

## ANT 2410 Cultural Anthropology

Fall 2024

Fulfills General Education (GenEd) requirement in as Social and Behavioral Sciences (S) ([area objectives available here](#)), as well Diversity (D) ([area objectives available here](#)).

(Note: A minimum grade of C is required for general education. Courses intended to satisfy the general education requirement cannot be taken S-U)

### Instructor:

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

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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-2024-2025>

### Teaching assistants:

Spencer Seymour

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Office Hours: TBD

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### Lectures:

T 10:40-11:30 (LIT 0109)

R 10:40-12:35 (LIT 0109)

**Important:** In addition to lecture sessions, you will attend the discussion section for which you registered.

### Discussion sections:

T 11:45 AM - 12:35 PM (TUR 2346)

T 12:50 PM - 1:40 PM (TUR 2303)

W 11:45-12:35 PM (WEIL 234)

W 12:50 PM - 1:40 PM (TUR 2328)

R 12:50-1:40 PM (TUR B310)

R 1:55-2:45 PM (TUR B310)

### Course Description

Anthropology is the academic discipline that studies humanity across all space and time. Cultural anthropologists study the distinctive ways people create, negotiate, and make sense of

their own social worlds in relation to the worlds of others. Through research in places both far away and near to home, anthropologists examine relations and events that influence and determine social belonging and exclusion, whether based on gender, kinship, religion, language, political economy, or historical constructions of race, ethnicity and citizenship (S, D). The scope of cultural anthropology is thus broad. Studying culture is crucial to understanding our increasingly connected planet, human relationships, and actions (D). An anthropological perspective is also essential to efforts which aim to resolve the major crises that confront humanity today (S).

This class provides an introduction to the discipline through a consideration of topics and themes that are not only of vital relevance today but also hold an enduring place in the intellectual tradition of anthropology. The purpose of this class is to increase your familiarity and comfort with concepts of cultural analysis and to show how these notions can increase awareness and understanding of your own and others' life experiences (S, D). In so doing, the course aims to enhance sensitivity to social differences while also underscoring the moral and ethical dimensions entailed by ethnographic research (D).

- *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.*

### **Summary of course structure and requirements**

Class meetings consist of weekly lectures and weekly discussion sections. On Tuesdays and Thursdays, the entire class will meet in LIT 0109. Since the course encourages collaboration and active learning for individuals and groups, "lecture" sessions will not be entirely lectured-based. Class time will also be spent on film screenings, group discussions presentations, and other forms of active learning activities. ***In addition to lecture sessions, you will attend the discussion section for which you registered. Discussion sections are led by our brilliant and extremely knowledgeable graduate teaching assistants.***

Course requirements include group assignments and individual assignments. Each student will be assigned to a permanent group after the add/drop period ends. In addition to small in-class activities, group members will also collaborate with each other on a project (more below).

Individual assignments will consist of short written assignments, reading and film responses, and one final project/paper. There will be no exams in our course.

Each student will also be asked to perform peer evaluations for fellow group members twice during the semester.

### **Course activities, assignments, and evaluation**

#### In-class group activities and peer evaluations (50 points)

Lecture sessions will include low-stakes group activities that allow you to actively engage with class materials and lectures and interact with your classmates. Most of the time, each group will be asked to discuss a specific question or problem and then report the group's ideas to the whole class. *I typically do not grade in-class group activities. However, evaluation points will be based primarily on peer assessments.*

You will be given a chance to evaluate your group members twice during the semester.

**The first evaluation** takes place at the mid-term point, and it will be informal and used as feedback for individual team members. At this time, your grade will not be impacted by your peers' feedback, nor will they be affected if others do not submit their feedback on your in-class performances.

In **the final evaluation**, which occurs at the end of the semester, each of you will evaluate other members of the group on their participation in group activities. (Did they miss class activities regularly? Did they contribute productively to the group? Did they exchange ideas with others in a respectful manner?). **30 points from your team members will be counted towards your final grade.**

**Each student will receive additional 20 points for completing the first and final peer evaluations for their team members.**

One of the most significant concerns with working in a group and receiving team grades is that some members of the group may work harder than others or “free-ride” off those in the group willing to put in more effort. These evaluations are anonymous and give you a chance to reward or punish your teammates based upon their team efforts. I will provide more information about the evaluation processes in class.

#### Discussion section (50 points)

**You are required to attend and participate in the discussion section for which you registered.** This is an opportunity for you to have an in-depth discussion of readings and films, course concepts and projects. You may be asked to take turn leading class discussions or brainstorm strategies to improve your written assignments. More details will be announced by the teaching assistant who manages your section.

**You are expected to attend the discussion section regularly and actively engage in discussions. Fifty percent of the grade is attendance.** Only university-approved absences with appropriate documentation or proper notification will be excused. You will be counted absent from discussion section if you arrive more than 10 minutes late. If you struggle with public speaking, please come to talk with the teaching assistant or the instructor. We will come up with strategies to improve your participation in class.

#### Group project: Ethnographic study – observing and taking field notes (50 points)

You will collaborate with other members in your assigned group to conduct mini fieldwork. The detailed instruction and guidelines will be assigned during the fourth week (or when we discuss what “ethnography” is).

Broadly, the project consists of three main tasks. First, each group will go to a public place or public event with a question in mind that they might begin to answer, or at least address, by observation (no interviewing or other direct interaction with people). Spend from 15 to 25 minutes observing surrounding environments, movements, and behaviors at the site. Each individual member of the group jot down notes while doing observation. Second, all group members get together and discuss their experiences of practicing ethnography. Your discussion topics include methodological and ethical challenges related to this kind of observation and notetaking, any new phenomena you discover, and any further research questions that arise during fieldwork. Lastly, **each group will give a presentation in class (40 points).** Group presentations will take place during the last two weeks of the semester. Each presentation will last about 8-10 minutes.

By **the end of Week 8**, each group must send the instructor a 1-2 paragraph update on their progress as well as any questions you might have. If your group prefer to discuss these in person, please make an appointment with the instructor for office hours that week. **Each group**

**will receive 10 points for reporting the progress.**

Short written assignments (60 points)

You will be expected to complete **six** out of seven possible assignments over the course of the semester. All assignments are submitted on Canvas under “Assignments.”

In these assignments, you will be asked to reflection on questions related the topic of the week, respond to a short video or a passage in the textbook, or perform an analysis of anthropological data. Most assignments are due one week after the date they were assigned, but please double check the deadlines for each assignment on Canvas and in the scheduled below. Due dates for assignments are as follows:

Assignment Title	Week Assigned	Due date
Anthropology and the concept of “culture”	2	<b>Thu, 9/5</b>
Relationship between language and culture	5	<b>Thu, 9/26</b>
Kinship and family	7	<b>Thu, 10/10</b>
Social stratification and intersecting identities	9	<b>Thu, 10/24</b>
Economy, power, and politics	11	<b>Thu, 11/7</b>
Globalization and its effects on culture	12	<b>Thu, 11/14</b>
Food and environment	13	<b>Thu, 11/21</b>

Response papers (60 points)

Students are required to submit responses to **three** of the following course readings:

Reading	Week assigned	Due date
Lippi-Green, Rosina. 2012. “Teaching children how to discriminate (What we learn from the Big Bad Wolf).”	5	<b>Fri, 9/27</b>
Abu-Lughod, “ <i>Do Muslim women really need saving?: Anthropological reflections on cultural relativism and its others</i> ”	10	<b>Fri, 10/25</b>
Bonilla and Rosa, “ <i>Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States.</i> ”	12	<b>Fri, 11/8</b>
Singer et al., “ <i>Why Does Juan Garcia Have a Drinking Problem?</i> ”	13	<b>Fri, 11/15</b>

Each response will have approximately 450-500 words. In your response, summarize and critically evaluate the author’s argument. Here are some guiding questions:

Here are some tips for writing a discussion post (and engaging with course materials in general).

- Focus on the key arguments of the reading. What is the author’s purpose in writing this text?
- Focus on quotes or aspects of the text that are interesting and compelling, or difficult and puzzling.
- Ask yourself: In what ways do you find the theory/framework proposed by the author(s) useful for understanding your own sociocultural settings?

- Develop critiques on the theoretical framing and methodological approaches of each scholarly writing. What ways could they be questioned, furthered, or extended?

Response to a film (20 points)

To supplement lectures and readings, we will watch several films throughout the semester (all movies are also available on Course Reserves in Canvas). You will write one short essay (450-500 words) in response to ONE of the following films that will be shown in class:

- Week 3: Framing the Other
- Week 6: Waiting for John
- Week 7: Daughter from Danang
- Week 13: What's for Dinner?

In your response, you may discuss what you find intriguing and inspiring, and/or make a connection between the film and other course materials. You choose the week on which you write this, but the last day to submit the response is Friday, November 22.

Final project: the social life of things (50 points)

For the final project, choose an object to explore anthropologically, revealing its social role, history, and the human relationships that lay beyond it or that are related to its very presence in the society. The thing you choose should be a specific, actual entity, and have a meaningful connection to your own life.

You may write a traditional essay (approximately 1000 words) or use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTube, podcasting). Regardless of your chosen medium, you need to cite at least three sources, including at least one from this class (It is also fine if they are all from class). These sources should be contributing insight to your analysis.

*Final projects are due **by Monday 12/9**.* Please submit your project under "Assignments" on Canvas. Detailed guidelines for this assignment will be announced by Week 12.

**Grading**

Peer evaluations (2 rounds)	50 points (~15%)
Discussion section	50 points (~15%)
Ethnographic project (quick check-in, 1 oral presentation)	50 points (~15%)
6 short written assignments	60 points (~18%)
3 Reading responses	60 points (~18%)
Film response	20 points (~9%)
Final project	50 points (~15%)
<b>Total</b>	<b>340 points (100%)</b>

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/>

A minimum grade of C is required for general education credit.

### Course materials

- There is one required **textbook**:
  - o Welsch, Robert L. and Luis A. Vivanco. 2021. *Asking question about cultural anthropology: a concise introduction*. Third edition. New York: Oxford University Press.
- **Other reading materials** are available on Canvas. Please look under “Modules” or “Course Reserves” for PDF files and links to additional sources. 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/>.
- We will watch several **films and videos** during Tuesday and Thursday sessions. You do **not** need to watch them before class, but all films are also available on Course Reserves.
- **You are expected to read the assigned materials prior to the class** date designated on the syllabus. Studying materials beforehand will prepare you for discussion sections and daily group activities and allow you to follow lectures more easily.
- Some course materials might be more challenging than others, but **do not give up!** It is totally okay if you do not fully catch every single line of a text. The point is to understand the main ideas and the types of evidence that are used to support them. Take notes while reading, highlight important information and interesting quotes, and come to class with questions. If you need help with this, please come to see the instructor.

### Course schedule

The instructor might make adjustments to readings, in-class activities, and deadlines for assignments as the course progresses. The instructor will communicate any changes to you with as much notice as possible

Module	Readings	Assignments
<b>Week 1</b>	<b>Studying humanity</b>	
	<i>This week's meetings outline course requirements, expectations, learning objectives, and other relevant policies. Students learn about the scope and history of anthropology as well as core concepts in cultural anthropology, such as cultural relativism, holism, and comparative perspective.</i>	
Thu, 8/22	<p>Introduction to course expectations and requirements</p> <p>Welsch &amp; Vivanco, chapter 1</p> <p>"Why Anthropology Matters," Statement by European Association of Social Anthropologists (EASA).  <a href="https://www.easaonline.org/publications/policy/why_en">https://www.easaonline.org/publications/policy/why_en</a></p> <p><i>Recommended:</i> Fernandez, James W. 1977. "Anthropology, a discipline about man himself." The New York Times.  <a href="https://www.nytimes.com/1977/07/17/archives/anthropology-adiscipline-about-man-himself.html">https://www.nytimes.com/1977/07/17/archives/anthropology-adiscipline-about-man-himself.html</a></p> <p><b>*No discussion sections this week</b></p>	
<b>Week 2</b>	<b>Anthropology and the concept of "culture"</b>	
	<i>This week's materials identify the major features of culture and explore different theories that have sought to explain it. Students examine how anthropologists have used the culture concept to understand human diversity. Students also develop critical perspectives on the meaning and politics of cultural appropriation.</i>	
Tue, 8/27	Welsch & Vivanco, chapter 2	
Thu, 8/29	<p>Williams, Raymond. 1976. "Culture." In <i>Keywords: a vocabulary of culture and society</i>, pp.76-82. New York: Oxford University Press.</p> <p>Rothman, Joshua. 2014. "The meaning of 'culture.'" The New Yorker. <a href="https://www.newyorker.com/books/joshuarothman/meaning-culture">https://www.newyorker.com/books/joshuarothman/meaning-culture</a></p> <p><i>Recommended:</i> Bersin, Josh. 2015. "Culture: Why It's the Hottest Topic in Business Today." <i>Forbes</i>, March 13.  <a href="https://www.forbes.com/sites/joshbersin/2015/03/13/culturewhy-its-the-hottest-topic-in-business-today/">https://www.forbes.com/sites/joshbersin/2015/03/13/culturewhy-its-the-hottest-topic-in-business-today/</a></p>	<p><b>Project groups created</b></p> <p><b>Assignment 1</b> (due 9/5)</p>
<b>Week 3</b>	<b>Colonial legacies and the "other"</b>	
	<i>Through the lenses of postcolonial theory, students develop critical views on academic writing and media portrayal of non-western ways of life. The emphasis is given to the work of Edward Said, "Orientalism." This week's materials set the stage for subsequent discussions on anthropological research and ethical challenges in conducting ethnographic fieldwork.</i>	
Tue, 9/3	<b>Library Instruction session (Guest speaker: Guinness J. Mahar, Anthropology Librarian)</b>	

Thu, 9/5	<p>Lewis, Diane. 1973. "Anthropology and Colonialism." <i>Current Anthropology</i> 14(5): 581-602</p> <p>Wainaina, Binyavanga. 2019. "How to write about Africa." <i>Granta</i>. <a href="https://granta.com/how-to-write-about-africa/">https://granta.com/how-to-write-about-africa/</a></p> <p><b>Film:</b> Ilja Kok, Willem Timmers. 2012. <i>Framing the other</i>. (25 mins.) (trailer: <a href="https://www.willemtimmers.com/framing-theother">https://www.willemtimmers.com/framing-theother</a>)</p> <p><i>Recommended:</i> Said, Edward. 1979. "Introduction." In <i>Orientalism</i>, pp. 1-28. Vintage Books.</p>	<b>Film response</b> (option 1)
<b>Week 4</b>	<b>Anthropology as ethnographic practice</b>	
	<i>The week's materials explain various fieldwork methods that anthropologists have used to study their own and other societies. Students learn what is meant by "the native's point of view" and "cultural tunnel vision." Students also discuss ethical challenges involved in ethnographic fieldwork as well as difficulties and opportunities involved in studying one's own society.</i>	
Tue, 9/10	<p>Welsch &amp; Vivanco, chapter 3</p> <p>American Anthropological Association. 2012. "Principles of Professional Responsibility." <i>AAA Ethics Forum</i>. <a href="http://ethics.americananthro.org/category/statement/">http://ethics.americananthro.org/category/statement/</a></p> <p>Holmes, S. 2013. "Fresh fruit, broken bodies: Migrant farmworkers in the United States" (excerpts).</p>	
Thu, 9/12	<p>Tsuda, Takeyuki. 2015. "Is Native Anthropology Really Possible?" <i>Anthropology Today</i> 31 (3): 14-16.</p> <p>Nordling, Linda. 2020. "Who Gets to Study Whom?." <i>Sapiens</i>. <a href="https://www.sapiens.org/culture/anthropology-colonial-history/">https://www.sapiens.org/culture/anthropology-colonial-history/</a></p> <p><i>Recommended:</i> Bernard, H. Russell. 2006. "Field Notes: How to Take Them, Code Them, Manage Them (chapter 14)." In <i>Research methods in anthropology: qualitative and quantitative approaches</i>, <b>only</b> pp.387-398. Oxford: AltaMira Press. 4<sup>th</sup> edition.</p>	
<b>Week 5</b>	<b>Relationship between language and culture</b>	
	<i>Anthropologists have studied language and linguistic symbols as well as their relationship to culture. This week's materials focus on the way in which language habits of a community shape the way people perceive the world. Students also explore how language use reflects and reinforces patterns of power, social inequality, and domination.</i>	
Tue, 9/17	Welsch & Vivanco, chapter 4	



Thu, 9/19	<p>Lippi-Green, Rosina. 2012. "The Standard Language Myth." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Pp. 55-65 (Chapter 4)</p> <p>Lippi-Green, Rosina. 2012. "Teaching children how to discriminate (What we learn from the Big Bad Wolf)." <i>English with an Accent: Language, Ideology, and Discrimination in the United States</i>. Pgs. 101-129 (Chapter 7)</p>	<p><b>Assignment 2</b> (due 9/26)</p> <p><b>Reading response:</b> <b>Lippi-Green</b> (due 9/27)</p>
<b>Week 6</b>	<b>Religion, ritual, and social organization</b>	
	<i>This week's materials explain how anthropologists have approached the study of religion and its role in human societies. Students learn about the diverse forms of religion takes and analyze how politics relates to religion.</i>	
Tue, 9/24	<p>Welsch &amp; Vivanco, chapter 12</p> <p>Miner, Horace. 2012[1956]. "Body Ritual among the Nacirema." <i>In Conformity and Conflict: Readings in Cultural Anthropology</i>, edited by James Spradley and David W. McCurdy, 287-291. 14th ed. Boston: Pearson</p> <p>Serazio, Michael. 2013. "Just How Much Is Sports Fandom Like Religion?" <i>The Atlantic</i>. <a href="https://www.theatlantic.com/entertainment/archive/2013/01/justhow-much-is-sports-fandom-like-religion/272631/">https://www.theatlantic.com/entertainment/archive/2013/01/justhow-much-is-sports-fandom-like-religion/272631/</a></p>	
Thu, 9/26	<p><b>Film:</b> Sherry, Jessica. 2015. <i>Waiting for John</i>. (1:10:20). Portland: Alita Films.</p> <p><i>Recommended:</i> Gmelch, George. 1971. "Baseball Magic." <i>Trans-Action</i> 8: 39-41.</p>	<b>Film response</b> (option 2)
<b>Week 7</b>	<b>Kinship and family</b>	
	<i>This week students learn about diverse forms marriage and family can take in different societies. Students also analyze how social forces and institutions beyond the individual family (e.g. religion, economics, transnational mobility) can influence kin relations.</i>	
Tue, 10/1	<p>Welsch &amp; Vivanco, chapter 11</p> <p>McGranahan, Carole. 2015. "What is a family? Refugee DNA and the possible truths of kinship." <i>Somatosphere</i>. <a href="http://somatosphere.net/2015/what-is-a-family-refugee-dna-and-the-possible-truths-of-kinship.html/?format=pdf">http://somatosphere.net/2015/what-is-a-family-refugee-dna-and-the-possible-truths-of-kinship.html/?format=pdf</a></p>	
Thu, 10/3	Class cancelled	<b>Assignment 3</b> (due 10/10)
<b>Week 8</b>	<b>Childhood, age, and generation</b>	
	<i>This week's materials explore age, generation, and age-based categories like childhood in cross-cultural contexts. They introduce the foundational concept, "rites of passage," that anthropologists use to study culturally specific experiences as individuals pass through different stages of life.</i>	
Tue, 10/8	Mead, Margaret. 1928. "Children in Samoa." <i>Natural History</i> 28(6): 625–636.	

	<p>Berman, Elise. 2016. "Aged Culture."  <a href="http://acyig.americananthro.org/2016/02/08/aged-culture/">http://acyig.americananthro.org/2016/02/08/aged-culture/</a></p> <p>Pinsker, Joe. 2021. "Gen Z only exists in your head." <i>The Atlantic</i>.  <a href="https://www.theatlantic.com/family/archive/2021/10/millennials-gen-z-boomers-generations-are-fake/620390/">https://www.theatlantic.com/family/archive/2021/10/millennials-gen-z-boomers-generations-are-fake/620390/</a></p>	
Thu, 10/10	<b>Film:</b> Dolgin, Gali and Vicente Granco. 2002. <i>Daughter from Danang</i> . (1:23)	<p><b>Film response</b> (option 3)</p> <p><b>Ethnographic project progress report</b></p> <p><b>First peer evaluations begin</b></p>
<b>Week 9</b>	<b>Social stratification and intersecting identities: gender, race, class (1)</b>	
	<i>This week's materials explore the intersection of different social categories, including class, race/ethnicity, gender, and citizenship status. The emphasis is given to the rise and persistence of racial categories in North America as well as cross-cultural studies on masculinity, femininity, and gender spectrums. Through the concept of intersectionality, students critically examine prejudice, discrimination, and unearned privileges that uphold an unequal social order.</i>	
Tue, 10/15	<p>Welsch &amp; Vivanco, chapter 9</p> <p>"Race – Are We So Different?" <b>Explore</b> AAA project website (<a href="https://understandingrace.org">https://understandingrace.org</a>) and <b>video</b> <a href="https://www.youtube.com/watch?v=8aaTAUAEyho">https://www.youtube.com/watch?v=8aaTAUAEyho</a></p>	
Thu, 10/17	<p>Crenshaw. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color."  <a href="https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf">https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf</a></p>	<p><b>Assignment 4</b> (due 10/24)</p> <p><b>First peer evaluations end</b></p>
<b>Week 10</b>	<b>Social stratification and intersecting identities: gender, race, class (2)</b>	
Tue, 10/22	<b>Guest speaker:</b> Sarah Coates, University Archivist <b>We will meet at Smathers Library 100</b>	
Thu, 10/24	<p>Welsch &amp; Vivanco, chapter 10</p> <p>Abu-Lughod, Lila. 2002. "Do Muslim women really need saving?: Anthropological reflections on cultural relativism and it's others." <i>American Anthropologist</i> 104(3): 783-790</p>	<p><b>Reading response: Abu-Lughod</b> (due 10/25)</p>

<b>Week 11</b>	<b>Economics, power, and politics</b>	
	<i>This week's materials explain the major theories and debates regarding the relationship between culture, value, and politics. Topics of discussion include cultural meanings of money, basic principles involved in gift exchange, consumption of goods, and diverse forms of capitalist economy. Later, students explore how differences in economy, scale, and leadership relate to distinctive types of political systems. Class meetings discuss the principle anthropological theories of power relations and explore how different societies organize themselves politically and economically.</i>	
Tue, 10/29	Welsch & Vivanco, chapter 8	
Thu, 10/31	Welsch & Vivanco, chapter 7  Bowie, Katherine. 1998. "The Alchemy of Charity of Class and Buddhism in Northern Thailand." <i>American Anthropologist</i> 100(2): 469–481.	<b>Assignment 5</b> (due 11/7)
<b>Week 12</b>	<b>Globalization and its effects on culture/ Social life of things</b>	
	<i><u>Globalization:</u> This week's materials discuss what transnational flows of people, finance, and information mean for understanding global cultural dynamics. Students are encouraged to critically assess the idea that people everywhere want to be "developed" and reflect on dilemmas facing anthropologists who want to ethnographically study globalization and transnational mobilities.</i> <i><u>Social life of things:</u> Anthropologists have studied how people use objects to channel desires, aspirations, and consumption patterns as well as to manipulate other people. In the final project, students analyze multiple social dimensions of human-made objects, using anthropological frameworks they have learned in this semester.</i>	
Tue, 11/5	Welsch & Vivanco, chapter 5  Bonilla, Yarimar and Jonathan Rosa. 2015. "Ferguson, Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." <i>American Ethnologist</i> 42(1): 4-17  <i>Recommended:</i> Pagel, Mark. 2014. "Does globalization mean we will become one culture?" <i>BBC</i> . <a href="https://www.bbc.com/future/article/20120522-one-world-order">https://www.bbc.com/future/article/20120522-one-world-order</a>	Final prompt assigned
Thu, 11/7	Welsch & Vivanco, chapter 14 (ideas for the final project)  <b>Film:</b> Yi, Jian. 2014. <i>What's for dinner?</i> (29 mins)	<b>Reading response: Bonilla &amp; Rosa</b> (due 11/8)  <b>Assignment 6</b> (due 11/14)  <b>Film response</b> (option 4)
<b>Week 13</b>	<b>Health, Food, and Environment</b>	

	<i>This week students learn how anthropologists have understood the relationship between culture, on the one hand, and the body, health, and illness, on the other. Students also reflect on global health problems as well as the relationship between humans and the natural world. Emphasis is given to different modes of food production and the ways in which people create meanings and social relationships around food. Students reflect on the social and ecological impacts of industrialized agriculture and economic globalization and demonstrate how environmental degradation reflects and reinforces patterns of social inequality.</i>	
Tue, 11/12	Welsch & Vivanco, chapter 6 and 13  Singer, Merrill Charles, Hans A. Baer, Freddie Valentin, and Zhongke Jia. 1992. "Why Does Juan Garcia Have a Drinking Problem?" <i>Medical Anthropology</i> 14(1): 77-108.  <i>Recommended:</i> Bestor, Theodore C. 2009. "How sushi went global." <i>Foreign Policy</i> . ( <a href="https://foreignpolicy.com/2009/11/19/how-sushi-wentglobal/">https://foreignpolicy.com/2009/11/19/how-sushi-wentglobal/</a> )	
Thu, 11/14	Ethnographic project presentations	<b>Assignment 7</b> (due 11/21)  <b>Reading response:</b> <b>Singer et. al.</b> (due 11/15)
<b>Week 14</b>	<b>Student presentations</b> <i>Students practice skills of observation and fieldnotes through an ethnographic group project and present their findings in class.</i>	
Tue, 11/19	Ethnographic project presentations	
Thu, 11/21	Class cancelled  <b>*No discussion sections this week</b>	<b>Final peer evaluations begin</b>  <b>Film response</b> due 11/22
	<b>Thanksgiving break 11/25-11/29</b>	
<b>Week 15</b>	<b>Student presentations</b> <i>Students practice skills of observation and fieldnotes through an ethnographic group project and present their findings in class.</i>	
Tue, 12/4	Ethnographic project presentations Wrap-up activities  <b>*No discussion sections this week</b>	
	<b>*Reading Days 12/5 - 12/6</b>	

	<b>*Final paper due Monday 12/9</b>	<b>Final peer evaluations end</b>
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### Other course policies

#### Extra credit policy

I do not give Extra Credit on a personal-need basis, and I cannot ethically change the rules for you and not the other students. I am required by the university to adhere to the policies outlined in my syllabus. It would not be fair or ethical to give you an opportunity that is not provided to the rest of your classmates.

#### Attendance and late work

Attendance and full participation in the course are expected because I believe it will lead to your success in the class. Although attendance will not be taken in large group lectures, you are required to regularly participate in in-class activities and discussion sections. Absences from class, as well as late submissions, will negatively impact your grade, unless you have an excusable reason covered by university attendance and make-up policies:

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

Absences for reasons of religious holiday, illness, and official university business are excused; however, proper notification should still be provided.

**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 inexcusable reasons and without notice will be accepted with a 10% penalty within 24 hours of the original due. After 24 hours, they will not be accepted.

#### Communication

Please contact the instructor and the TAs via email. If contacted, we will attempt to respond to messages within 48 hours of receiving them. We do not normally check the inbox over the weekend. We cannot address *same-day* requests for deadline extensions (with proper documentation), so please be in touch in as much advance as possible if you need an assignment extension.

#### Office hours

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

Please **make an appointment with the instructor** before coming to office hours. Please choose a time and date in advance via **Calendly**.

#### 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.

### Academic integrity

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 honor and integrity by abiding by the 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/> If you have any questions or concerns, please consult with the instructor in this class.

### In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, please see: <https://sccr.dso.ufl.edu/policies/codechanges/>

### Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

The instructor also welcomes your feedback at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please attend office hours or make an appointment to share your suggestions.

## **Diversity and inclusivity**

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

- Please let us 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 us if we pronounce your name inaccurately.

- **Students with disabilities requesting accommodations** should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Please also discuss with the instructor how we should plan classroom activities, the use of media, and other aspects of the course in order to accommodate you.
- **Students with disabilities have an equal right to use and benefit from resources at the George A. Smathers Libraries**, including (but not limited to) Course Reserves materials. To ensure this right, students with disabilities:
  - o Have the responsibility to identify themselves as needing appropriate, reasonable accommodations for their disabilities
  - o Have the responsibility for making their needs known in a timely manner
  - o Have the same obligation as any library user to comply with library policies and procedures

The George A. Smathers Libraries Course Reserves Unit will work with patrons needing assistance or accommodations to access course reserves materials. Please contact the Course Reserves Unit at [352-273-2520](tel:352-273-2520), or email at [eres@uflib.ufl.edu](mailto:eres@uflib.ufl.edu) for information or assistance.

- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student learning and wellness:
  - o For help with general study skills and tutoring, check out the [Teaching Center](#).
  - o For help brainstorming, formatting, and writing papers, contact the [Writing Studio](#).
  - o For e-learning technical support, call (352) 392-4357 or email [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
  - o For help using the libraries or finding resources, [Ask a Librarian](#).
  - o For career assistance and counseling services, visit the Career Connections Center (352-392-1601 | [CareerCenterMarketing@ufsa.ufl.edu](mailto:CareerCenterMarketing@ufsa.ufl.edu)).
  - o For mental health support, contact the Counseling and Wellness Center at (352) 392-1575.
  - o If you or someone you know is in distress, contact U Matter, We Care at (352) 392-1575 or [umatter@ufl.edu](mailto:umatter@ufl.edu).
- 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 the instructor** about your discomfort and insecurity that stem from your specific experience in class. We 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 us 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 us so that we can best support you.

## General Education Objectives

This course is a **social and behavioral sciences (S) subject area course** in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course is also a **diversity (D) subject area course** in the UF General Education Program. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

This course meets the general education objectives in **social and behavioral sciences**. After successfully completing this course, students will be able to:

- identify, recognize, and recall influential anthropological concepts and concerns
- interpret and analyze ethnographic texts and films
- Express a basic understanding of anthropological modes of research and representation
- practice skills of data collection and analysis
- apply key anthropological concepts to everyday life experiences and real-world problems

This course meets the general education objectives in **diversity**. After successfully completing this course, students will be able to:

- demonstrate a comprehension and appreciation of human cultural diversity
- examine the social construction of difference and inequality through anthropological lenses
- describe how the contemporary world is interconnected and how it is being transformed through globalization, development, migration, and dynamics of power
- develop a sensitivity to the ethical implications of ethnographic fieldwork

## General Education Student Learning Outcomes

**Content:** Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline of cultural anthropology. Students will acquire a basic familiarity with topics of study in the discipline as well as ethnographic research. **These outcomes will be assessed through** *written responses to academic texts and films,*



*assignments related to weekly course themes, a final project that asks students to apply anthropological frameworks in the analysis of an everyday object.*

**Communication:** Students will frequently participate in discussions to further explore course content and to compare the breadth of human experience through anthropological lenses. Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline of cultural anthropology. **These outcomes will be assessed through** *participation in classroom, discussion, written responses to academic texts and films, assignments related to weekly course themes, one formal in-class oral presentation, a final project that asks students to apply anthropological frameworks in the analysis of an everyday object. Group work is an important component of the course. Students' communication skills and interpersonal skills will also be assessed through peer evaluations.*

**Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Through anthropological perspectives, students analyze transformations of cultures, variations of human experience, as well as the construction of social difference and inequality at local, national, and global scales. **These outcomes will be assessed through** *participation in classroom, discussion, written responses to academic texts and films, assignments related to weekly course themes, group work, and a final project. Through group projects and individual assignments, students will apply anthropological knowledge in the analysis of everyday objects, campus surroundings, museum artifacts, and pressing contemporary problems*