

# ANT4213 GLOBAL HUMANKIND

3 CREDITS

SPRING 2023

UNIVERSITY OF FLORIDA – ONLINE

## SECTION 1 – THE BASICS

### 1.01 INSTRUCTOR INFORMATION

**INSTRUCTOR:** Camille Baylis

**Online Office Hours:** Fridays, 9am-12pm or by appointment

**Contact:** [gbaylis@ufl.edu](mailto:gbaylis@ufl.edu) or via e-learning

### 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, 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 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, 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 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;
4. Develop critical cultural anthropological thinking, reading, and writing skills.

### 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, see link below) [http://www.bradshawfoundation.com/stephenoppenheimer/journey\\_of\\_mankind.php](http://www.bradshawfoundation.com/stephenoppenheimer/journey_of_mankind.php)
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 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.\*\***

### 1.07 CONTACTING THE INSTRUCTOR

**For issues specific to a student’s grade or performance in the course** you should contact the instructor or TA directly via email or Canvas inbox. While we will often get back to you the same day, please allow up to 48 hours for a response. ***More general questions can and should be posted to the discussion board.***

Office hours will be held online via zoom. Students are encouraged to schedule appointments, although you are free to drop-in. Appointments are booked in 15-minute increments, and you may reserve up to 2 consecutive time slots. Do your best to be realistic about how much time you will need. This will allow you to plan ahead and will ensure that, on busy days, every student who needs help has the opportunity to receive it. If there are no other students in the queue, I will give you as much time as you need.

### 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.** These include question like, '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 that are specific to a student's grade or performance in the course, which should be directed to the instructor and/or TA.**

## 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 at <http://elearning.ufl.edu/>. You are encouraged to contact 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](mailto:helpdesk@ufl.edu) or 352 392 4357, select option 2). 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. Assignments

All assignments are due by 11:59 pm 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 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 on Tuesdays, right after completing case study readings.

**\*\*DUE WEEKLY ON THURSDAYS\*\***

### **Weekly Reading & Observation Journal**

A crucial part of every anthropologist's tool kit, 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.

**\*\*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.

**\*\*DUE SUNDAY, MARCH 19 by 11:59 pm\*\***

### **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- to 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.

**\*\*DUE MONDAY, MAY 1 by 11:59pm\*\***

***\*\*ALL ASSIGNMENTS ARE DUE BY 11:59 PM ON THE DUE DATE\*\****

## **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, Gen Ed, 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:

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

Assignment	# of Submissions	Total Points Available	% of Course Grade
Syllabus Quiz	1 quiz at 4 points	4	1.25%
Reading & Observation Journal	12 assignments at 8 points each	96	30%
Explore	10 assignments at 10 points each	100	31.25%
Annotated Bibliography	1	50	15.6%
Critical ("Final") Essay	1	70	21.9%
<b>Total</b>	<b>25</b>	<b>320</b>	<b>100%</b>

### 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 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.

### 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 at:

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

## 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. These are available online at: <https://www.dso.ufl.edu/sccr/process/you-conduct-honor-code/>

### 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:

<http://www.albion.com/netiquette/corerules.html>

## 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: <http://helpdesk.ufl.edu>. For a list of additional student support services links and information please visit: <http://www.distance.ufl.edu/student-services>

### 2. Accommodations for Disabilities

If you need accommodations or other reasonable modifications to complete assignments

successfully and satisfy course criteria, you are expected 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. Contact the Disability Resource Center at:

<http://www.dso.ufl.edu/drc>

### **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 to you at:

<https://evaluations.ufl.edu>

### **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. You can visit their website for more information: <http://www.counseling.ufl.edu/>

### **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 at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

### **7. University of Florida Counseling Services**

Resources are available for students 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

## Course Schedule

### Part 1: Life Basics

WEEK 1 (January 9 – 13) **START HERE:** Course Introduction and Syllabus Quiz

WEEK 2 (January 16 – 20) **Module 1:** How Does My Culture Impact My Body? Area Case Study: East and Central Africa  
Key Concepts: Enculturation

WEEK 3 (January 23 – 27) **Module 2:** How Does My Diet Symbolically Affect Me? Area Case Study: Eastern Amazonia  
Key Concepts: Symbolism, Political Ecology

WEEK 4 (January 30 – February 3) **Module 3:** How Does Uncertainty Shape My World? Area Case Study: Haiti and Florida  
Key Concepts: Phenomenology, Ontology

WEEK 5 (February 6 – 10) **Module 4:** How Does Keeping Clean Make Me a Good Citizen? Area Case Study: Ebola in East Africa  
Key Concepts: State, Intersubjectivity

### Part 2: Intermediary Skills

WEEK 6 (February 13 – 17) **Module 5:** How Does My Own Security Impact Others? Area Case Study: Tri-Border Area  
Key Concepts: Security

WEEK 7 (February 20 – 24) **Module 6:** How Do I Communicate With Others Non-Verbally?

**\*\*NO EXPLORE ASSIGNMENT THIS WEEK\*\***

Area Case Study: Bourdieu and Habitus  
Concepts: Symbolism, Semiotics

WEEK 8 (February 27 – March 3) **Module 7:** How Do I Grow Up? Area Case Study: The Ritual Passage of Fieldwork  
Key Concepts: Ritual, Liminality

### Part 3: Letting Go

WEEK 9 (March 6 – 10) **Module 8:** How Do I Leave My Homeland and Where Do I Go? Area Case Study: Syrian Refugee Crisis  
Key Concepts: Border Studies

WEEK 10 (March 13 – 17) **No Module – Spring Break**

**\*\*ANNOTATED BIBLIOGRAPHY DUE SUNDAY, MARCH 19\*\***



WEEK 11 (March 20 – 24) **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 Divestment

WEEK 12 (March 27 – 31) **Module 10:** What Happens When I Die and Who Will Handle Me?  
Area Case Study: Ancient Maya  
Key Concepts: The “Cultural” Body, Mortuary Symbolism

WEEK 13 (April 3 – 7) **Module 11:** How Do the Dead Change Us?  
Area Case Study: Bosnia  
Key Concepts: Memory, Things, Contestation

WEEK 14 (April 10 – 14) **Module 12:** What Does It Mean to Think Anthropologically?  
**\*\*NO EXPLORE ASSIGNMENT\*\***  
Key Concepts: Thinking Anthropologically

WEEK 15 (April 17 – 21) **Module 13:** Documentary Assignment

**\*\*CLASSES END – Wednesday, April 26\*\***

**\*\*FINAL PAPER DUE – Monday, May 1 by 11:59 pm\*\***