

GLOBAL HUMANKIND
ANT 4213
3 CREDITS
Summer B 2021
UNIVERSITY OF FLORIDA – ONLINE

SECTION 1 – THE BASICS

1.01 INSTRUCTOR INFORMATION

INSTRUCTOR: *Aja Cacan*, PhD Candidate

Zoom Office Hours:

Mondays 3:30-5pm EST

Fridays 4:30-6pm EST

Please see Canvas START HERE page for instructions on scheduling a Zoom appointment

Contact: ajacacan@ufl.edu or via Canvas Inbox

1.02 COURSE OVERVIEW

The main question of the 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 and the completion of a multi-step term paper project. These assignments will require foresight and planning. Most weeks include a short reading quiz and a unique activity based on a case study. This can be contrasted with other class models which teach students through more passive tools such as taped lectures or comprehensive tests.

Students progress through the course by moving through 12 interrelated modules. Each module is built around a core anthropological question and one or two key concepts in anthropology which have been used to answer this question, as presented in select articles and videos for the week. Each week students will investigate new 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 large sections that roughly parallel life stages, beginning with the “Life Basics” of birth, enculturation, diets, bodies, and temporality; moving on to “Intermediary Skills” like security, communication, mating, and growing up; and concluding 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.

1.03 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.

1.04 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 bio-social 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
4. Develop critical cultural anthropological thinking, reading, and writing skills.

1.05 TOPICAL OUTLINE

Part 1: Life Basics

WEEK 1 (June 28 – July 3):

Course Introduction and Syllabus Quiz

Module 1: How does my culture impact my body?

Area Case Study: East and Central Africa

Key Concepts: Enculturation

Module 2: How does my diet symbolically affect me?

Area Case Study: Eastern Amazonia Key Concepts: Symbolism and Political Ecology

WEEK 2 (July 5 – 9)

Module 3: How does uncertainty shape my world?

Area Case Study: Haiti and Florida

Key Concepts: Phenomenology and Ontology

****RESEARCH QUESTION DUE – July 5th by 11:59 pm****

Module 4: How does keeping clean make me a good citizen?

Area Case Study: Ebola in East Africa

Key Concepts: State and Intersubjectivity

Part 2: Intermediary Skills

WEEK 3 (July 12 – 16)

Module 5: How does my own security impact others?

Area Case Study: Tri-Border Area

Key Concepts: Security

Module 6: How do I communicate with others non-verbally?

Area Case Study: Bourdieu and Habitus

Concepts: Symbolism and Semiotics

****RESEARCH PROPOSAL DUE – July 16th by 11:59 pm****

WEEK 4 (July 19 – July 23)

Module 7: How do I grow up?

Area Case Study: The Ritual Passage of Fieldwork

Key Concepts: Ritual and Liminality

Part 3: Letting Go

Module 8: How do I leave my homeland and where do I go?

Area Case Study: Syrian Refugee Crisis

Key Concepts: Border Studies

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 and Object Divestment

****ROUGH DRAFT OF FINAL PAPER DUE – July 23rd by 11:59 pm****

WEEK 5 (July 26 – July 30)

Module 10: What happens when I die and who will handle me?

Area Case Study: Ancient Maya

Key Concepts: The “Cultural” Body and Mortuary Symbolism

Module 11: How do the dead change us?

Area Case Study: Bosnia

Key Concepts: Memory, Things and Contestation

WEEK 6 (August 2 – August 6)

Module 12: What does it mean to think anthropologically?

****NO EXPLORE ASSIGNMENT****

****NO SYNOPSIS AND THINKING READING QUIZ****

****FINAL PAPER DUE – August 2nd by 11:59 pm****

1.06 REQUIRED READINGS

1. Douglas, Mary. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. Routledge Classics, 2002.
2. Ingold, Tim and Gisli Palsson, 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)
5. Other readings will be available via UF Smathers Library online resources or via direct hyperlink to an external source. Each week, there will be approximately 2-3 journal articles or book chapters of reading and 2-3 blog posts, vlogs (video blogs), or other popular media which you will be required to read.

****On average, you will be reading 70-100 pages a week. You should regularly take notes on the readings in order to retain information for group discussion.**

1.07 CONTACTING THE INSTRUCTOR

For issues specific to a student's grade or performance in the course you should contact the instructor directly through Canvas, using Canvas Inbox. Office hours will be held online through Canvas. Although I will normally get back to you the same day, please allow for a 24-hr response time on emails. More general questions should be posted to the discussion board.

1.08 ASKING QUESTIONS ABOUT COURSE AND ASSIGNMENTS

The course discussion board is a convenient place for students to interact with one another, post questions, read common questions and their answers, or to simply meet one another. All questions about the course, course assignments, or course readings should be posted to the discussion board such as: are we supposed to read x? or when is x due? or I don't understand what author x is saying. This excludes any questions which are specific to a student's grade or performance in the course which should be directed to the instructor through Canvas messaging.

Section 2 – COURSE FORMAT

2.01 CANVAS

This course uses 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 [here](#). You are encouraged to make contact with the instructor during virtual office hours if you have any questions. If you encounter any technical problems when logging in or using the E-Learning website, contact the UF Helpdesk (helpdesk@ufl.edu or 352 392 4357). Students can also find more information on Canvas and the Helpdesk in the Start Here module.

2.02 COURSE REQUIREMENTS AND GRADING

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

1. Syllabus Quiz (3 points)

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

2. Synopsis and Thinking Reading Quizzes (10 points)

Every week you are expected to complete the assigned readings and videos and then move on to the individual Synopsis and Thinking quiz for the module. Most Synopsis and Thinking quizzes involve brief textual responses. These assignments evaluate your comprehension of the primary materials for the week. As the name suggests, you should be thinking about the primary materials and be capable of synthesizing the main points. It is recommended that students complete the Synopsis and Thinking quizzes right after completing readings.

3. Case Studies and Explore Activities (8 points)

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 creatively and critically engage with the particular anthropological question for the module as it is being played out today in the contemporary case study. It is recommended that students complete Explore assignments, right after completing case study readings.

4. Ethnographic Paper (140 points)

The final 3000 to 5000 word ethnographic paper will cover your own original ethnographic research and the conclusions you have drawn from the research at your chosen site, directly interacting with specific course concepts and questions which you have been most interested in throughout the duration of the course. In order to keep you on track in your ethnography, the project is broken down into 4 segments.

A. Research Question (16 points)

**** DUE July 5th by 11:59 pm ****

By Week 5 (Module 4) students will have worked in tandem with the instructor to develop an acceptable research question relating to a physical site that the student would like to ethnographically investigate for their final project.

Research Question points will be assessed by Friday July 9th at 11:59 pm.

B. Research Proposal (18 points)

**** DUE July 16th by 11:59 pm ****

In lieu of the Explore assignment for Week 3 (Module 6) students will turn in a research proposal of between 300 and 600 words which outlines the key literature, methods, timeline, and mode of analysis that students will use in developing their ethnography. Research Proposal points will be assessed by Monday July 20th at 11:59 pm.

C. Rough Draft (26 points)

**** DUE July 23rd by 11:59 pm ****

By the end of Week 4 (Module 8) students will turn in a rough draft of their final paper of a minimum of 2000 words. This draft should include full citations for key literature being used in the paper project.

Rough Draft points will be assessed by Monday July 27th at 11:59 pm.

D. Final Paper (80 points)

**** DUE August 2nd by 11:59 pm ****

After the completion of all course modules, the final paper will be due during the last week of the semester. Being due on the Monday will allow students time to finalize any issues that may need ironing out. Points for the Final Paper will be assessed by the time final grades are due.

5. Point Values for All Assignments Are Shown Below

Assignment	# of Submissions	Total Points Available	% of Course Grade
Syllabus Quiz	1 quiz at 3 points	3	0.9%
Synopsis and Thinking	10 assignments at 10 points each	100	31.0%
Explore	10 assignments at 8 points each	80	24.8%
Ethnographic Paper	Research Question 16 points Research Proposal 18 points Rough Draft 26 points Final Paper 80 points	140	43.3%
Total		323	100

6. Grading Scale

The grading scale for this course is as follows:

93% - 100% = A	73% - 76% = C
90% - 92% = A-	70% - 72% = C-

87% - 89% = B+	67% - 69% = D+
83% - 86% = B	63% - 66% = D
80% - 82% = B-	60% - 62% = D-
77% - 79% = C+	Below 60% = E

Please note that a grade of C- does not count for credit in major, minor, Gen Ed, Gordon Rule, or college basic distribution credit. See the [UF Grades and Grading Policies](#) page for more information.

7. 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.

8. 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.

9. Late Work and Extensions

Late work will be marked down 10% for every day 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.

10. 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 [UF Undergraduate Catalog](#).

2.03 COURSE ETHICS

1. Academic Honesty

All work submitted by you for a grade must be completed by you and free from unauthorized assistance or deliberate misrepresentations. The penalty for plagiarism or cheating is a grade of zero points on the assignment in question. In such cases an incident form will also be sent to the Office of the Dean. If you have questions about what constitutes academic misconduct, please consult the [UF Honor Code](#) as well as the UF Policies on Academic Honesty, Your Rights and Responsibilities.

2. Behavior and Netiquette

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other.

- Use appropriate language for an educational environment:
- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language
- Respect differences in experience and opinion

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

2.04 STUDENT SUPPORT

1. Support at UF

As a student in a distance learning course or program you have access to the same support services that students on campus have. For course content questions contact your instructor. For any technical issues you encounter with your course, please contact the UF computing Help Desk at 352 392 4257. For Help Desk hours visit the [UF Help Desk](#). See the [UF Distance Learning](#) page for a list of additional student support services links and information.

2. Accommodations for Disabilities

If you need accommodations or other reasonable modifications to complete assignments successfully and satisfy course criteria you are encouraged to discuss this with the instructor as

early in the course as possible. You will be asked to supply a letter from the [Disability Resource Center](#) to assist in planning accommodations.

3. Complaints

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

4. Course Evaluations

You are expected to provide feedback on the quality of instruction in this course. You will receive an email to participate in the evaluation at your @ufl.edu email address. Evaluations are typically open during the last 2 or 3 weeks of the semester, but you will be given specific times once they are open. Summary results of these assessments are available [here](#).

5. Counseling and Your Health

You may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with your academic performance. If you find yourself facing problems affecting your coursework you are encouraged to talk with an instructor and to seek confidential assistance at the [UF Counseling and Wellness Center](#), 352-392-1575.

6. Student Health Care Center

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information contact the clinic at 352 392 0627 or visit their [website](#).

7. University of Florida Counseling Services

Resources are available for students that feel like they are struggling in their personal or academic life. These resources include:

- University Counseling Center: 352 392 1575
- Student Mental Health: 352 392 1171
- Sexual Assault Recovery Services: 352 392 1161
- Career Resource Center: 352 392 1601
- University Police Department: 352 392 1111 Or 911 for emergencies
- Crisis Intervention for Alachua County Residents: 352 264 6789