

# ANT 4213 Global Humankind (Online)

## Spring 2024

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**Instructor Virtual Office Hours**  
Monday 3-5pm EST & by appointment

### Prerequisites

All majors are welcome in this course. The prerequisite requirement is the successful completion of at least one ANT 2000 or 3000 level course.

### Course Description

The main question of this course asks: How do the world's diverse peoples develop unique strategies for living in an ever-changing world? As humans, we are part of an intriguing species that strives to tackle universal bio-social concerns, such as giving birth, finding mates, and establishing security in creative and local ways. The way that we manage our livelihoods in our towns and cities unleashes a cascade of interesting global connections, effects, and relationships, which can (for example) impact the ways that people in Indonesia find work, or where those in Hawaii decide to settle down.

This class is arranged differently than many other online classes. You will earn your grade in the course through careful and consistent participation in weekly class activities, developing skills in critical reading and thinking, and applying what you learn to your observations of yourself and the world around you. These assignments will require foresight and planning. Most weeks include a unique activity based on a case study. This can be contrasted with other class models that teach students through more passive tools, such as taped lectures or comprehensive tests.

Students will progress through 12 interrelated modules. Each module is built around a core anthropological question and one or two key concepts in anthropology that have been used to answer this question. Each week students will investigate real-life case studies, such as transnational adoption agencies in Guatemala, temporality and futures in Haiti, security in Peru, matchmaking in China, and international exchanges on YouTube, among others.

The weekly course topics are grouped into three units that roughly parallel life stages. The course begins with the "Life Basics" of birth, enculturation, diets, bodies, and temporality before moving on to "Intermediary Skills" like security, communication, mating, and growing up. Finally, the course concludes with projects of "Letting Go," such as migration, object disposal, mortuary practices, and the place of the dead in society. Each week students will read scholarly literature, view the video lectures, and learn a new case study.

### Course Objectives

By the end of this class, it is expected that students will be able to:

1. Analyze and explain the diverse strategies humans use to approach biosocial problems at the local level, and the relationship between their social shaping, historical development, and trans-local effects;
2. Use a network approach to critically analyze their own social worlds and life strategies;

3. Explain how anthropologists study and theorize emergent social problems and the creative strategies societies develop to solve them; and,
4. Develop critical cultural anthropological thinking, reading, and writing skills.

### **Required Readings**

1. Douglas, Mary. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. Routledge Classics, 2002.
2. Ingold, Tim and Palsson, Gisli, Eds. *Biosocial Becomings: Integrating Social and Biological Anthropology*. Cambridge University Press, 2013.
3. Van Gennep, Arnold. *The Rites of Passage*. University of Chicago Press, 2011.
4. Bradshaw Foundation. Journey of Mankind – iLecture Documentary Film. – Cost is \$4
  - a. Access the film here: [Journey of Mankind – Bradshaw Foundation](#)

Additional readings and links to other resources will be posted on Canvas. Each week there will be approximately 2-3 journal articles or book chapters of reading and 2-3 blog posts, vlogs, or other popular media which you will be required to read.

**NOTE:** On average you will be reading 70-100 pages per week. Course assignments are aimed at helping you process and reflect on the readings. This is an opportunity to develop “smart” reading skills, including how to survey a piece for general content versus how to engage for in-depth understanding and retention – and how to know which approach to take.

### **Course Communications**

For all course-related questions, first review this syllabus to determine if the answer to your question is addressed. Please direct general questions about course requirements, assignments, activities, etc. to the Q&A discussion board under “Discussions” on Canvas. You may also contact the instructor and/or teaching assistants via email; however, please check if your question has already been addressed on the course’s Q&A discussion board.

Do not post any questions related to individual assignments or grades on the Q&A discussion board. Please submit those inquiries via email. In the content of the email, specifically state the particular assignment that is at issue. While I will respond as quickly as I can, please allow 48 hours (excluding weekends and holidays) before following up. During virtual office hours, emails will be answered within 5 minutes unless we are with another student.

### **Course Format**

Given that this course is an online class, students are expected to be self-motivated. This course utilizes Canvas. On Canvas, you can find news and updates, the course syllabus, your grades, weekly reading assignments, lecture videos, and discussion boards. You can log in to Canvas at <http://elearning.ufl.edu/>. You are encouraged to contact the Instructor during virtual office hours if you have any questions. Information on contacting the UF Helpdesk for technical difficulties can be found below. Students can also find more information on Canvas and the Helpdesk in the START HERE module.

## Course Requirements & Grading

You will be evaluated for proficiency in learning objectives according to the following methods:

### 1. Assignments

All assignments are due by **11:59pm** on the scheduled due date.

#### *Syllabus Quiz*

The syllabus quiz will be used to evaluate your knowledge of the core components of the course as laid out in the syllabus.

#### *Case Studies and Explore Activities*

Each week you will be presented with a new ethnographic case study which is relevant to the module's central question or theme. This case study will be in the form of text, video, and/or other multimedia resources outlined in the individual Explore assignment for the week. You are expected to explore the case study resources and apply your new knowledge of the primary lesson in order to better understand the case study. Each Explore exercise is different, inviting you to engage with the particular anthropological question for the module creatively and critically as it is being played out today in the contemporary case study. It is recommended that students complete Explore assignments on Tuesdays, right after completing case study readings. **These activities are due weekly on Thursdays.**

#### *Weekly Reading & Observation Journal*

A crucial part of every anthropologist's toolkit, the Observation Journal asks you to take note of the world around you. As you move through your daily life, pay attention to the people around you and see what connections you can make between your readings and your everyday surroundings. This is your opportunity to let your mind run wild and try your hand at asking anthropological questions and applying key concepts to your own social world. I recommend that you complete the readings early in the week and quickly jot down whatever thoughts come to mind after each one. Then, as the week progresses, keep a record of your observations and reflections. Submit your week's entries every Friday. Pay attention to the instructions for this assignment in each week's module which will offer questions for reflection. At least 6 of these assignments should be in an alternative format, such as a voice or video recording. **These are due weekly on Fridays.**

#### *Annotated Bibliography*

One of the crucial skills that this course aims to help you develop is reading critically. For this assignment, you will select any two modules and create an annotated bibliography for the readings in those modules. An annotated bibliography entails a bibliographic entry followed by a brief summary (100-150 words) of the reading's main argument and key takeaways. Additional instructions, guidance, and rubric can be found in the ASSIGNMENTS tab on Canvas. **This is due Sunday, March 17<sup>th</sup> by 11:59pm.**

### *Critical Essay*

This final assignment will challenge you to bring your skills of critical reading, thinking, and observation together in an essay. Select any module from the course and write a 1500-2000-word essay on the key insights of that module's readings, including readings from the multimedia packet, as appropriate. Additional instructions, guidance, and rubric can be found in the ASSIGNMENTS tab on Canvas. **This is due Monday, April 29<sup>th</sup> by 11:59pm.**

***ALL ASSIGNMENTS ARE DUE BY 11:59PM ON THE DUE DATE, UNLESS ARRANGED INDIVIDUALLY WITH THE INSTRUCTOR***

### **2. Grading Scale**

See <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html> for calculating grade point averages. Also note that a grade of C- does not count for credit in major, minor, GenEd, Gordon Rule, or college basic distribution credit (for information regarding minus grades go to: <http://www.isis.ufl.edu/minusgrades.html>).

The grading scale for this course is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
≥93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	≤60

Grades are based on the following percentages:

Syllabus Quiz: 1 quiz at 4 points	1.25%
Reading & Observation Journal: 12 assignments x 8 points/each	30%
Explore: 10 assignments at 10 points/each	31.25%
Annotated Bibliography: 1 at 50 points	15.6%
Critical "Final" Essay: 1 at 70 points	21.9%

TOTAL: 25 submissions, 320 total points available 100%

Final grades will be rounded following conventional math standards; grades ending with a decimal of 0.5 greater will be rounded up to the next integer.

Additional information about the University's grade policies is available at:  
<https://catalog.ufl.edu/UGRAD/academic-regulations/grades-grading-policies/>

### **3. Expectations of Consistent Performance**

Each week you are expected to do the readings, watch any assigned videos, and complete all associated assignments. The timely completion of assignments is critical to the successful completion of this course.

### **4. Absences**

Excused absences follow the criteria of the UF Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the Instructor prior to the missed class day when possible.

## **5. Late Work & Extensions**

Given that this is an online class, students are responsible for making sure that they have a functioning internet connection and computer access. Assignments must be submitted on time to receive full credit. Late work will be marked down 10% for every date it is late. If you know you will not be able to turn in an assignment on time due to serious life circumstances (illness, family emergency, etc.), please notify the Instructor as early as possible so that we can arrange a reasonable extension. Extensions must be arranged in advance of the due date and will not be granted after the fact.

## **6. Incomplete Grades**

I will not assign grades of “incomplete” except under extreme circumstances (and only if you have completed a minimum of 50% of the coursework). You must provide documentation of such circumstances from an appropriate authority. Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue:

<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **Online Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at Gator Rater (<https://evaluations.ufl.edu>). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **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](#). Can't find what you are looking for? You can [Ask A Librarian](#) for help by email, chat, text, or phone.

## **University of Florida Policies**

### **University Policy on Accommodating Students with Disabilities**

Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC) by contacting the DRC at 352-392-8565 and/or <http://www.dso.ufl.edu/drc/>. The DRC will provide an accommodation letter to the student which must be presented to the Instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams.

Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### **University Policy on Academic Misconduct**

Academic honesty and integrity are fundamental values of the University community. UF students are bound by The Honor Pledge, which states:

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Your Instructor and TAs (if applicable) are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor or TAs in this class. Plagiarism and/or cheating on any exam, assignment, or quiz will not be tolerated. Students found to be engaging in these behaviors will receive zero (0) points for that assignment and be reported to the Dean of Students Office. After receiving a warning, if cheating persists, the student will receive a zero (0) for the subsequent assignment, be reported to the Dean of Students Office again, and incur any further penalties that are administered by the Dean of Students Office.

Once a student has been reported for cheating or plagiarism, they cannot drop the class. Plagiarism includes copying from websites or other students. Self-plagiarism will not be tolerated; you cannot duplicate your work from other courses. Any direct quotes should be properly cited with author, date, and page number(s). If you have questions about this, please use the Course Questions discussion board or email your Instructor directly. You are strongly discouraged from sharing your notes for this class on any online website. You are not permitted to distribute screen shots of any course content. *Remember that using and posting assignments on Course Hero or similar websites constitutes a violation of the UF Student Honor Code.*

### **Basic Guidelines for Not Plagiarizing:**

- Do not copy and paste from any website
- Write your own words
- Do not collaborate with fellow students on any assignment unless otherwise noted
- Use in-text citations when using direct quotes, when paraphrasing, or when citing original research

([https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html))

### **“Net”-iquette: Communication Courtesies**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Students should treat others with respect. It is helpful to use clear and concise language, full sentences, and correct spelling and grammar. Students should be careful when providing personal information and remember that using all CAPS can be interpreted as yelling. Additional information can be found at:

<http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

## Getting Help

### Technical Difficulties

For issues with technical difficulties for E-Learning in Canvas, please contact the UF Computing Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- 352-392-HELP → select option 1
- <http://helpdesk.ufl.edu/>

*Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from ELS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your Instructor within 24 hours of the technical difficulty if you wish to request a make-up.*

### UF Counseling Services

If you are experiencing personal problems that are interfering with your studies, you are encouraged to take advantage of the available university resources:

- U Matter, We Care: If you are a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student. Also see: <http://www.umatter.ufl.edu/>
- UF Counseling and Wellness Center: <https://counseling.ufl.edu> or 352-392-1575
- Sexual Assault Recovery Services: Student Health Care Center, 352-392-1161
- University Police Department: 352-392-1111

Other resources are available at <http://distance.ufl.edu/getting-help/> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please visit <http://distance.ufl.edu/student-complaint-process/> to submit a complaint.

### Notes on the Schedule

Most assignment due dates occur on Thursdays and Fridays. It will be in your best interest, therefore, to begin your work early in the week and hold yourself accountable for completing each module in succession. Do not wait until the last minute to begin reading and viewing lectures!

## Spring 2024 Schedule

### Part I: Life Basics

WEEK 1: January 8 – 10 **START HERE:** Course Introduction and Syllabus Quiz

WEEK 2: January 15 – 19 **Module 1:** How Does My Culture Impact My Body?

Area Case Study: East and Central Africa

Key Concept: Enculturation, Embodiment

Required Readings:

- Lock, Margaret. (1993). Cultivating the body: anthropology and epistemologies of bodily practice and knowledge. *Annual Review of Anthropology*, 133-155.
- Chapter 2 in *Biosocial Becomings*: Palsson, G. (2013). Ensembles of Biosocial Relations. Cambridge University Press.
- Glover, Vivette. Stress and Pregnancy (Prenatal and Perinatal). The Effects of Prenatal Stress on Child Behavioural and Cognitive Outcomes Start at the Beginning. *Encyclopedia on Early Childhood Development*.
- Davis, Elysia P. & Sandman, Curt A. (2010). The Timing of Prenatal Exposure to Maternal Cortisol and Psychosocial Stress is Associated with Human Infant Cognitive Development. *Child Development* 81(1): 131-148.
- Additional videos on Canvas

*Note: Martin Luther King Jr. Day is celebrated on Monday, January 15<sup>th</sup>*

WEEK 3: January 22 – 26 **Module 2:** How Does My Diet Symbolically Affect Me?

Area Case Study: Eastern Amazonia

Key Concepts: Symbolism, Political Ecology

Required Readings:

- Escobar, Arturo (1999). After Nature: Steps to an Anti-essentialist Political Ecology. *Current Anthropology*, 40(1): 1-30.
- Butler, Sharon (2017). A Brief History of Food as Art. *Smithsonian Journeys Quarterly*.
- Nonini, Donald M. (2013). The Local-Food Movement and the Anthropology of Global Systems. *American Ethnologist*, 40(2):267-275.
- Schor, Juliet B. & Ford, Margaret (2007). From Tastes Great to Cool: Children's Food Marketing and the Rise of the Symbolic. *The Journal of Law, Medicine, & Ethics*. 35(1):10-21.
- Additional video on Canvas

WEEK 4: January 29 – February 2 **Module 3:** How Does Uncertainty Shape My World?

Area Case Study: Haiti and Florida

Key Concepts: Phenomenology, Ontology

Required Readings:

- Chapter 6 in *Biosocial Becomings*: Vasiman, N. Shedding Our Selves: Perspectivism, the bounded subject, and the nature-culture divide. Cambridge University Press.
- Chapter 11 in *Biosocial Becomings*: Al-Mohammad, H. Avelling/Unravelling: Being in the World and Falling Out of the World.

- Latour, Bruno (2011). Waiting for Gala. A Lecture at the French Institute, London.

**WEEK 5:** February 5 – 9 **Module 4:** How Does Keeping Clean Make Me a Good Citizen?

Area Case Study: Ebola in East Africa

Key Concepts: State, Intersubjectivity

Required Readings:

- Douglas, Mary (2002). Purity and Danger. Introduction and Chapter 2: 1-7 & 36-50.
- Robins, Steven (2014). Poo Wars as Matter Out of Place: ‘Toilets for Africa’ in Cape Town. *Africa Today* 30(1): 1-3.
- Additional videos on Canvas

***Part II: Intermediary Skills***

**WEEK 6:** February 12 – 16 **Module 5:** How Does My Own Security Impact Others?

Area Case Study: Tri-Border Area

Key Concepts: Security

Required Readings:

- Geschière, P. & Fisiy, C. (1994). Domesticating Personal Violence: Witchcraft, Courts, and Confessions in Cameroon. *Africa: Journal of the International African Institute* 64(3): 323-341.
- Amoore, L. & Hall, A. (2010). Border Theatre: On the Arts of Security and Resistance. *Cultural Geographies* 17(3): 299-319.
- Hofstadter, Richard (1964). The Paranoid Style in American Politics. *Harper’s Magazine*.
- Additional videos on Canvas

**WEEK 7:** February 19 – 23 **Module 6:** How Do I Communicate with Others Non-Verbally?

*No Explore Assignment This Week!*

Area Case Study: Bourdieu and Habitus

Concepts: Symbolism, Semiotics

Required Readings:

- Ingold, T. (1999). Three in One: Dissolving the Distinctions between Body, Mind, and Culture.
- Chapter 10 in *Biosocial Becomings*: Praet, I. Humanity and Life as the Perpetual Maintenance of Specific Efforts: A Reappraisal of Animism.
- Additional video on Canvas

**WEEK 8:** February 26 – March 1 **Module 7:** How Do I Grow Up?

Area Case Study: The Ritual Passage of Fieldwork

Key Concepts: Ritual, Liminality

Required Readings:

- Van Gennep, A. (2011). Initiation Rites. In *The Rites of Passage*. University of Chicago Press.
- Van Gennep, A. (2011). Betrothal and Marriage. In *The Rites of Passage*. University of Chicago Press.

- Kastrinou Theodoropoulou, A.M. (2012). A Different Struggle for Syria: Becoming Young in the Middle East. *Mediterranean Politics* 17(1): 59-76.
- Additional videos on Canvas

### **Part III: Letting Go**

WEEK 9: March 4 – 8 **Module 8:** How Do I Leave My Homeland and Where Do I Go?

Area Case Study: Syrian Refugee Crisis

Key Concepts: Border Studies

Required Readings:

- Van Gennep, A. (2011). Territorial Passage. In *The Rites of Passage*. University of Chicago Press.
- Mason, Katherine. (2012). Mobile Migrants, Mobile Germs: Migration, Contagion, and Boundary-Building in Shenzhen, China after SARS. *Medical Anthropology* 31(2):113-131.
- Black, R., Adger, W.N., Arnell, N.W., Dercon, S., Geddes, A., & Thomas, D. (2011). The Effect of Environmental Change on Human Migration. *Global Environmental Change* 21: S3-11.
- Additional videos on Canvas.

WEEK 10: March 9 – 17 **No Module – Spring Break**

*NOTE: Annotated Bibliography Due Sunday, March 17<sup>th</sup> by 11:59pm*

WEEK 11: March 18 – 22 **Module 9:** How Do I Get Rid of Things and Where Do They Go?

Area Case Study: Waste in Indonesia and East Africa

Key Concepts: Thing Theory, Object Development

Required Readings:

- Hendon, J. (2000). Having a Holding: Storage, Memory, Knowledge, and Social Relations. *American Anthropologist*. 42-53.
- Wilk, R. (2001). Consuming Morality. *Journal of Consumer Culture* 1(2): 245-260.
- Reno, J. (2009). Your Trash is Someone's Treasure: The Politics of Value at a Michigan Landfill. *Journal of Material Culture* 14(1): 29-46.
- Additional videos on Canvas

WEEK 12: March 25 – 29 **Module 10:** What Happens When I Do and Who Will Handle Me?

Area Case Study: Ancient Maya

Key Concepts: The “Cultural” Body, Mortuary Symbolism

Required Readings:

- Battaglia, D. (1992). The Body in the Gift: Memory and Forgetting in Sabar Mortuary Exchange. *American Ethnologist* 19(1): 3-18.
- Tsuji, Y. (2006). Mortuary Rituals in Japan: The Hegemony of Tradition and the Motivation of Individuals. *Ethos* 34(3): 391-431.
- Nystrom, KC. (2011). Postmortem Examinations and the Embodiment of Inequality in 19<sup>th</sup> Century United States. *International Journal of Paleopathology*. 1(3-4): 164-172.
- Van Gennep, A. Funerals. In *The Rites of Passage*. University of Chicago Press.

- Additional videos on Canvas

**WEEK 13:** April 1 – 5 **Module 11:** How Do the Dead Change Us?

Area Case Study: Bosnia & Herzegovina

Key Concepts: Memory, Things, Contestation

Required Readings:

- Crossland, Z. (2009). Of Clues and Signs: The Dead Body and Its Evidential Traces. *American Ethnologist*. 111(1): 69-80.
- Bevernage, B. & Colaert, L. (2014). History from the Grave? Politics of Time in Spanish Mass Grave Exhumations. *Memory Studies*. 7(4): 440-456.
- Dawdy, Shannon Lee. (2006). The Taphonomy of Disaster and the (re)Formation of New Orleans. *American Anthropologist*. 108(4): 719-730.
- Wagner, S. (2010). Tabulating Loss, Entombing Memory: The Srebrenica-Potočari Memorial Centre. *At The Interface / Probing the Boundaries*. 71: 61-78.

**WEEK 14:** April 8 – 12 **Module 12:** What Does It Mean to Think Anthropologically?

*No Explore Assignment This Week!*

Key Concepts: Thinking Anthropologically

Required Readings:

- What is Anthropology?  
<http://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=2150>
- What do Anthropologists Do?  
<http://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=2148>
- Stein, F. (2016). Anthropology, Brexit, and Xenophobia in Europe.  
<https://politicalandlegalanthro.org/2016/06/28/anthropology-brexit-and-xenophobia-in-europe/>
- Bestemen, C. et al. (2017). Refugees, Immigrants, and Trump's Executive Order: Six Anthropologists Speak Out. <https://savageminds.org/2017/02/02/refugees-immigrants-and-trumps-executive-order-six-anthropologists-speak-out/>

**WEEK 15:** April 15 – 19 **Module 13:** Documentary Assignment

**CLASSES END: Wednesday, April 24<sup>th</sup>**

**FINAL PAPER DUE: Monday, April 29<sup>th</sup> by 11:59pm**