ANT4930-A110(26139) - Special Topics

Edit

SOCIAL LIFE OF PLANTS

ANT4930 (26139) Section A110

T | Period 2 (8:30 am - 9:20 am), R | Period 2 - 3 (8:30 am - 10:25 am)

Room MAT 0006

Lecturer: Dr. Augusto Oyuela-Caycedo

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This course complies with all UF academic policies. For information on those polices and for resources for students, please see this link (https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/) . (The direct link is https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/ (https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/) .)

INTRODUCTION

This class is an introduction to the study of the social life of plants. Biologists can reconstruct the genetic relationships of plants and their diversity, and the process leading toward genetic modifications. Anthropologists and archaeologists can provide hard evidence on how, where, and when these processes of domestication and socialization of plants took place. With the new approaches in post-humanism and the decentralization of the relationship between humans and plants, it is possible to develop new lines of inquiry. More importantly, archaeologists, as anthropologists, can ask why humans domesticated specific plants and what this means for the social organization of societies in terms of control, use, management, and dispersion of plants, but also, from the perspective of the plant, we can ask the same questions. In this course, we will explore some of the explanations of the mutual interactions of plants and people and their importance in the process leading toward diverse forms of social relationships around the planet that range from kin groups to state societies and post-human interactions. We will do this by addressing issues like human social interactions with specific plants in terms of production relations that generate structures of power and the creation of multispecies plants (Biotechnology, Bioengineering). We will also address the plants that favor these structures due to their specific characteristics.

This course will examine specific social histories of plants around the planet and what this means today.

Course Objectives:

We hope that the students will be able to answer and understand some basic questions, such as:

1. What is the social life of plants? Why can we talk about social plants?
2. When, where, and why did social plants originate around the planet?
3. What was the impact of social plants on the social structure of societies?
4. What were social plants' effects on the political and economic structures of human society?
5. What social plants are relevant for hunter-gatherer groups today and in the past?
6. What was the contribution of social plants to the formation of state societies and empires?
7. What are the new multispecies plants in the post-human world?
8. What human social relations have favored past and present social plants?
9. Why is it essential to understand the histories of some critical social plants, and what does it mean for human societies and the planet?

Textbooks:

Ohnuki-Tierney, Emiko. 1993. *Rice as Self.* Princeton.

Catherine J. Allen, The Hold Life Has: Cocaine and Cultural Identity in the Andes, Smithsonian Institution, 2002.

Religious observances

(e.g., Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification, which will then be granted.)

Procedure for conflict resolution

Any issues, disagreements, or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, don't hesitate to get in touch with Prof. John Krigbaum (**krigbaum@ufl.edu (mailto:krigbaum@ufl.edu)** , **(352) 294-7540 (tel:(352)%20294-7540)**), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (**http://www.ombuds.ufl.eduLinks to an external site. (http://www.ombuds.ufl.edu/)** ; **352-392-1308 (tel:3523921308)**) or the Dean of Students Office (**http://www.dso.ufl.eduLinks to an external site. (http://www.dso.ufl.edu/)** ; **352-392-1261 (tel:3523921261)**).

EVALUATION.

Undergraduate student: Two take-home exams (each 20%), Poster PowerPoint presentation (20%), class participation (20%), and class Assistance (20%).

Graduate students: Two take-home exams (each 20%), Final paper, and Paper presentation (20%). Class participation (20%) and class assistance (20%)

GRADE SYSTEM:

Grading Scale: Grades will be awarded according to the following scale, in effect by the university:

Grading Scale

A 93 – 100% C- 70 – 72.9%

A- 90 – 92.9% D+ 68 – 69.9%

B+ 88 – 89.9% D 63 – 67.9%

B 83 – 87.9% D- 60 – 61.9%

B- 80 – 82.9% E 0 – 59.9%

C+ 78 – 79.9%

C 73 – 77.9%

A complete listing of university policy on grades may be found at **http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html (http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)** .

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 input professionally and respectfully is available at **https://gatorevals.aa.ufl.edu/students/ (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/ (https://ufl.bluera.com/ufl/)** . Summaries of course evaluation results are available to students at **https://gatorevals.aa.ufl.edu/public-results/ (https://gatorevals.aa.ufl.edu/public-results/)** .

Assignments: You are expected to do the following:

- Read the assigned material BEFORE coming to class. Many students struggle to understand the lectures because they do not read the material before class. Do NOT be one of these students.
- Participate actively in the discussion of the articles and the reading material.
- Presentation of short papers as assigned by the instructor.
- Undergraduate PowerPoint presentation (6 pages).
- Graduate student, an original paper (20 pages) with straightforward research questions, objectives, and ideas. The topic will be defined in agreement with the professor. The focus must be on a social plant. Undergraduate students will have 10 minutes for the presentation and 10 minutes for questions, and graduate students will have 20 minutes for the presentation and 10 minutes for questions.

Disclaimer: Some adjustments may be made to the schedule and class requirements during the semester. All changes will be announced.

ATTENDANCE is required. Students who cannot attend class regularly due to exceptional circumstances should see the instructor at the beginning of the term to discuss such circumstances. Finally, please avoid coming in or walking out of the classroom during lectures. This is rude and disruptive.

CLASS SCHEDULE AND READINGS

Undergraduate readings **(U)**

Graduate students' readings **(G)**

Undergraduate and graduate students (**UG)**

FIRST PART: BASIC GENERAL THEORY

W1: Introduction to the course, Plants as Beings.

Reading: Ch 5 of Hall, **https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=3407222 (https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=3407222)** (UG)

W2: Biological background

Optional: Please read as a background for this course, Murray chapters 4, 5, 6, and 7

https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990338548310306597 (https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990338548310306597)

Baluška, František, and Stefano Mancuso. "Plants, Climate, and Humans: Plant Intelligence Changes Everything," EMBO reports 21.3 (2020): e50109–e50109. Web. (https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/pek2if/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_7054678)

W3: Rhizome thinking.

Deleuze and Guattari. Chapter *Rhizome* (UG).

Ch 7 of Hall, **https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=3407222 (https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=3407222)** (UG)

W4: Interactions of plants with insects, animals, and people

Readings: Rindos 1980 (G), Janzen and Martin 1982 (UG). Franklin (G).

Optional: Zohary 2004, **Communication in plants (https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma990219435060306597)** chapters 1 and 23

W5: Interactions

Barboza et al. **Open-air laboratories: Amazonian home gardens as sites of experimentation, collaboration, and negotiation across time (https://www.sciencedirect.com/science/article/pii/S0278416521000350)** (UG)

Hustak and Myers. Involutionary Momentum: Affective Ecologies and the Sciences of Plant/Insect Encounters. (UG).

Shepard, Jr. and Lewis Daly. Sensory ecologies, plant-persons, and multinatural landscapes in Amazonia.

W6: Plant kin

Please read Chapter 3, Miller, Theresa. 2019. *Plant Kin, a multispecies ethnography in Indigenous Brazil.* Texas University Press. (UG)

W7: Kin selection and other forms of social reproduction of plants.

Please read Chapter 4, Miller, Theresa. 2019. *Plant Kin, a multispecies ethnography in Indigenous Brazil.* Texas University Press. (UG)

Dudley 2007(G) Karba and Shiojiri 2009 (G).

METHODOLOGICAL APPROACHES AND SOCIAL FORMS OF PLANTS.

W8 ¨Invasive species¨.

Readings: Head 2017 (UG), Nakley et al. 2017, Russel and Blackburn 2017, Warren et al. 2017.

W9: Religious plants and commodification, ***First Take-home Exam for undergraduate students, (due 10:00 am)***

Discussion of Allen, Catherine J. 2002. The hold life has: Coca and cultural identity in the Andes. Smithsonian Institution

Read selected chapters of Andrew Russell and Elizabeth Rahman (editors), 2016. *The master plant: tobacco in lowland South America*. Bloomsbury Academic.

W10: The diversity of social structures of plants (tubers: yams, taro, Manihot, and others).

Read selected chapters of Karl S. Zimmerer's The Loss and Maintenance of Native Crops in Mountain Agriculture (UG). Stephen Bush Measure diversity crop (UG). Erik Stokstad, the New Potato (UG). Early and mid-Holocene tool use and processing of taro (*Colocasia esculenta*), yam (*Dioscorea* sp.), and other plants at Kuk Swamp in the highlands of Papua New Guinea (G)

W: Second, a take-home exam for undergraduate students, to be announced.

W11: Social plants of identity.

Discussion on Ohnuki-Tierney, Emiko. 1993. *Rice as Self.* Princeton University Press, (UG). Michael Sheridan, Boundary Plants, the Social Production of Space, and Vegetative Agency in Agrarian Societies (UG).

Final Poster paper for undergraduate students, to be announced

W12 Social plants of inequality or equality (Poaceae)?Ashikari, Mikiko. Cultivating Japanese Whiteness: The 'Whitening' Cosmetics Boom and the Japanese Identity (UG)

Mouser, Bruce L. 2015. Red and white rice in the vicinity of Sierra Leone: Linked histories of slavery, emancipation, and seed selection. In *Rice, global networks and new histories*, edited by Francesca Bray et al., pp. 138-162. Cambridge University Press. (UG).

Biggs, D. (2015). Promiscuous Transmission and Encapsulated Knowledge: A Material-Semiotic Approach to Modern Rice in the Mekong Delta. In F. Bray, P. Coclanis, E. Fields-Black, & D. Schäfer (Eds.), *Rice: Global Networks and New Histories* (pp. 118-137). Cambridge: Cambridge University Press. doi:10.1017/CBO9781107360266.009 (G)

Boomgaard, P., & Kroonenberg, P. (2015). Rice, Sugar, and Livestock in Java, 1820–1940: Geertz's Agricultural Involution 50 Years On. In F. Bray, P. Coclanis, E. Fields-Black, & D. Schäfer (Eds.), *Rice: Global Networks and New Histories* (pp. 56-83). Cambridge: Cambridge University Press. doi:10.1017/CBO9781107360266.006 (G)

W13. Capitalist social plants.

Reading chapters of Anna Lowenhaupt Tsing. 2017. *The mushroom at the end of the world: on the possibility of life in capitalist ruins.* Princeton University Press. Please read part 2 (UG) and part 4. (G)