

ANT 4006 Human Rights and Culture

Spring 2024

Time & Place

Tuesday 08.30 - 10.25 AM

Thursday 09.35 - 10.25 AM

Instructor Information

Instructor

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Email

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Office Location & Hours

Grinter Hall 488 or Zoom, Thurs 11 am - 2 pm and by appointment on Zoom

General Information

Description

Since the end of World War II human rights have been the dominant frame for thinking about social justice. The relationship between universal human rights and respect for cultural diversity has spurred much debate, not the least within anthropology. This course introduces you to the study of human rights and culture. In addition to a general introduction to human rights theory and practice, the course provides an overview of anthropology's engagement with human rights. We will critically explore key human rights concepts and study texts that reflect the dominant theoretical discussions within the field, such as e.g. the relationship between universalism and relativism, individual vs. communal rights, and the origins of human rights. We will also explore contemporary human rights issues, and scrutinize challenges related to the implementation of globally formulated human rights ideas into culturally diverse localities. You will also be conducting anthropological research as part of this course, and gain hands-on experience with some of the key methods we use as cultural anthropologists.

General Course Objectives

The following are the objectives I have for this course

- Ensure that students master the course subject matter.
- Ensure that students engage in discussions in a respectful way.
- Develop students' ability to use course concepts in thinking and problem solving.
- Prepare students to be life-long learners.
- Develop students' interpersonal and team interaction skills.
- Help students think outside the box and broaden their horizon.
- Have students enjoy the course and make new friends.

Course Outcomes

When finished with this course, you will be able to:

- Identify and critically discuss the special features of the international human rights system and key human rights concepts (e.g. dignity, respect, individual rights, group rights etc.)
- Provide an overview of the major human rights declarations.
- Provide a general overview of the history of the modern human rights movement.
- Critically reflect on the origins of human rights ideas and norms.
- Critically reflect on the interplay between human rights and culture.
- Explain and identify different approaches to human rights within anthropology.
- Contribute with critical reflections in major human rights debates and controversies that have been generated by anthropology.
- Employ competing anthropological and social theories to critically discuss human rights norms and practices and issues such as gender equality, violence against women, genocide, conflict resolution, etc.
- Read a newspaper article about a human rights issue with an anthropological lens.
- Use relevant research to explore and test ideas and to support or refute generalization.
- Apply anthropological concepts and knowledge to real-world problems.
- Convey anthropological concepts and knowledge to others in an everyday language.
- Design and carry out research anthropologically informed research projects
- Conduct participant observation and qualitative interviews

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](#).

Course Materials

Required Text

De Leon, Jason (2015) *The land of Open Graves: Living and Dying on the Migrant Trail*.

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

Course Structure and Organization

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.

Graded Work

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
FORMAT	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

MAIN CONTENT	25 to >23 pts				25 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.	
DELIVERY	25 to >23 pts	23 to >18 pts	18 to >12 pts	12 to >0 pts	25 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.	Level 3 Rehearsed, smooth delivery. Enunciation, expression, and pacing are effective throughout. Correct grammar is used.	Level 2 Appears unrehearsed with uneven delivery. Enunciation, expression, rhythm are sometimes distracting. Occasionally incorrect grammar is used.	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.	
TECHNICAL PRODUCTION	25 to >23 pts	23 to >18 pts	18 to >12 pts	12 to >0 pts	25 pts
	Level 4 Presentation is recorded in a quiet environment without background noise and distractions. Volume of voice, music, and effects enhance the presentation.	Level 3 Presentation is recorded in a quiet environment with minimal background noise and distractions. Volume is acceptable.	Level 2 Presentation is recorded in a semiquiet environment with some background noise and distractions. Volume is occasionally inconsistent.	Level 1 Presentation is recorded in a noisy environment with constant background noise and distractions. Volume changes are highly distracting.	
Total Points: 100					

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						
Criteria	Ratings					Pts
PRESENTATION The presentation holds the attention and interest of the audience. The presentation has visual elements and is well organized	20 to >19.0 pts	19 to >17.0 pts	17 to >13.0 pts	13 to >6.0 pts	6 to >0 pts	20 pts

	Exceptional	Exceeds expectations	Meet Expectations	Needs Improvement	Does not meet expectations	
TECHNICALITIES The presentation is submitted on time and is between 5-8 minutes long.	20 to >19.0 pts Exceptional	19 to >17.0 pts Exceeds expectations	17 to >13.0 pts Meet Expectations	13 to >6.0 pts Needs Improvement	6 to >0 pts Does not meet expectations	20 pts
CREATIVITY The team presents key/major findings in a compelling and creative way. The presentation reflect enthusiasm about topic.	20 to >19.0 pts Exceptional	19 to >17.0 pts Exceeds expectations	17 to >13.0 pts Meet Expectations	13 to >6.0 pts Needs Improvement	6 to >0 pts Does not meet expectations	20 pts
KNOWLEDGE AND CONTENT Demonstrates knowledge of the subject area by answering class questions with explanations and elaboration. The presentation contains narrative elements	20 to >19.0 pts Exceptional	19 to >17.0 pts Exceeds expectations	17 to >13.0 pts Meet Expectations	13 to >6.0 pts Needs Improvement	6 to >0 pts Does not meet expectations	20 pts
DYNAMICS Demonstrates that this has been a collaborative project. Presentation reflects a coordinated effort in bringing the works of individuals together in a coherent presentation. The presentation includes a discussion of research experience	20 to >19.0 pts Exceptional	19 to >17.0 pts Exceeds expectations	17 to >13.0 pts Meet Expectations	13 to >6.0 pts Needs Improvement	6 to >0 pts Does not meet expectations	20 pts
Total Points: 100						

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
REFLECTION ON EXISTING KNOWLEDGE AND SKILLS	30 to >28 pts	28 to >16 pts	16 to >10 pts	10 to >0 pts	30 pts
	CRITICAL REFLECTION Critically reviews existing knowledge and skills, questions assumptions, and articulates new perspectives as a result of experience	REFLECTION Active and careful consideration of existing knowledge and skills and articulates new understanding of knowledge as a result of experience	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	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	
CONNECTION TO COURSE CONCEPTS	30 to >28 pts	28 to >16 pts	16 to >10 pts	10 to >0 pts	30 pts
	CRITICAL REFLECTION Demonstrates superior connection between experience and class content (concepts/theories/activities) and literature; evidence of application of	REFLECTION Demonstrates clear connections between experience and class content (concepts/theories/activities); evidence of application of theory	UNDERSTANDING Connects experience with class content (concepts/theories/activities) but remains superficial or abstract	NON-REFLECTION Connections are not drawn between experience and class content (concepts/theories/activities) or literature	

	theory and reconstruction of perspective				
EVIDENCE OF DEVELOPMENT	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
TECHNICALITIES	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
Total Points: 100					

List of Graded Work

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

INDIVIDUAL PERFORMANCE (? % of grade)		
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
TEAM PERFORMANCE (? % of grade)		
6 Team RATs	40	240
In-class Presentation of Research	100	100
PEER EVALUATION (? % of grade)		
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/>

¹ 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.

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

Annotated Weekly Schedule

Below is a *preliminary* schedule. The most updated information about course readings and assignments will be found on CANVAS.

PRELIMINARY SCHEDULE		
DATE	TOPICS/ACTIVITIES	READINGS
COURSE INTRODUCTION		
Tuesday Jan 9	Introduction to course and Team Based Learning (TBL). Get to know your team. Student expectations.	
Thursday Jan 11	Practice Readiness Assessment Test (This test does not count towards your grade, but will introduce you to the process of testing associated with TBL)	<u>Read:</u> Syllabus The Universal Declaration of Human Rights <u>Watch:</u> The Story of Human Rights https://www.youtube.com/watch?v=oh3BbLk5UIQ
MODULE 1 WHAT ARE “HUMAN RIGHTS”?		
Tuesday Jan 16	Readiness Assessment Test Grade weighting	<u>Read:</u> Donnelly, J. (2013) Chapter 1-2 Dembour, M-B. (2010) What are Human Rights? Four schools of thought
Thursday Jan 18	Applications	<u>Read:</u> The Universal Declaration of Human Rights The International Covenant on Economic, Social and Cultural Rights The International Covenant on Civil and Political Rights The International Convention on the Elimination of All Forms of Racial Discrimination
Tuesday Jan 23	Applications	<u>Read:</u> Nordenfeldt, L. (2004) The varieties of dignity Hayry, M. (2004) Another look at dignity

Thursday Jan 25		Ostebo, M. (2017) Can Respect be Key to Gender Justice?
Tuesday Jan 30	ETHNOGRAPHY LAB Identify Research Topic and Developing Research Questions <u>Research Note 1 Due Feb 2</u>	<u>Read:</u> Tett, G. (2021) Preface: The Other “AI” and Making the “Strange” familiar. From the book <i>Anthro-Vision: A New Way to See in Business and Life</i> Bernard, R. (2018) Preparing for Research
<p><u>Suggestion for further reading:</u> Chan, J. (1999) ‘A Confucian Perspective on Human Rights for Contemporary China’ Sen, A. (1997) Human Rights and Asian Values</p>		
<p>MODULE 2: HUMAN RIGHTS, CULTURE AND ANTHROPOLOGY</p>		
Thursday Feb 1	Readiness Assessment Test	<u>Read:</u> American Anthropological Association (1947) Statement on Human Rights Barnett, H.G. (1948) On Science and Human Rights Steward, J. H. (1948) Comments on the Statement on Human Rights American Anthropological Association (1999) Declaration on Anthropology and Human Rights Merry, S. M. (2003) Human Rights Law and the Demonization of Culture (and anthropology along the way)
Tuesday Feb 6	Applications	<u>Read:</u> Cowan, J. K. (2006) An Obligation to “support human rights” unconditionally is misguided moralism. Fluehr-Lobban, C. (2006) Advocacy Is a Moral Choice of “Doing Some Good” Nicolaisen, I. (2006) Anthropology should actively promote Human Rights Graham, L.R. (2006) Anthropologists Are Obligated to Promote Human Rights and Social Justice “The Organ Detective” http://www.psmag.com/navigation/business-economics/nancy-scheper-hughes-black-market-trade-organ-detective-84351/
Thursday Feb 8	Applications	<u>Read:</u> Hale, S. (2005) Colonial Discourse and Ethnographic Residuals: The “Female Circumcision” Debate and the Politics of Knowledge Hodgson, D.L. (2011) “These are not our priorities”: Maasai Women, Human Rights, and the Problem of Culture
Tuesday Feb 13	ETHNOGRAPHY LAB Participant Observation <u>Research Note 2 due</u>	<u>Read:</u> Bernard, R. (2018) Participant Observation Tips on Writing Fieldnotes https://www.reed.edu/anthro/201/fieldnotesandtech.html
<p><u>Suggestion for further readings:</u> Jorgensen, D. L. (2020) Introduction. In <i>Principles, Approaches, and Issues in Participant Observation</i> Fredlund, J. & Fiyaeh, D. Y. (2019) Activist Anthropologist Sentenced to 18 Months in Prison</p>		

MODULE 3: WHAT KIND OF RIGHTS - FOR WHOM?

Thursday Feb 15	Readiness Assurance Test Share Research Note 2 with team	<u>Read:</u> Donnelly, J. (2013) Chapter 3 Kymlicka, W. (1996) The Good, the Bad and the Intolerable: Minority Group Rights Shir-Vertesh, D. (2017) https://www.oxfordbibliographies.com/view/document/obo-9780199766567/obo-9780199766567-0169.xml
Tuesday Feb 20	Applications	<u>Read:</u> Bulloch, H.C. (2016) Fetal Personhood in the Christian Philippines. The View from a Visayan Island
Thursday Feb 22	Applications	<u>Read:</u> Kuper, A. (2003) The Return to the Native Kenrick, J. & Lewis, J. Indigenous peoples' rights and the politics of the term "indigenous"
Tuesday Feb 27	ETHNOGRAPHY LAB Develop Question Guides for Semi-structured interviews	<u>Read:</u> Bernard, R. (2018) Interviewing Brinkman, S. (2020) Unstructured and Semi-structured interviewing. In <i>The Oxford Handbook of Qualitative Research</i> , pages 424-456

Suggestion for further readings:

Hadjor, K.B. (1998) Whose Human Rights?
Menkiti, I. Person and Community in African Traditional thought
 Beattie, J. (1980) Review article: Representations of the self in traditional Africa
 Gonz´alez-Agüero, M. et. al (2019) Inequalities in the Age of Universal Health Coverage: Young Chileans with Diabetes Negotiating for Their Right to Health
 Colwell, C. (2016) What if nature, like corporations, had the rights and protections of a person?
<https://theconversation.com/what-if-nature-like-corporations-had-the-rights-and-protections-of-a-person-64947>
 Nedelsky, J. (2020) The Relational Self as the Subject of Human Rights

MODULE 4: THE RIGHTS OF THE CHILD

Thursday Feb 29	Readiness Assurance Test	<u>Read:</u> Abebe, T. & Bessek, S. (2011) Dominant Discourses, Debates and Silences on Child Labour in Africa and Asia. The moral economy of children's movement in Benin and Ethiopia Montgomery, H. (2000) Imposing Rights? A case study of Child prostitution in Thailand Hart, J. (2006) Saving Children. What role for Anthropology?
Tuesday March 5	Applications	<u>Read:</u> Rosen, D.M. (2007) Child Soldiers, International Humanitarian Law, and the Globalization of Childhood
Thursday March 7	Film: The Rescue List https://video.alexanderstreet.com/watch/the-rescue-list	<u>Read:</u> Liberman, T. (2019) Can Ethnographic Filmmaking Truly Be Shared?
	ETHNOGRAPHY LAB Practice interviewing	<u>Read:</u>

Schia, Niels Nagelhus (2013) "Being part of the parade- "going native" in the United Nations Security Council.

Suggestions for further readings:

Sheper-Hugues, N. (2003) Coming to our Senses. Anthropology and Genocide
 Terrio, S. J. (2008) New Barbarians at the Gates of Paris? Prosecuting Undocumented Minors in the Juvenile Court: The Problem of the 'Petits Roumains'
 Film: The Devil's Miner
 Watch: <https://www.youtube.com/watch?v=zo8xrY0XtT4>

SPRING BREAK

MODULE 5: WAR, VIOLENCE AND CONFLICTS

<p>Tuesday March 19</p>	<p>Readiness Assessment Test</p>	<p>Read: Hinton, Alexander Laban (2002). The Dark Side of Modernity. Towards an Anthropology of Genocide. Bonilla, J. & Rosa, Y (2015) #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States Scully, P. (2011) Gender, History and Human Rights</p>
<p>Thursday March 21</p>	<p>Applications <u>Research Note 3 due Friday Nov 4</u></p>	<p>Read: How Facebook is fanning the flames in Ethiopia (and in other parts of the world it does not bother to understand) https://kenyainsights.com/how-facebook-is-fanning-the-flames-in-ethiopia/ Police Handcuffed Her, Naked, in Her Home. Will She Ever See Justice? https://www.nytimes.com/2021/12/02/opinion/njanette-young-police-justice.html?referringSource=articleShare</p>
<p>Tuesday March 26</p>	<p>Applications</p>	<p>Read: Dickson-Gomez, J. (2004) "One Who Doesn't Know War, Doesn't Know Anything": The Problem of Comprehending Suffering in Postwar El Salvador</p>
<p>Thursday March 28</p>	<p>Applications Ethnography Lab: Analyzing data</p>	

Suggestions for further readings:

Wilson, A. (2019) Queer Anthropology <https://www.anthroencyclopedia.com/entry/queer-anthropology>
 Rosenblatt, A. (2013) Sacred Graves and Human Rights
 B'elanger-Vincent, A. (2020) "Bypass the UN": Diplomatic Practices and Change in Multilateral Settings
 Hodgson, D. (2017) Gender, Justice and the Problem of Culture
 Capello, E. (2021) Trans and White Trash: An Ethnography of Trans People in the Deep South
 Amodeo, L. H. (2021) Kuchu Counterpublic on Facebook: Gay Men's Challenge to Heterosexual Policies in Uganda
 Heinsen, L. L. (2022) Shouldering Death: Moral Tensions, Ambiguity, and the Unintended Ramifications of State-sanctioned Second-trimester Selective Abortion in Denmark
 Andaya, E. & Mishtal, J. (2016) The Erosion of Rights to Abortion Care in the United States: A Call for a Renewed Anthropological Engagement with the Politics of Abortion
 Hoodfar, H. (1993) The Veil in their Minds and on

our heads. The persistence of colonial images of Muslim women

MODUEL 6: LAND OF OPEN GRAVES

Tuesday April 2	Class discussion	<u>Read:</u> De Leon, J. (2015) Introduction and Part 1
Thursday April 4	Class discussion	<u>Read:</u> De Leon, J. (2015) Part 2
Tuesday April 9	Class discussion <u>Research Note 4 due Friday Nov 18</u>	<u>Read:</u> De Leon, J. (2015) Part 3

FINALIZING ETHNOGRAPHIC RESEARCH PROJECT

Thursday April 11	WORK ON ETHNOGRAPHIC RESEARCH PROJECT	
Tuesday April 16	WORK ON ETHNOGRAPHIC RESEARCH PROJECT	
Thursday April 18	PRESENTATION OF RESEARCH ETHNOGRAPHY LAB Share your research Analysis	
Tuesday April 23	PRESENTATION OF RESEARCH AND COURSE CONCLUSION	

Suggestions for further readings:

Wilson, R.A. (1997) Representing Human Rights Violations: Social contexts and Subjectivities
Cheng, S. (2011) The Paradox of vernacularization: Women's Human Rights and the Gendering of Nationhood
Philippe Bourgois, P. (1990) Confronting Anthropological Ethics: Ethnographic Lessons from Central America
Hale, C.R. (2008) Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology
Price, D. (2019) Counter-lineages within the history of anthropology. On disciplinary ancestors' activism
Rouse, C. M. (2021) Necropolitics versus biopolitics: Spatialization, White Privilege and Visibility during a Pandemic
Sapignoli, M. (2021) Symposium on the Anthropology of International Law and the AI-turn in Global Governance
Amon, J. J. (2013) The Right to know or know your rights
Kuchu Counterpublic on Facebook: Gay Men's Challenge to Heterosexist Policies in Uganda
Campoamor, L. N. (2019) There is an app for that

Required Policies

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.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/>. 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.