

# IDS 2935: GOING VIRAL

## Quest 2

### I. General Information

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#### **Class Meetings**

- Fall 2023
- Meeting Day/Time: Tuesday/Thursday (2/1)
- Location: [TBD]

#### **Instructor**

- Dr. Marit Tolo Østebø
- **Office location:** Grinter Hall 488
- **Office hours:** TBD
- Contact: [Marit.ostebo@ufl.edu](mailto:Marit.ostebo@ufl.edu)

#### **Course Description**

In this Quest 2 course we will “think with” the virus to make sense of the rapid circulation of ideas, images, stories, people, things, technologies, and capital that characterizes our digital age. We will explore these movements and processes and the meanings and implications they have for people’s everyday lives through an anthropological and interdisciplinary lens. While this course will include a focus on viral phenomena that typically occur on social media, a major aim of this course is to think critically about what the term “going viral” means and examine whether theories of virality and metaphors from the natural sciences can be applied to and help us make sense of contemporary social and cultural phenomena in an increasingly globalized and digital world. In addition to drawing on anthropological literature, the course includes readings and perspectives from diverse scholarly traditions including, but not limited to media studies, policy studies, gender studies, economics, science and technology studies, and epidemiology. In the Ethnography Lab, which concludes each module, you will be introduced to and practice anthropological research methods and ethnographic writing and given the time and tools for designing and executing a collaborative ethnographic research project. We will also visit the Harn Museum of Arts.

#### **Pressing Questions**

This course addresses a set of pressing questions that are crucial for understanding and making our world a better place: What moves, and what are the actors, vectors and actants that facilitate movement? What effects do increased mobility, new forms of connectivity, digital media and ‘things gone viral’ have on contemporary societies? What are the productive, emancipatory, and oppressive effects of these processes? Why do some things ‘go viral’, why others do not? What role do emotions

and desire play in the movements and flows that facilitates and characterize an increasingly digital and transnational world? Major themes include mobility and globalization, immigration, memetics and contagion theory, conspiracy theories, affect theory, the mobilizing power of things and the entanglements of human, non-humans, and technology.

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.

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

## International Scholars Program:

This course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a **graduation medallion** and **digital badge** with this distinction at [the ISP website](#).

## Required Readings and Works

Østebø, M. (2021) Village Gone Viral. Understanding the Spread of Policy Models in a Digital Age.

The rest of the course materials will be posted on Canvas and include book chapters, journal articles, newspaper articles, and multi-media sources.

Materials and Supplies Fees: n/a

# II. Course Structure and Organization

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## Team-Based-Learning (TBL)

This course is structured after the Team-Based-Learning (TBL) strategy, a pedagogical approach which in addition to encouraging social **connections** and active learning for individuals and teams, is designed to enhance your problem-solving skills and to develop your level of **critical thinking**. While **content** knowledge is an important part of TBL, courses that adopt this model have a major focus on how to apply concepts and theories from anthropology and other relevant disciplines to real-life situations and pressing societal issues or challenges.

TBL allows you to engage extensively with me and your peers while in the classroom. You will have plenty of opportunity to make new friends and develop your social and **communication skills** (which is key to becoming a good cultural anthropologist and global citizen). You will spend most in-class working on team activities and discussions. I will form the teams using team-formation principles from TBL during the first week of the semester. These teams will be permanent.

Many students have negative experiences with group work. TBL was developed to avoid the common drawbacks and flaws associated with traditional group work. For example, an important principle in TBL is to avoid assigning group-work outside of regular class-hours. TBL is a strategy that is well researched, and several studies have shown that it has improved student performance and learning experience. TBL is currently being used in many disciplines, including medicine, history, literature, anthropology, and law. It is a methodology that is particularly conducive to and speaks to the four major SLO's of a Quest 2 course: **content, critical thinking, communication, and connection**.

### **Readiness Assurance Process (RAP)**

The course consists of six modules, organized around overarching topics and questions related to the theme of the course. Each module will follow a sequence known as the Readiness Assurance Process. The RAP is an integral piece of the TBL Strategy. This process gives you numerous opportunities to demonstrate that you comprehend the readings and course concepts, while receiving immediate feedback on their progress. The RAP takes place in a sequence containing the following components:

#### Readings

At the start of each module, you complete a select number of readings at home. These readings provide you with the foundation that will be built upon with supplemental readings later in each module.

#### Individual Readiness Assessment Test (I-RAT)

The first in-class activity for each module is the I-RAT, which is based on the assigned readings. This is a quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. The questions are designed both to assess comprehension of **content** as well as to maintain accountability for doing the readings on time. You will take the I-RAT on Canvas (in class).

#### Team Readiness Assessment Test (T-RAT)

Immediately after finishing the I-RAT you will take the same test as a team. You will discuss the questions as a team and decide on an answer for each question. This is a process that allows you to talk about and explain your reasoning behind what you think to be the right answer. You will take the t-RAT using scratch cards that have specifically been developed for TBL. Your eligibility for the T-RAT score, depends on your I-RAT score. If your I-RAT score is 10 (out of 40) or less, your individual score will be used as your T-RAT score. If your score is 10 or above, you qualify for the team-grade.

#### Appeals

After completing a T-RAT, teams can appeal any question they missed on the team test. Appeals are only granted when an argument is presented demonstrating comprehension of the concepts. An appeal must be submitted in writing and explain in a couple of short paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are to be submitted to me by e-mail within 24 hours after class. If the appeal is successful, the points will be added to your team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. **ONLY** the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a

separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether other teams successfully appeal the question.

### **Class Activities – Applications and Collaborative Ethnographic Research Project**

Most of the class meetings consists of team-based activities that allow you to apply the material learned from the readings to specific problems. Within TBL these activities are called applications. Most of the application exercises pose a question or a significant problem and require that each Team makes a ‘best’ decision. Each Team will need to poll each member, listen to each member’s ideas and their explanation for why their idea should be supported, and then reach a Team consensus. At the end of your deliberation, all the Teams will be asked to simultaneously report their decisions and be ready to substantiate their preferred choice with references to assigned readings (or to previous knowledge, of readings and knowledge gained from other classes). I will facilitate a larger classroom discussion, making sure that all the different arguments are given due attention. At the end of each application, I provide a mini lecture (see below), explaining what I consider to be the best choice. Over the semester we will do many smaller applications.

You will also be given time in-class to work on a team-based collaborative ethnographic research project, in what I have called Ethnography Lab (see annotated schedule, description of graded work, and section on experiential learning component below).

### **Mini-Lectures**

A course that adopts TBL as a learning strategy, does not include long lectures. I give mini lectures to clarify theoretical concepts that students struggle to understand, or to elucidate problems and questions posed in the applications.

## **II. Graded Work**

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### **Graded Team-Based-Learning Assessments**

#### **Individual Readiness Assessment Test (40 point each, total 240)**

See description above

#### **Team Readiness Assessment Test (40 point each, total 240)**

See description above

#### **Peer-Evaluations (100 points each, total 200)**

One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-ride” off those in the group willing to put in more effort. You will be given a chance to anonymously evaluate your team member peers during the course. I use a digital platform called [Teammates](#) to administrate these evaluations. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Were they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?)

These evaluations give you a chance to reward or “punish” teammates based upon their team efforts. I will provide more information about this in class.

## Collaborative Ethnographic Research Project

### Individual Research Notes (40 points each, total 200)

As part of the ethnographic research project, you will write 5 individual research notes. A description of each assignment is in the table below.

RESEARCH NOTE #	TITLE	DESCRIPTION	LENGTH
1	PARTICIPANT OBSERVATION	You will be asked to reflect on the film <i>White Right: Meeting the Enemy</i> and how it aligns with key features of participant observation	500 words
2	PLAN YOUR RESEARCH	You will write this note following a discussion with your team about a potential research project. The research note should include a preliminary research question, a rationale for why you think this is worth exploring, a rough plan for where and how you plan to conduct the research (methods) and how you intend to work together as a team (what you intend to do together and as individuals), and an indication of the planned output.	500 words
3	REVIEW LITERATURE	Following a visit with the UF Anthropology librarian, you will conduct a search for literature using relevant data bases. You will be asked to describe the search process, identify 3 articles that are of relevance to your research, write a short summary of each article, and explain why you think these articles are useful for your research project.	400 words
4	FIELD-NOTES	Following two weeks of intensive participant observation, you will submit and share part of your fieldnotes (minimum 1000 words) with your team members. You will also write a short reflection (300 words) about your experience conducting participant observation.	1300 words
5	SEMI-STRUCTURED INTERVIEW AND TRANSCRIPTION	You will upload a transcription of the first fifteen minutes of one of the semi-structured interviews you have conducted during the semester. You will also write a short reflection (300 words) about your experience conducting semi-structured interviews.	Length of transcription may vary. Reflection 300 words

### Podcast (Team Assignment, 100 points)

The main deliverable of the research you do as a team, should be in the form of a podcast. You will produce this podcast as a team, and I expect you to present your research findings and interrogate/analyze these drawing on concepts, theories, and readings you have been introduced to in class. The podcast should be between 20-30 minutes long and must showcase the participation of all the team-members. See the rubric below for more details.

PODCAST RUBRIC					
Criteria	Ratings				Pts
<b>FORMAT</b>	25 to >23 pts Level 4 Introduction is catchy and clever, provides relevant information, and establishes a clear purpose that engages the listener immediately. Conclusion clearly summarized key information. The format structure and topic discussion sequence is effective, interesting and engaging	23 to >18 pts Level 3 Introduction states speaker(s), describes topic and engages the listener. Conclusion summarizes information. The format structure and topic discussion sequence are easy to follow.	18 to >12 pts Level 2 Introduction alludes to identification of speaker(s) and provides a vague purpose. Conclusion vaguely summarized key information. The format structure seems unclear at times	12 to >0 pts Level 1 Introduction omits identification of speaker(s) and the purpose is unclear. No conclusion is provided. The format structure is unclear and the audience cannot follow along	25 pts
<b>MAIN CONTENT</b>	25 to >23 pts Level 4 Discussion is engaging, informative, insightful, and encourages the audience to explore the content further. Discussion highlights key findings and reflections on lessons the students have learnt from conducting ethnographic research. The use of external resources and references to concepts and readings introduced in class were varied, thoughtful, and enhanced content. Keeps focus on topic.	23 to >18 pts Level 3 Discussion is engaging and informative. Discussion highlights findings and reflections on lessons the students have learnt from conducting ethnographic research. The use of external resources and references to concepts and readings introduced in class is effective. Stays on topic.	18 to >12 pts Level 2 Discussion is somewhat engaging and provides a vague purpose. Discussion highlights findings but fails to reflect on lessons the students have learnt from conducting ethnographic research. The use of external resources and references to concepts and readings introduced in class is somewhat irrelevant. Occasionally strays from topic.	12 to >0 pts Level 1 Discussion is inappropriate to the topic and minimally engages the listener. Discussion fails to highlight findings and reflect on lessons the students have learnt from conducting ethnographic research. No external resources and/or references to concepts and readings introduced in class included. Does not stay on topic.	25 pts
<b>DELIVERY</b>	25 to >23 pts Level 4 Well rehearsed, smooth delivery in a conversational style. Highly effective enunciation and presenter's speech is clear and intelligible. Expression and rhythm engage the listener. Correct grammar is used throughout.	23 to >18 pts Level 3 Rehearsed, smooth delivery. Enunciation, expression, and pacing are effective throughout. Correct grammar is used.	18 to >12 pts Level 2 Appears unrehearsed with uneven delivery. Enunciation, expression, rhythm are sometimes distracting. Occasionally incorrect grammar is used.	12 to >0 pts Level 1 Delivery is hesitant and choppy. Sounds like the presenter is reading. Enunciation of spoken word is distant, muddled and not clear. Expression and rhythm are distracting throughout. Poor grammar is used throughout.	25 pts
<b>TECHNICAL PRODUCTION</b>	25 to >23 pts Level 4 Presentation is recorded in a quiet environment without background noise and distractions. Volume of voice,	23 to >18 pts Level 3 Presentation is recorded in a quiet environment with minimal background noise and distractions. Volume is acceptable.	18 to >12 pts Level 2 Presentation is recorded in a semiquiet environment with some background noise and distractions.	12 to >0 pts Level 1 Presentation is recorded in a noisy environment with constant background noise and distractions. Volume	25 pts

	music, and effects enhance the presentation.	Volume is occasionally inconsistent.	changes are highly distracting.	
<b>Total Points: 100</b>				

## Presentation of Research Project (100 points)

As a team, you will present your research project in class. Your presentation should be between 5-8 minutes long. (Here is a link to an article and video that give an introduction to flash presentations: <https://scripttraining.net/script-practical-guide/media-skills-for-scientists/how-to-give-a-science-flash-talk/> ) Your presentation and the grade your team receives will count as a team grade. If you are not present in class during the presentation, or if the team's presentation does not reflect your involvement, you will not receive the team grade. See the rubric below for more details.

PRESENTATION OF RESEARCH PROJECT IN CLASS RUBRIC						
Criteria	Ratings					Pts
<b>PRESENTATION</b>  The presentation holds the attention and interest of the audience. The presentation has visual elements and is well organized	25 to >24.0 pts Exceptional	24 to >21.0 pts Exceeds expectations	21 to >16.0 pts Meet Expectations	16 to >8.0 pts Needs Improvement	8 to >0 pts Does not meet expectations	25 pts
<b>TECHNICALITIES</b>  The presentation is submitted on time and is between 5-8 minutes long.	25 to >24.0 pts Exceptional	24 to >21.0 pts Exceeds expectations	21 to >16.0 pts Meet Expectations	16 to >8.0 pts Needs Improvement	8 to >0 pts Does not meet expectations	25 pts
<b>CREATIVITY</b>  The team presents key/major findings in a compelling and creative way. The presentation reflect enthusiasm about topic.	25 to >24.0 pts Exceptional	24 to >21.0 pts Exceeds expectations	21 to >16.0 pts Meet Expectations	16 to >8.0 pts Needs Improvement	8 to >0 pts Does not meet expectations	25 pts
<b>KNOWLEDGE AND CONTENT</b>  Demonstrates knowledge of the subject area by answering class questions with explanations and elaboration.	25 to >24.0 pts Exceptional	24 to >21.0 pts Exceeds expectations	21 to >16.0 pts Meet Expectations	16 to >8.0 pts Needs Improvement	8 to >0 pts Does not meet expectations	25 pts
<b>Total Points: 100</b>						

## Final Reflection (100 points)

This individual reflection should reflect your engagement with and what you have learnt from taking this class, and by participating in the collaborative research project. See the rubric below for more details.

FINAL REFLECTION RUBRIC					
Criteria	Ratings				Pts
<b>REFLECTION ON EXISTING KNOWLEDGE AND SKILLS</b>	30 to >28 pts  CRITICAL REFLECTION  Critically reviews existing knowledge and skills, questions assumptions, and articulates new perspectives as a result of experience	28 to >16 pts  REFLECTION  Active and careful consideration of existing knowledge and skills and articulates new understanding of knowledge as a result of experience	16 to >10 pts  UNDERSTANDING  Makes use of existing knowledge without an attempt to evaluate/appraise knowledge and skills; demonstrates understanding but does not relate to other experiences or personal reaction	10 to >0 pts  NON-REFLECTION  Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge and skills; responses are offered without attempting to understand them	30 pts
<b>CONNECTION TO COURSE CONCEPTS</b>	30 to >28 pts  CRITICAL REFLECTION  Demonstrates superior connection between experience and class content (concepts/theories/activities) and literature; evidence of application of theory and reconstruction of perspective	28 to >16 pts  REFLECTION  Demonstrates clear connections between experience and class content (concepts/theories/activities); evidence of application of theory	16 to >10 pts  UNDERSTANDING  Connects experience with class content (concepts/theories/activities) but remains superficial or abstract	10 to >0 pts  NON-REFLECTION  Connections are not drawn between experience and class content (concepts/theories/activities) or literature	30 pts
<b>EVIDENCE OF DEVELOPMENT</b>	30 to >28 pts  CRITICAL REFLECTION  Articulates transformation of their perspective of themselves or about a particular issue/concept/ problem as a result of experience	28 to >16 pts  REFLECTION  Articulates new understanding/insights about self or particular issue/concept/ problem as a result of experience	16 to >10 pts  UNDERSTANDING  Limited/superficial insight about self or particular issue/concept/ problem as a result of experience	10 to >0 pts  NON-REFLECTION  No evidence of insights about self or particular issue/concept/ problem as a result of experience	30 pts
<b>TECHNICALITIES</b>	10 to >9 pts  LEVEL 4  The assignment is very well-written, free from grammatical mistakes and submitted on time	9 to >6 pts  LEVEL 3  The assignment is well written but has a few grammatical mistakes. The assignment is submitted on time.	6 to >4 pts  LEVEL 2  The assignment is submitted on time, but is poorly written	4 to >0 pts  LEVEL 1  The assignment is not submitted on time and is poorly written	10 pts
<b>Total Points: 100</b>					



## List of Graded Work

Grading is based on three categories of performance: Individual, Team and Peer Evaluation.<sup>1</sup>

<b>INDIVIDUAL PERFORMANCE (40 % of grade)</b>		
TYPE OF ASSIGNMENT	POINTS EACH	TOTAL POINTS
6 Individual RATs	40	240
5 Research Notes	40	200
Research Report	100	100
Final Reflection	100	100
<b>TEAM PERFORMANCE (45 % of grade)</b>		
6 Team RATs	40	240
In-class Presentation of Research	100	100
<b>PEER EVALUATION (15 % of grade)</b>		
Mid-Term Peer Evaluation	100	100
Final Peer Evaluation	100	100

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

## III. Annotated Weekly Schedule

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<sup>1</sup> The weighting of each category is tentative, as the students will have an opportunity to decide – within a given set of parameters – how much each of the performance categories should weigh. This is a common practice within the TBL world.

## Annotated Weekly Schedule

Graded assignments are marked in green

WEEK/DATE	TOPICS & CLASS ACTIVITIES	PRE-CLASS PREPARATIONS
<b>COURSE INTRODUCTION</b>  This 'pre-module' provides you with an introduction to the course and to Team-Based-Learning. You will meet and get to know your team. We will also discuss the expectations you have for this course and do an exercise where you as a class decide how much you want each of the three categories of performance to weigh.		
<b>WEEK 1</b>  <b>Thurs Aug 24</b>	Introduction to course and Team Based Learning (TBL). Meet your team.	
<b>WEEK 2</b>  <b>Tues Aug 29</b>	<b>Topic:</b> Basics of TBL <b>Activity:</b> Practice Readiness Assessment test. This test will introduce you to the process of testing associated with TBL. It does not count towards your grade. Student expectations. Grade weighting.	<b>Read:</b> The course syllabus <a href="#">New Tik-Tok Research focuses on creativity, connectedness</a>  <a href="#">The Viral AI-avatar app Lensa undressed me without my consent</a>  <a href="#">How I am Fighting Bias in Algorithms</a>
<b>MODULE 1 THEORIZING VIRALITY</b>  This first module provides you with a general introduction to social theory and to the concept of virality. We ask: What is theory? Who makes theory? How is theory communicated? And is it useful to "think with" and employ metaphors from the natural sciences to think about and make sense of social processes and phenomenon? More specifically, is it useful to "think with" the virus to make sense of the circulation and flow of ideas, images, stories, people, things, technologies, and capital that characterizes our digital age?		
<b>Thurs Aug 31</b>	<b>Topics:</b> Introduction to theory and 'virality' <b>Activity:</b> <b>Readiness Assessment Test</b>	<b>Read:</b> hooks, b. (1991) Theory as liberatory practice, 12 pages Østebø, M. (2021) Village Gone Viral. pp 1-27 Varis, P. & Blommaert, J. (2015) Conviviality and collectives on social media: Virality, memes, and new social structures, 15 pages

		<a href="#">What are memes and virality?</a>
<b>WEEK 3</b> <b>Tues Sep 5</b>	<b>Topic:</b> Communicating theory <b>Activity:</b> Students conduct a close reading of some of the main arguments in this chapter and rewrite the arguments in their own words.	<b>Read:</b> Fisher, A. W. (2020) The Play in the System. The Art of Parasitical Resistance. Introduction, pp. 1-25
<b>Thurs Sep 7</b>	<b>Topic:</b> Virality <b>Activity:</b> Applications <b>Movie:</b> Contagion	<b>Read:</b> Coates, J. (2017) So 'hot' right now. Reflections on virality and sociality from transnational digital China, 14 pages  Malik, L. (2022) Everyone Wants to Feel Like a Movie Star": Aesthetics, Work, Pleasure, and Caste in India
<b>WEEK 4</b> <b>Tues Sep 12</b>	<b>ETHNOGRAPHY LAB</b> <b>Topic:</b> Introduction to Participant Observation <b>Activity:</b> Students will practice participant observation outside of the classroom for the first half of class. They will return to the classroom where they will write up and compare their fieldnotes with their peers.	<b>Read:</b> Jorgensen, D. L. (2020) Introduction. In <i>Principles, Approaches, and Issues in Participant Observation</i> , p 1-24 Tips on Writing Fieldnotes, 1 page <a href="https://www.reed.edu/anthro/201/fieldnotesandtech.html">https://www.reed.edu/anthro/201/fieldnotesandtech.html</a>
<p><u>Additional resources:</u></p> <p>Borch, C. (2019) The Imitative, contagious, and suggestible roots of modern society: toward a mimetic <i>foundation</i> of social theory</p> <p>Napier, D. (2012) Non-self Help: How Immunology Might Reframe the Enlightenment</p> <p>Stoller, P. (2012) Immunology and the Between</p> <p>Scheper-Hughes, N. (2012) The Other who is also Oneself: Immunological Risk, Danger, and Recognition</p> <p>Marcus, G. (2012) The Viral Intimacies of Ethnographic Encounters: Prolegomenon to a Thought Experiment in the Play of Metaphors</p>		
<p><b>MODULE 2: GLOBAL FLOWS</b></p> <p>This module introduces you to theories and texts that shed light on mobility and globalization. How have anthropologists made sense of global flows and movements? What do projects of globalization do in the world? Do we live in a borderless world? And how do the flow of people, money, and ideas, and the increased digitalization in contemporary societies impact the ways anthropologists and other social scientist study the world? In this module we will also start working on our collaborative research project.</p>		
<b>Thurs Sep 14</b>	<b>Topic:</b> Mobility and globalization <b>Activity:</b> Readiness Assessment Test; application	<b>Read:</b> Appadurai, A. (1990) Disjuncture and Difference in the Global Cultural Economy, 13 pages

		<p>Tsing, A. (2000) The Global Situation; pp. 327-360</p> <p>Mbembe, A. (2018) The Idea of a Borderless World  <a href="https://africasacountry.com/2018/11/the-idea-of-a-borderless-world">https://africasacountry.com/2018/11/the-idea-of-a-borderless-world</a></p> <p>(And here is a link to a YouTube video where Mbembe talks about a borderless world that may be useful  <a href="https://www.youtube.com/watch?v=cUAcfDkLAX4">https://www.youtube.com/watch?v=cUAcfDkLAX4</a>)</p>
<b>WEEK 5</b> <b>Tues Sep 19</b>	<p><b>Topic:</b> Research in a transnational world</p> <p><b>Activity:</b> Applications</p> <p>Film: White Right: Meeting the Enemy <a href="https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990380003010306597">https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990380003010306597</a></p>	<p><b>Read:</b></p> <p>Postill, J. (2015) Public anthropology in times of media hybridity and global upheaval; pp 164-181</p> <p>Cabot, H. (2019) The business of anthropology and the European refugee regime, 13 pages</p>
<b>Thurs Sep 21</b>	<p><b>Topic:</b> Research in 'real' and virtual worlds</p> <p><b>Activity:</b> I will give a mini lecture about the Awra Amba community, and we will watch the documentary: Awra Amba: Utopia in Ethiopia? We will also explore Lyfta, an Ed-Tech platform featuring a virtual version of the Awra Amba village.</p> <p><b>Assignment due (Friday Sep 22):</b>  Research note #1. Participant Observation</p>	<p><b>Read:</b></p> <p>Østebø, M. (2021) Village Gone Viral. pp 28-64</p>
<b>WEEK 6</b> <b>Tues Sep 26</b>	<p><b>ETHNOGRAPHY LAB</b></p> <p><b>Topic:</b> Introducing the collaborative research project "Movement at UF".</p> <p><b>Activity:</b> We will brainstorm research questions and identify potential research sites for our collaborative ethnographic research project.</p>	<p><b>Read:</b></p> <p>Harrison, A.K. (2020) Ethnography. In <i>The Oxford Handbook of Qualitative Research</i>, p. 329-358</p> <p>Jan Blommaert, J. &amp; Jie, D. (2020) The Sequence 1: Prior to Fieldwork, In <i>Ethnographic Fieldwork: A Beginner's Guide</i>, p. 16-22</p>
<p><u>Additional Resources:</u></p> <p>Inda, J. X &amp; Rosaldo, R. (2008) Tracking Global Flows</p> <p>Schiller, N. &amp; Salazar, N. B. (2012) Regimes of Mobility Across the Globe</p> <p>Marcus, George E. (1995) Ethnography in / of the World System: The Emergence of Multi-Sited Ethnography</p> <p>Benton, A. (2017) Ebola at a Distance: A Pathographic Account of Anthropology's Relevance</p> <p>Carse, A. (2014) The Year 2013 in Sociocultural Anthropology: Cultures of Circulation and Anthropological Facts</p> <p>Hosni, D. (2020) Middle Eastern Women's 'Glocal': Journeying between the Online and Public Spheres</p>		

### MODULE 3: WHAT SPREADS?

In this module we explore more specifically some of the “things” that spread and their political and social origins. Some of the things we explore in this module include ‘models’, twitter-posts, music, technologies, and conspiracy theories. We ask: How do traveling phenomena – in the forms of ideas, art, music, images, and models – come into being? As these phenomena move, how do they act and change? And what may traveling phenomena tell us about contemporary societies?

<b>Thurs Sep 28</b>	<b>Topic:</b> ‘Things’ that spread <b>Activity:</b> Readiness Assurance Test; application  <b>Assignment due (Friday Sep. 29):</b> Research Note #2. Plan your Research	<b>Read:</b> Østebø, M. (2021) Village Gone Viral. pp 65-99 Bonilla, J. & Rosa, Y (2015) #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States, 12 pages Fassin, D. (2021) Of Plots and Men. The Heuristics of Conspiracy Theories, 9 pages
<b>WEEK 7</b> <b>Tues Oct 3</b>	<b>Topic:</b> Music <b>Activity:</b> Applications. Students will work on developing semi-structure interview guides for their research projects	<b>Read:</b> Shiple, J. W. (2017) Parody after identity: Digital music and the politics of uncertainty in West Africa, 13 pages
<b>Thurs Oct 5</b>	<b>Topic:</b> Technology <b>Activity:</b> Applications	<b>Read:</b> de Laet, M. & Mol, A. (2000) The Zimbabwe Bush Pump: Mechanics of a Fluid Technology, 29 pages
<b>WEEK 8</b> <b>Tues Oct 10</b>	<b>ETHNOGRAPHY LAB</b> <b>Topic:</b> Reviewing Literature and The Qualitative Interview <b>Activity:</b> During the first part of this class, the anthropology librarian Dr. GiNESSa Mehar will provide an introductory lecture about how to search for literature using library resources and anthropology data bases. In the second part, students will practice interviewing, using the semi-structure interview guides they developed the previous week.  <b>Assignment due (Friday 13):</b> Research note # 3: Review Literature	<b>Read:</b> Brinkman, S. (2020) Unstructured and Semi-structured interviewing. In <i>The Oxford Handbook of Qualitative Research</i> , pages 424–456

#### Additional resources:

Why do People believe in conspiracy theories? <https://soundcloud.com/lsepodcasts/why-do-people-believe-in-conspiracy-theories?in=lsepodcasts/sets/lse-iq-podcast-intelligent>

‘I Miss My Mom’: Children Of QAnon Believers Are Desperately Trying To Deradicalize Their Own Parents [https://www.huffpost.com/entry/children-of-qanon-believers\\_n\\_601078e9c5b6c5586aa49077](https://www.huffpost.com/entry/children-of-qanon-believers_n_601078e9c5b6c5586aa49077)

Bentzen, J. S. (2021) In crisis, we pray: Religiosity and the COVID-19 pandemic

Topali, P. (2020) Visual Regimes of Mobility. Photographic Exhibitions on Refugees during the Financial Crisis in Greece  
 Schneider, J. (2018) African Photography in the Atlantic Visualscape. Moving Photographers – Circulating Images

## MODULE 4: MODES OF TRANSMISSION

What are the means and infrastructure through which things spread? In this module we explore the actors, vectors and actants that facilitate movement. We explore the mobilizing power of things, the entanglements of humans, non-humans and technology, and the role that conventional and social media and new technologies play in facilitating global connections, flows and disconnections.

<b>Thurs Oct 12</b>	<b>Topic:</b> Modes and Transmission/Infrastructures <b>Activity:</b> Readiness Assurance Test; application	<b>Read:</b> Østebø, M. (2021) Village Gone Viral. pp 100-121 Larkin, B. (2013) The politics and poetics of infrastructure, 13 pages Gusterson, H. (2021) Robohumans, 27 pages
<b>WEEK 9</b> <b>Tues Oct 17</b>	<b>Topic:</b> Medical Tourism <b>Activity:</b> Applications, documentary Made in India <a href="https://www.pbs.org/video/pbs-newshour-made-in-india-examines-international-journey-through/">https://www.pbs.org/video/pbs-newshour-made-in-india-examines-international-journey-through/</a> Students will be given time to share and discuss the research articles they identified the previous week with their team.	<b>Read:</b> Inhorn, M. C. (2016) Medical Cosmopolitanism in Global Dubai: A Twenty-first-century Transnational Intracytoplasmic Sperm Injection (ICSI) Depot, 13 pages  Digital media, territory, and diaspora: the shape-shifting spaces of Eritrean politics
<b>Thurs Oct 19</b>	<b>Topic:</b> Data infrastructure <b>Activity:</b> Meet the author. Alix Johnson will zoom in and students get an opportunity to engage with her and ask questions about her research.	<b>Read:</b> Johnson, A. (2019) Data centers as infrastructural in-betweens: Expanding connections and enduring marginalities in Iceland, 12 pages
<b>WEEK 10</b> <b>Tues Oct 24</b>	<b>ETHNOGRAPHY LAB</b> Students will be given time to discuss and work on their ethnographic project.	<b>Read:</b> Boellstorff, T. (2020) Rethinking Digital Anthropology, 17 pages

### Additional Resources:

Narasimhan, H. et al. (2021) Pandemic times in a WhatsApp-ed nation: Gender ideologies in India during COVID-19  
 Muller, M. & Schurr, C. (2016) Assemblage thinking and actor-network theory: conjunctions, disjunctions, cross-fertilisation.  
 Nading, A. (2013) Humans, Animals, and Health. From Ecology to Entanglement

## MODULE 5: WHY THINGS SPREAD

What affects us? Why do some things go viral, why others do not? What role do emotions and desire play in the movements and flows that facilitates and characterize an increasingly digital world? To what extent is virality a social event? And is virality unconditional? These are some of the questions we explore in this module. We will also visit the Harn Museum of Arts.

<b>Thurs Oct 26</b>	<b>Topic:</b> Going Viral <b>Activity:</b> Readiness Assessment Test; application  <b>Assignment due (Friday Oct 27):</b> <b>Research note # 4: Fieldnotes</b>	<b>Read:</b> Østebø, M. (2021) Village Gone Viral. pp 122-156 Rutherford, D. (2016) Affect Theory and the Empirical, 11 pages Kwon, J. H. (2015) The Work of Waiting: Love and Money in Korean Chinese Transnational Migration, 20 pages
<b>WEEK 11</b> <b>Tues Oct 31</b>	Experiential Learning: Visit to the Harn Museum of Arts  (I will work with curators at Harns to develop something specifically for this class, drawing on exhibitions such as <i>Shadow to Substance</i> and <i>Global Perspectives: Highlights from the Contemporary Collection</i> )	<b>Read: TBD</b>
<b>Thurs Nov 2</b>	<b>Topic:</b> Affect <b>Activity:</b> Application	<b>Read:</b> Gershon, I. (2011) Un-Friend My Heart: Facebook, Promiscuity, and Heartbreak in a Neoliberal Age, 27 pages
<b>WEEK 12</b> <b>Tues Nov 7</b>	<b>ETHNOGRAPHY LAB:</b>  WORKING ON COLLABORATIVE ETHNOGRAPHIC RESEARCH PROJECT  <u>Class activity:</u> Give an update to the rest of the class on the research you have done so far. What excites you? What are you struggling with? Do you need tips and counselling in terms of the methods you are using?	<b>Read:</b> TBD: Reading selected from the pool of articles the students identified during the literature review

**Additional Resources:**

White, D. & Katsuno, H. (2021) TOWARD AN AFFECTIVE SENSE OF LIFE: Artificial Intelligence, Animacy, and Amusement at a Robot Pet Memorial Service in Japan

Williams, P. et al. (2012) No Room for Dissent: Domesticating WhatsApp, Digital Private Spaces, and Lived Democracy in India

Nguyen, V. M. (2017) VIRAL SPEED: Infrastructure, Connectivity, Ontogeny; or, Notes on the Molecular Epidemiology of Epidemics

Skoggard, I. & Waterson, A. (2015) Introduction: Toward an Anthropology of Affect and Evocative Ethnography

Veilleux-Lepage, Yannick & Archambault, E. (2019) Mapping Transnational Extremist Networks: An Exploratory Study of the Soldiers of Odin's Facebook Network, Using Integrated Social Network Analysis

Gehl, R.W. (2019) Emotional Roboprocesses

Nardy, D.A. et al. (2021) Back to the Future: Imaginaries of Africa on East Asian Screens

**MODULE 6: VIRAL EFFECTS**

What effects do increased mobility, new forms of connectivity, digital media and “things gone viral” have on people’s daily lives? What are the productive and destructive, emancipatory, and oppressive effects of these processes? These are questions that will guide our discussion in this final module.

<b>Thurs Nov 9</b>	<b>Topic:</b> Viral effects <b>Activity:</b> Readiness Assessment Test, application	<b>Read:</b> Østebø, M. (2021) Village Gone Viral. pp 122-156 Postill, J. (2014) Democracy in an age of viral reality: A media epidemiography of Spain’s indignados movement, 15 pages Illas, E. (2021) Survival gone viral, 8 pages
<b>WEEK 13</b> <b>Tues Nov 14</b>	<b>Topic:</b> Infected <b>Activity:</b> Applications, work on collaborative research project  <b>Assignment due (Friday Nov 10):</b> Research note # 5: Semi-structured Interview and Transcription	<b>Read:</b> Østebø, M. (2021) Village Gone Viral. pp 122-156
<b>Thurs Nov 16</b>	<b>ETHNOGRAPHY LAB</b> <b>Activity:</b> application, work on collaborative research project	<b>Read:</b> How Facebook is fanning the flames in Ethiopia (and in other parts of the world it does not bother to understand) <a href="https://kenyainsights.com/how-facebook-is-fanning-the-flames-in-ethiopia/">https://kenyainsights.com/how-facebook-is-fanning-the-flames-in-ethiopia/</a> Police Handcuffed Her, Naked, in Her Home. Will She Ever See Justice? <a href="https://www.nytimes.com/2021/12/02/opinion/anjanette-young-police-justice.html?referringSource=articleShare">https://www.nytimes.com/2021/12/02/opinion/anjanette-young-police-justice.html?referringSource=articleShare</a>
<b>WEEK 14</b> <b>Tues Nov 21</b>	<b>ETHNOGRAPHY LAB</b> <b>Activity:</b> Work on collaborative research project	<b>Read:</b> TBD: Reading selected from the pool of articles the students identified during the literature review



	<b>Assignment due (Wednesday Nov 22): Research Report</b>	
<p><b>Additional Resources:</b></p> <p>Gal, N. et al. (2015) "It Gets Better": Internet memes and the construction of collective identity</p> <p>Pedwell, C. (2019) Digital Tendencies: Intuition, Algorithmic Thought and New Social Movements</p> <p>TBD Archambault. J.S. (2011) Breaking up 'because of the phone' and the transformative potential of information in Southern Mozambique</p> <p>The World With Viruses: Reminding Us How Little Control We Have</p> <p><a href="https://www.sv.uio.no/sai/english/research/news-and-events/news/2020/the-world-with-viruses.html">https://www.sv.uio.no/sai/english/research/news-and-events/news/2020/the-world-with-viruses.html</a></p> <p>Why We Should Read Hannah Arendt Now <a href="https://www.theatlantic.com/books/archive/2022/03/arendt-origins-of-totalitarianism-ukraine/627081/?fbclid=IwAR3jwJjj4wHUmrlTNxk73VZ9LZ9CUAHBoKzdx7VRGNslCVn9dusFnyZprKs">https://www.theatlantic.com/books/archive/2022/03/arendt-origins-of-totalitarianism-ukraine/627081/?fbclid=IwAR3jwJjj4wHUmrlTNxk73VZ9LZ9CUAHBoKzdx7VRGNslCVn9dusFnyZprKs</a></p>		
<b>THANKSGIVING HOLIDAY</b>		
<b>WEEK 15</b> <b>Tues Nov 28</b>	<b>Activity:</b> Presentations of Research Projects in class	
<b>Thurs Nov 30</b>	<b>Activity:</b> Presentations of Research Projects in class	
<b>WEEK 16</b> <b>Tues Dec 5</b>	<b>Course review and evaluations</b>  <b>Assignment due (Friday Dec 9):</b> <b>Final Reflection</b>	

## IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).
  - Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. Assessment: Readiness Assessment Tests.
  - Summarize and explain key anthropological and theoretical discussions associated with concepts relevant to the course, such as e.g. "globalization", "transnationalism", "virality", "mobility", "digitalization", "modernization" and "ethnography". Assessment: Readiness Assessment Tests.
  - Provide an overview of the global spread and flows of ideas, things, stories, images, people in an increasingly digital world. Assessment: Readiness Assessment Tests.
  - Describe key features of anthropological methods and practices, such as participant observation, ethnography, field-notes, and unstructured and semi-structured interviews. Assessment: Research notes.

- Plan and carry out research using anthropological methods and tools, including participant observation, field-notes taking, and unstructured and semi-structured interviews. Assessment: Research notes, Final Research Report, Final reflection.
- Search for and identify literature relevant to specific research questions, using resources available through UF libraries. Assessment: Research Note. Final Research Report.
- **Critical Thinking:** Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).
  - Critically discuss the modes of transmissions and the multiple effects – both negative and positive – associated with globalization and virality. Assessment: Applications/Class discussions, Final Research Report, Final Reflection.
  - Use anthropological and theoretical concept relevant to the course to analyze processes and phenomena associated with various ‘viral’ and global phenomena. Assessment: Applications, Research Notes, Final Research Report, Final Reflection.
  - Use relevant research to explore and test ideas and to support or refute generalization. Assessment: Applications, Final Research Report.
  - Critically analyze arguments, theories and data presented in course readings. Assessment: Applications. Research Notes, Final Research Report, Final Reflection
  - Analyze qualitative data collected through the ethnographic project using relevant theoretical concepts and perspectives. Assessment: Research Notes, Final Research Report, Final Reflection.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).
  - Synthesize, and discuss research findings in written and oral forms. Assessment: Final Research Report, Final Reflection, Presentation of Research Project.
  - Convey anthropological concepts, knowledge, and research findings to others in an everyday language and in popular, creative and/or visual formats such as using through a video, pod-cast, or digital storytelling. Assessment: Final Research Report, Presentation of Research Project.
  - Identify problem areas, and propose potential solutions associated with global flows, disconnections, and destructive ‘viral’ phenomena. Assessment: Final Research Report.
- **Connection:** Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.
  - Learn how to work and collaborate with others. Assessment: Peer Evaluations, Applications.
  - Connect **with others** – both within and beyond the classroom – in ways that challenge you to rethink your place and your responsibilities as a global citizen in an increasingly interconnected, yet fragile world. Assessment: Peer Evaluation, Applications.
  - Reflect on the relevance of anthropological concepts and knowledge to real-world, every-day problems
  - Be mindful of how you can incorporate perspectives and tools from anthropology to in ways that makes the world a better and more inclusive place. Assessment: Final Reflection.
  - Reflect on your own learning processes and on how the readings and your experience conducting an ethnographic research project, have change the way you think and engage in and with the world. Assessment: Research Notes, Final Reflection.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

The collaborative ethnographic research project is the experiential-learning component of this course. Throughout this semester we will conduct research related to the overall theme *Movement at UF*. I will lead you through all the phases of an anthropological research project, and you will be introduced to and practice key anthropological methods such as participant observation and unstructured and semi-structured interview. At the end of the semester you will communicate your findings to the rest of the class. For more information see the Graded Work section.

### 2. Details of Self-Reflection Component

Reflection is an important part of anthropological research and ethnographic writing. In addition to writing a longer reflection about what you have learnt through the collaborative research project as your final assignment, you will be asked to reflect on your experience using key anthropological tools such as participant observation and unstructured and structured interviews.

## VI. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluations Process

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.ua.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/>.

## **University Honesty Policy**

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 Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

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.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.

Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.