

# ANT4213 GLOBAL HUMANKIND

3 CREDITS

Class #10341

SPRING 2026

UNIVERSITY OF FLORIDA – ONLINE

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*Anthropology demands the open-mindedness with which one must look and listen, record in astonishment, and wonder that which one would not have been able to guess.*

-Margaret Mead

## 1.02 COURSE CATALOG

Advanced analysis of experiences and strategies for tackling classic dilemmas of the human condition in interconnected cultural works. Examination of how basic lifestyle decisions and actions are experienced locally and their global consequences. Anthropological theories and concepts are discussed in tandem with case studies from around the world.

Prerequisite: one 2000 or 3000 level ANT course or instructor permission.

## 1.03 COURSE OVERVIEW

This course addresses the fundamental anthropological question: How do the world's diverse populations develop unique, localized strategies for thriving in an ever-changing global environment? As a species, humans face universal bio-social challenges such as finding sustenance, establishing security, navigating reproduction, and creating social bonds but we tackle these challenges in extraordinarily creative and culturally specific ways. This seminar explores how the local management of livelihoods in distinct communities, towns, and cities unleashes a cascade of complex, globalized connections and relationships. These connections can profoundly impact where, for example, individuals in Hawaii decide to settle down or how people in Indonesia secure economic opportunities.

This class is designed as a rigorous, asynchronous, activity-based learning environment, contrasting with models that rely heavily on passive tools like comprehensive examinations or taped lectures. Your grade will be earned through careful, consistent participation in weekly activities, focusing on the development of critical reading, analytical thinking, and the

application of anthropological concepts to your observations of the world. These assignments will require foresight and careful planning.

The course is structured around 12 interrelated modules, each built upon a core anthropological question and one or two key concepts used to answer it. Each week, students will investigate real-life, contemporary case studies, which include: transnational adoption agencies in Guatemala, the relationship between temporality and futures in Haiti, community security initiatives in Peru, matchmaking practices in China, and the cultural implications of international exchanges on platforms like YouTube, among others.

The weekly course topics are grouped into three thematic units that roughly parallel life stages and major life decisions:

1. Unit I: Life Basics: Focuses on fundamental human processes such as birth, enculturation, diverse diets, the shaping of bodies, and concepts of temporality.
2. Unit II: Intermediary Skills & Relationships: Examines the necessary skills for social navigation, including communication, security, mating practices, and the process of growing up within a specific cultural framework.
3. Unit III: Letting Go & Legacies: Concludes with projects of separation and legacy, including global migration, the disposal of objects, mortuary practices, and the complex social place of the dead in society.

Each week, students are required to read scholarly literature, engage with video lectures, and apply a new anthropological concept to the featured case study.

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

#### 1.05 STUDENT LEARNING OBJECTIVES

By successfully completing this course, students will be able to:

Knowledge (Content-Focused Objectives)

1. Identify and describe major anthropological concepts such as enculturation, symbolism, phenomenology, ritual, security, border-making, memory, and biosocial relations across global ethnographic contexts.
2. Explain how humans respond to universal biosocial problems (birth, diet, bodies, temporality, security, mating, migration, death) through culturally specific practices and historically situated strategies.
3. Summarize key arguments from scholarly readings and multimedia case studies and relate them to weekly thematic questions (e.g., How does my culture impact my body? How do I communicate nonverbally? How do the dead change us?).

4. Distinguish between diverse anthropological approaches such as phenomenological, political ecological, semiotic, biosocial, ritual/liminal, and material culture perspectives and compare how each framework interprets specific ethnographic cases.

#### Critical Thinking (Analysis, Evaluation, Application)

5. Analyze ethnographic case studies to uncover how local lifeworlds shape, constrain, and enable people's actions, choices, and identities. (Assessed through weekly Explore activities.)
6. Apply anthropological theories and concepts to students' own lived experiences by connecting scholarly readings to real-world observations in the Reading & Observation Journals.
7. Critically evaluate how global forces (migration, development, food systems, state governance, securitization, memory politics) structure everyday life in different regions, using evidence from course materials.
8. Interpret material, symbolic, and nonverbal dimensions of human behavior such as bodily practice, food symbolism, ritual transitions, security performances, and mortuary practice using appropriate anthropological frameworks.
9. Integrate multiple theoretical traditions to formulate original insights on emergent social problems, demonstrating higher-order reasoning in the Critical Essay.

#### Communication & Anthropological Practice (Writing, Synthesis, Argumentation)

10. Construct clear, well-supported anthropological arguments using evidence from scholarly literature, case studies, and personal observation. (Assessed in Reading Journals, Essay Drafts, and Critical Essay.)
11. Synthesize complex ideas across readings, lectures, and multimedia sources to produce original written analyses that reflect anthropological modes of explanation.
12. Demonstrate anthropological thinking through reflective writing that connects micro-level experiences to macro-level social, political, and historical processes.
13. Produce a polished final essay that defends, supports, and justifies a central anthropological claim using course concepts, comparative case studies, and scholarly evidence. (Assessed via Critical Essay rubric.)
14. Communicate anthropological insights in a professional, clear, and ethically grounded manner appropriate for academic discourse and online learning environments.

#### 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.

### 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 and in-person. 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.

### 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.

#### **2. 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.

#### **3. 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.

#### 4. 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 2000word 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.

#### 5. 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>)

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	1.2%
Reading & Observation Journal	12 assignments at 8 points each	96	29.1%

Explore	10 assignments at 10 points each	100	30.3%
Essay Question, Proposal, and Draft	3	60	18.2%
Critical ("Final") Essay	1	70	21.2%
<b>Total</b>	<b>27</b>	<b>330</b>	<b>100%</b>

Information on current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### **6. 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.

### **7. 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.

### **8. 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 COURESE POLICIES**

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

Religious observances: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

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, please contact Prof. John Krigbaum ([krigbaum@ufl.edu](mailto:krigbaum@ufl.edu), (352) 294-7540), 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.edu> Links to an external site.; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu> Links to an external site.; 352-392-1261).

Specific late policies and assignment extension policies for the course

- Late assignments/quizzes/exams without an excuse will be reduced 5% per day late.
- All unexcused late work will not be accepted a week after the due date without agreement with the instructor.

#### Library Resources

· The UF Libraries provide access to numerous resources and services that will help you succeed in this course. Access thousands of online databases, books, and articles or visit one of the branch locations for additional resources, services, and study spaces. Can't find what you are looking for? You can Ask A Librarian for help by email, chat, text, or phone.

GiNESSA Mahar (Anthropology Librarian): [gjmahar@ufl.edu](mailto:gjmahar@ufl.edu) office: Library West Room 500.

### **ABOUT PLAGIARISM AND CHATGPT (AI) USE**

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to ChatGPT/AI detection. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. If there is any evidence of violation of the Student Honor Code, that suggests the student has not written the majority of the content on their own and is egregiously plagiarized, the instructor may do one or more of the following: ask the student to redo the assignment, deduct major points from the score, or receive a grade of zero for the assignment. The instructor may offer a make-up assignment, but multiple offenses will be reported to the Anthropology department administration for review and could result in a report to the Student Conduct and Conflict Resolution Office.

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## UNIT 1

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WEEK 1 (January 05 – 09) START HERE: Course Introduction and Syllabus Quiz

WEEK 2 (January 12 – 16) Module 1: How Does My Culture Impact My Body? Area

Case Study: East and Central Africa

Key Concepts: Enculturation.

Required Readings:

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

Martin Luther King Jr. Day is celebrated on Monday, January 19th

WEEK 3 (January 19 – 23) Module 2: How Does My Diet Symbolically Affect Me?

Area Case Study: Eastern Amazonia

Key Concepts: Symbolism, Political Ecology

Required Readings:

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

**\*\*Ethnographic Research Paper – Research Question due Jan 23, 2026\*\***

WEEK 4 (January 26 – January 30) **Module 3: How Does Uncertainty Shape My**

**World? Area Case Study: Haiti and Florida**

**Key Concepts: Phenomenology, Ontology**

Required Readings:



- Chapter 6 in Biosocial Becomings: Vasiman, N. Shedding Our Selves: Perspectivism, the bounded subject, and the nature-culture divide. Cambridge University Press.
- Chapter 11 in Biosocial Becomings: Al-Mohammad, H. Avelling/Unravelling: Being in the World and Falling Out of the World.
- Latour, Bruno (2011). Waiting for Gala. A Lecture at the French Institute, London.

WEEK 5 (February 02 – 06) Module 4: How Does Keeping Clean Make Me a Good Citizen?  
Area Case Study: Ebola in East Africa Key Concepts: State, Intersubjectivity.

Required Readings:

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

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## UNIT 2

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WEEK 6 (February 09 – 13) Module 5: How Does My Own Security Impact Others?

Area Case Study: Tri-Border Area

Key Concepts: Security

Required Readings:

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

**\*\*Ethnographic Research Paper – Research Proposal due Feb 15, 2026\*\***

WEEK 7 (February 16 – 20) Module 6: How Do I Communicate With Others NonVerbally?

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

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

Required Readings:

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

WEEK 8 (February 23 – February 27) Module 7: How Do I Grow Up?

Area Case Study: The Ritual Passage of Fieldwork Key Concepts: Ritual, Liminality

Required Readings:

- Van Gennep, A. (2011). Initiation Rites. In *The Rites of Passage*. University of Chicago Press.
- Van Gennep, A. (2011). Betrothal and Marriage. In *The Rites of Passage*. University of Chicago Press.
- Kastrinou Theodoropoulou, A.M. (2012). A Different Struggle for Syria: Becoming Young in the Middle East. *Mediterranean Politics* 17(1): 59-76.
- Additional videos on Canvas

Part 3: Letting Go

WEEK 9 (March 02 – 06) Module 8: How Do I Leave My Homeland and Where Do I Go?

Area Case Study: Syrian Refugee Crisis Key Concepts: Border Studies

Required Readings:

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

WEEK 10 (March 14 – 22) No Module – Spring Break

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## UNIT 3

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WEEK 11 (March 09 – 13) 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

Required Readings:

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

WEEK 12 (March 23- March 27) Module 10: What Happens When I Die and Who Will Handle Me?

Area Case Study: Ancient Maya

Key Concepts: The “Cultural” Body, Mortuary Symbolism

Required Readings:

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

WEEK 13 (March 30 – April 03) Module 11: How Do the Dead Change Us?

Area Case Study: Bosnia

Key Concepts: Memory, Things, Contestation

Required Readings:

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

WEEK 14 (April 06 – 10) Module 12: What Does It Mean to Think Anthropologically?

**\*\*NO EXPLORE ASSIGNMENT\*\***

Key Concepts: Thinking Anthropologically

Required Readings:

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

WEEK 15 (April 20 – 22) Module 13: Documentary Assignment

**\*\*CLASSES END – Wednesday, April 22\*\***  
**\*\*FINAL PAPER DUE – Wednesday, April 22 by 11:59 pm\*\***

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