – Jan 20 Theories of Food, Culture and Social Class

- Submit Discussion Post and Peer Commentary

##### Required Readings:

Clark, D. 2004. The Raw and the Rotten: Punk Cuisine. *Ethnology* 43 (1):19-31.  
Tucker, C. 2017. Ch. 1: Culture, Caffeine, and Coffee Shops. Pp. 3-10; Ch 2 Theories of Food and Social Meanings of Coffee. Ch 3 Coffee Culture, History and Media in Coca Cola Land. Pp. 11-26.  
Weinberg & Bealer. 2002. Introduction to Part 3. Pp. 130-132.

##### Recommended Readings:

Appadurai, A. 1988 How to Make a National Cuisine. *Comparative Studies in Society and History* 30:3-24.  
Roseberry, W. 1996 Rise of Yuppie Coffees and the Reimagination of Class in the United States. *American Anthropologist* 98(4):762-775.

##### Further Reading:

Leach, E. 1974 Ch. 2: Claude Lévi-Strauss - Oysters, Smoked Salmon and Stilton Cheese.  
Reprinted from *Claude Lévi-Strauss*. Chicago: Univ. of Chicago Press

#### Week 3 – Jan 27 Coffee, Power and the Modern World System

- View Film "Black Gold: Wake up and smell the coffee" (76 min)
- Submit a Discussion Post and Peer Commentary - response /reflection on Black Gold (Undergrads: ~200 words; Graduates: ~300 words) on Canvas as a discussion post (Full instructions on Canvas)
- Introduce Mini Project

##### Required Readings

Pendergrast, M. 1999. Prologue: Oriflama Harvest. In *Uncommon Grounds. The History of Coffee and How It Transformed the World*. New York: Basic Books.  
Tucker. 2017.  
Ch. 4 Tracing Coffee Connections. Pp 26-34.

Ch. 5 Coffee and the Rise of the World System. Pp. 35-42.  
Williams, R. 1994. Preface. In *States and Social Evolution: Coffee and the Rise of National Governments in Central America*. Pp. xix-xxix.

Recommended Readings:

Williams, R. 1994. Ch 1 Introduction Pp. 1-14  
Ch. 2 The Coffee Boom and the World Capitalist System. In *States and Social Evolution: Coffee and the Rise of National Governments in Central America*. Pp. 15-40.

**Week 4 – Feb 3 Coffee Production, Labor and Inequality**

- Submit Discussion Post and Peer Commentary

Required Readings:

Tucker 2017 Ch. 11: Planting and Caring for Coffee, Ch. 12: Harvesting, Processing and Inequality. Pp.83-95.

King, D.I., et al. 2012. Community-based agroforestry initiatives in Nicaragua and Costa Rica. In Simonetti, J.A., A.A. Grez & C.F. Estades (Eds). *Biodiversity conservation in agroforestry landscapes: challenges and opportunities*. Santiago, Chile: Editorial Universitaria.

READ ONLY: Pp. 99-101 and 107-112 (pages relevant to coffee)

Kurian, R. 2003 Labor, Race and Gender on the Coffee Plantations in Ceylon (Sri Lanka), 1834-1880. In *The Global Coffee Economy in Africa, Asia, and Latin America, 1500-1989*. Clarence-Smith, W. G., and S. Topik, Eds. Cambridge: Cambridge University Press. Pp. 173-190.

Recommended Reading:

Roseberry, W. 1996 La Falta de Brazos: Land and Labor in the Coffee Economies of Nineteenth Century Latin America. *Theory and Society* 20(3):351-381

Video:

YouTube: ['Slavery-Like' Conditions At Brazilian Coffee Farms](#) (2:13 min)

YouTube: [Indigenous trans women find solace in Colombian coffee fields](#) (13:19)

**Week 5 – Feb 10 Coffee, Sustainability & Climate Change**

- Submit Discussion Post and Peer Commentary
- Introduction to the Mini-Project
- Thursday Activity: Class will break into groups to discuss and analyze required readings

Required Readings:

Tucker. 2017. Ch.13: Environmental Sustainability of Coffee Production, Ch.14: Environmental Conundrums of Coffee Processing. Pp. 96-110.

Baca, M. et al. 2014. "An Integrated Framework for Assessing Vulnerability to Climate Change and Developing Adaptation Strategies for Coffee Growing Families in Mesoamerica." *PLoS ONE* 9(2):e88463.

Davis, A. P., H. Chadburn, J. Moat, R. O'Sullivan, S. Hargreaves, and E. Nic Lughadha. 2019. High extinction risk for wild coffee species and implications for coffee sector sustainability. *Science Advances* 5:eaav3473. DOI:[10.1126/sciadv.aav3473](https://doi.org/10.1126/sciadv.aav3473)  
Moore. [The Capitocene and Planetary Justice.](#)

Recommended Readings:

Bunn, C. et al. 2015. "Multiclass Classification of Agro-Ecological Zones for Arabica Coffee: An Improved Understanding of the Impacts of Climate Change." *PLoS ONE* 10(10):e0140490.

Magrach, Ai. and J. Ghazoul. 2015. "Climate and Pest-Driven Geographic Shifts in Global Coffee Production: Implications for Forest Cover, Biodiversity and Carbon Storage." *PLoS ONE* 10(7):e0133071.

Pappo, E., C. H. Wilson, J. J. Pitts, W. M. Hammond, and S. L. Flory. 2023. [Toward a new perspective on evaluating climate change resilience of agroecosystems](#). *Ecosphere* 14:e4594.

Websites to Explore:

Sustainable Coffee Challenge <https://www.sustaincoffee.org/>  
Coop Coffees. <https://coopcoffees.coop/>  
Cool Farm Alliance. <https://coolfarm.org/resources/>  
Carbon, Climate and Coffee. <https://www.carbonclimateandcoffee.com/learn>

**Week 6 – Feb 17: Price Volatility, Coffee Markets and Value Chains**

- [Submit Discussion Post and Peer Commentary](#)
- [Consider](#): How do international coffee markets and trade structures work?
- Why do prices fluctuate so dramatically in coffee markets? What efforts have been made to regulate coffee markets and prices, and how well have they worked? How do market and trade relationships, structural violence, social class, and legacies of colonialism shape the business of coffee and markets?

Required Readings:

[Johnson, P. 2018. Strong Black Coffee: Why aren't African-Americans More Prominent in the Coffee Industry? Roast Magazine](#), Issue 6 (Nov/Dec).

Tucker. Ch. 15 Market Volatility and Social Calamity;  
Ch. 16 Efforts to Mitigate the Coffee Cycle and the Distribution of Power

Chari, V. and R. Jagannathan. 1990. The Simple Analytics of Commodity Futures Markets.  
The Federal Reserve Bank of Minneapolis.

[Coffee Research Newsletter. 2001. New York Coffee Exchange 101. Coffee Research Newsletter](#) 1(4): 1-2.

Jaffee. Preface. Pp. xi-xv.

Recommended: Start reading Jaffee

Ch.1: A Movement or a Market?  
Ch. 2: Coffee, Commodities, Crisis

**Week 7 – Feb 24 Coffee Consumption, Waste and Coffee Shop Culture In the USA**  
Student Led Activity

### Discussion of Mini-project results

### Mini project and peer review of field notes due

#### Required Readings:

Tucker. Ch. 9: Coffee Waste, Consumer Choices, and Activism on College Campuses.

Oatman. 2014. Your Coffee Pods' Dirty Little Secret. Mother Jones. Online.

<http://www.motherjones.com/blue-marble/2014/03/coffee-k-cups-green-mountain-polystyrene-plastic>

Kooduvalli, K., U. K. Vaidya, and S. Ozcan. 2020. Life Cycle Assessment of Compostable Coffee Pods: A US University Based Case Study. *Scientific Reports* 10:9158. URL:

<https://www.nature.com/articles/s41598-020-65058-1#citeas>

Smyth, D., A.L. Fredeen, and A.L. Booth. 2010. Reducing Solid Waste in Higher Education. *Resources, Conservation and Recycling*, 54:1007–1016.

#### Recommended Reading:

Quantis, with J-A. Chayer and K. Kicak. 2015. Life Cycle Assessment of Coffee Consumption. Prepared for Packaging Consortium. Montreal: Quantis.

Humbert, S., Y. Loerincik, V. Rossi, M. Margni, and O. Jolliet. 2009. Life Cycle Assessment of Spray Dried Soluble Coffee and Comparison with Alternatives (Drip Filter and Capsule Espresso). *Journal of Cleaner Production*, 17:1351–1358

#### Videos:

[Kill the K-cup \(2015\) Kill the K-Cup](#)

[3 Quick + Easy Steps to Completely Recycle K Cups \(2019\)](#)

[How Nespresso & Keurig Spend Millions Trying To Solve Coffee Pod Waste](#)

## **Week 8 – Mar 3 Fair Trade and Alternative Trade Conundrums**

### Final Project Proposal Due

### Video: Cappuccino Trail (50 min)

<https://www.youtube.com/watch?v=PZ9ft8iOIMg> Watch before class.

### Student Led Activity

### Submit Discussion Question

Consider: How do global trade arrangements continue to maintain structural inequities? In light of this history, why and how did Fair Trade emerge? How do legal and logistical arrangements constrain options for coffee producers and organizations involved in Fair Trade and alternative trade?

#### Required Readings:

Jaffee. Ch. 3: One Region, Two Markets

Ch.4: The Difference a Market Makes

Tucker. Ch 17: A Brief History of Fair Trade.

HuffPost 2016. [10 Reasons Fair-Trade Coffee Doesn't Work](#)

[https://www.huffpost.com/entry/10-reasons-fair-trade-coffee-doesnt-work\\_b\\_5651663](https://www.huffpost.com/entry/10-reasons-fair-trade-coffee-doesnt-work_b_5651663) .

[Camp, M., et al. 2005. A Cup of Truth. \*Cultural Survival\* 29\(3\):17-25.](#)

[Cycon, D. 2005. Confessions of a Fair Trader. \*Cultural Survival\* 29\(3\): 26-30.](#)

#### Recommended:

International Coffee Organization. <http://www.icocoffee.org>  
Jaffee. Ch.5: A Sustainable Cup?;  
Ch.6 Eating and Staying on the Land

#### Discussion & Critical Analysis of HuffPost 2016. [10 Reasons Fair-Trade Coffee Doesn't Work](#)

*This article presents prevalent critiques of Fair Trade, which have varying degrees of empirical support. The critiques are strongly informed by neoliberal economic theory. We will explore the degree to which the information is valid, incomplete, misleading, or fails to capture the range of experiences and complexities involved.*

#### **Week 9 - Mar 10 Conventional vs. Alternative Trade: Roundtable “Debate”**

Teams will address differences between conventional and alternative trade and debate the advantages and shortcomings of each, and outcomes for producers and consumers.

##### Required Readings:

Jaffee. Ch. 7 Dancing with the Devil?; Ch.8 “Mejor pero no muy bien que digamos”; Ch. 9: Strengthening Fair Trade; Conclusion.

Tucker. Ch. 18 “Conundrums of Fair Trade Coffee: Building Equity or Reinventing Subjugation?”

[Tucker, C. and M. Pérez Zelaya. 2023. Fostering sustainability through environmentally friendly coffee production and alternative trade: The case of Café Orgánico de Marcala \(COMSA\), Honduras.](#) *Critique of Anthropology* 43:231-251. **NOTE:** Sweetwater Coffee buys coffee from COMSA

##### Recommended Reading:

Sylla, N. S. 2014 *The Fair Trade Scandal: Marketing Poverty to Benefit the Rich*. Athens, OH: Ohio University Press. (Brief Excerpt)

#### **Spring Break - March 16-20**

#### **Week 10 – Mar 24 Coffee and Health**

##### Discussion Question

##### Required Readings:

Carpenter, M. 2014. Ch. 10: The Athletes’ Favorite Drug. *Caffeinated: How Our Daily Habit Helps, Hurts and Hooks Us*. Pp.127-146. New York: Plume.

Loomis, D. et al. 2016. Carcinogenicity of drinking coffee, tea, mate and very hot beverages. *The Lancet Oncology* 17(7):877-878.

Tucker. Ch. 10. Is Coffee Good or Bad for You?: Debates over Physical and Mental Effects of Coffee Consumption.

#### **Week 11 – Mar 31 Coffee Quality and the Business of Coffee**

##### Visit to a coffee roaster

##### Required Readings:

Weissman, M. 2008. *God in a Cup: The obsessive quest for the perfect coffee*. (Excerpt) Hoboken, NJ: John Wiley & Sons, Inc.

West, P. 2012. *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*. Durham, NC: Duke University Press (Excerpts on Canvas)

### **Week 12 – Apr 7 Coffee Humor and Meanings of Coffee**

Student Led Activity

Discussion Question

Required Reading:

Tucker, C. and DeCamp, E. 2011. Hot and Bothered: Coffee and Caffeine Humor. In *Coffee Culture: Local Experiences, Global Connections. First Edition*. New York: Routledge.

### **Week 13 - Apr 14 Considering Taste, Performance Art and Futures of Coffee**

Film: Barista

Coffee Tasting Experience

Readings:

Daviron & Ponte. 2005. Ch. 4: Is this any good? Material and symbolic production of coffee quality. Pp. 127-163.

Tucker, C. 2017. Ch. 19. Riding the Next Wave of Coffee: Possibilities for Transformation. Pp. 144-147.

Coffee Flavor Wheel (color image)

[The Little Black Coffee Cup. 2018. The Fundamentals of Coffee Tasting | Featuring Sensory Scientist Ida Steen.](#)

Coffee Research Newsletter 2001. Super (Coffee) Tasters: Implications in Cupping. *Coffee Research Newsletter* 1(1):3.

Recommended:

Weissman, M. 2008. *God in a Cup: the Obsessive Quest for the Perfect Coffee*, Ch. 2 & Ch 3. Pp. 35-79. Hoboken, NJ: John Wiley & Sons, Inc.

[Pendergrast, M. 1999. Appendix: How to Brew the Perfect Cup. In \*Uncommon Grounds: The History of Coffee and How It Transformed the World\*. Pp. 427-430.](#)

Videos: Watch at least one -These overlap but each has a different angle (and personality)!

[The Basics of Coffee Tasting. Brewing Habits](#) (9 minutes)

[Coffee Expert Teaches How to Taste and Describe Coffee](#) by Mithilesh Vazaleh (8 minutes)

[How to Taste Coffee: A Lexicon for Coffee Lovers](#) by Lance Hedrick (YouTube) (18 minutes)

[How to Use the Coffee Flavor Wheel](#) by Alma Coffee (YouTube) (6 minutes)

### **Week 14 - Apr 21 Final Presentations and Course Wrap-up**

Student will present their final projects

Course Improvement Discussion

**Week 15 – Finals Week: Final Project Due Monday, April 27 by 11:59 pm**

## UNIVERSITY 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/>]

### Additional Policies and Resources:

Religious observances: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

### 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](tel:(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](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>[Links to an external site.](#); [352-392-1261](tel:352-392-1261)).

### Late policies and assignment extension policies for the course

- Late assignments/quizzes/exams without an excuse will be reduced 10% per day late.
- All unexcused late work will not be accepted a week after the due date unless arrangements are made with the instructor.

### Communication practices for the course

- 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 is available at <https://elearning.ufl.edu/student-help-faqs/>.
- The instructor 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 the instructor. 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.
- Canvas Notifications: In your Canvas “Account,” click on “Notifications.” Set the notification for “Submission Comment” to either “Notify Immediately” or “Daily Summary.” The instructor may communicate with you regarding your assignments through Submission

Comments more so than e-mail. We expect every student to read their submission comments within 24 hours of posting. Some of them may require immediate action on your part.

### Library Resources

- Library Resources (General Courses): 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](#). Can't find what you are looking for? You can [Ask A Librarian](#) for help by email, chat, text, or phone.
- Library Resources (Courses with Researching/Writing Component, Grad Courses): 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.