ANT 4930: ANTHROPOLOGY OF SCIENCE AND TECHNOLOGY

I. General Information

Class Meetings

- Spring 2025
- Meeting Day/Time: Tuesday period 4, Thursday period 4-5
- Location: TUR 2333

Instructor

- Dr. Marit Tolo Østebø
- **Office location**: Grinter Hall 488
- **Office hours**:
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Course Description

How do science and technology shape—and get shaped by—culture? How has anthropology itself been part of this process? This course introduces students to anthropological approaches that examine science, technology, and digital media as human, social, and political practices. We explore how people create and use knowledge, how technologies—from medical devices to artificial intelligence—reshape everyday life, and how scientific and anthropological ways of knowing are tied to histories of power, imagination, and ethics. In the **Ethnography Lab**, which concludes each module, students will practice research methods and ethnographic writing while developing a collaborative research project. The course also includes a visit to the **Harn Museum of Art**, where students will engage with material and visual culture as a way of thinking about science, technology, and representation.

Pressing Questions

This course addresses a set of pressing questions that are crucial for understanding and making our world a better place: How do humans decide what counts as knowledge, truth, or evidence? What does it mean to take science—and scientists—seriously while remaining critically engaged? How do technologies—from vaccines to smartphones—reshape the ways we experience our bodies, time, and relationships? How do histories of colonialism, development, and inequality shape which forms of knowledge are valued or marginalized?

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.

Required Readings and Works

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

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 consist 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. 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

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 (premliminary)	LENGTH
1	PARTICIPANT OBSERVATION	You will submit your individual fieldnotes following a participant observation activity in class. Use of AI is not permitted in this assignment.	300-500 words
2	PLAN YOUR RESEARCH	This assignment consists of two parts: 1: You will write this note following team activities and discussions you will have with your team about a your research project. The research note should include a preliminary research question, a description of the process that led to your research question – including your experience using an AI tool, and rationale for why you think this is worth exploring. 2. 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). Use of AI is permitted during the team activities, but not in your individual research notes.	500 words
3	REVIEW LITERATURE	This assignment consists of three parts. 1.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 1 anthropological article that are of	400 words

		relevance to your research, write a short summary of the article, and explain why you think it is useful for your research project. Use of AI is NOT permitted in this part of the assignment. 2. You will conduct a search for literature using an AI tool (such as Elicit). Identify 1 anthropological article that is of relevance to your research, and use AI to write a short summary. Explain why you think this article is useful for your research project. 3. Write a reflection where you compare the learning experience of a manual search and review, with an AI led search and review.	
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. Use of AI is NOT permitted in this assignment.	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. Use of AI is NOT permitted in this assignment	Length of transcription may vary. Reflection 300 words

Podcast (Team Assignment, 100 points)

The main delivery 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 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 Level 4 Discussion is engaging, informative, insightful, and encourages the audience to	23 to >18 pts Level 3 Discussion is engaging and and Discussion	18 to >12 pts Level 2 Discussion is somewhat informative. engaging and provides a highlights vague purpose. Discussion	12 to >0 pts Level 1 Discussion is inappropriate to the topic and minimally engages the listener.	25 pts

	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.	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.	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.	Discussion fails to highlight the 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 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
TECHNICAL PRODUCTION	25 to >23 pts Level 4 Presentation is recorded in a quiet environment without background noise and distractions. Volume of voice, music, and effects enhance the presentation.	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. Volume is occasionally inconsistent.	12 to >0 pts Level 1 Presentation is recorded in a noisy environment with constant background noise and distractions. Volume changes are highly distracting.	25 pts
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 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

Criteria	Ratings					Pts
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. Use of AI is not permitted in this assignment.

FINAL REFLECTION RUBRIC					

Criteria	Ratings				Pts
REFLECTION ON EXISTING KNOWLEDGE AND SKILLS	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
CONNECTION TO COURSE CONCEPTS	30 to >28 pts CRITICAL REFLECTION Demonstrates superior connection between experience and class content (concepts/theories/ activities) and literature; evidence of application of	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

	theory and reconstruction of perspective				
EVIDENCE OF DEVELOPMENT	30 to >28 pts CRITICAL REFLECTION Articulates transformation of their perspective 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
2 class-related reflections	20	40
Final Reflection	100	100
TEEM PERFORMANCE (? % of grade)		
6 Team RATs	40	240
In-class Presentation of Research	100	100
Podcast	100	100
PEER EVALUATION (? % of grade)		
Mid-Term Peer Evaluation	100	100
Final Peer Evaluation	100	100

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[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.

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

Annotated Weekly Schedule

WEEK/DATE	TOPICS & CLASS ACTIVITIES	PRE-CLASS PREPARATIONS
COURSE INTRODUCTION 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.		
WEEK 1 Tuesday (1/13)	Introduction to course and Team Based Learning (TBL). Meet your team.	
Thursday (1/15)	**Topic:** Basics of TBL **Activity:** 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.	<u>Read:</u> The course syllabus

MODULE 1: WHAT IS THE ANTHROPOLOGY OF SCIENCE AND TECHNOLOGY?

We begin by asking what it means to study science and technology as cultural and social practices. Through early and contemporary examples, we see how anthropologists have approached laboratories, hospitals, and infrastructures as field sites, and how science itself became a topic of ethnographic study.

WEEK 2 Tuesday (1/20)	**Activity:** Readiness Assessment Test	**Read:** Martin, E. (1998). Anthropology and the cultural study of science. *Science, technology, & human values*, *23*(1), 24-44. Candea, Matei. (2016) 2023. "Science". In *The Open Encyclopedia of Anthropology*, edited by Felix Stein. Facsimile of the first edition in *The Cambridge Encyclopedia of Anthropology*. Online: http://doi.org/10.29164/16science
Thursday (1/22)		**Read:** Latour, B., Salk, J., & Woolgar, S. (2013). Laboratory life: The construction of scientific facts. (Introduction and Chapter 1)
WEEK 3 Tuesday (1/27)		**Read:** Dovey, C. (2018) An Anthropologist Investigates How We Think About How We Think https://www.newyorker.com/culture/persons-of-interest/an-anthropologist-investigates-how-we-think-about-how-we-think
Thursday (1/29)	**ETHNOGRAPHY LAB 1:** Making the Familiar Strange: From Topic to Ethnographic Question	**Read:** Tett, G. (2021) Preface: The Other "AI" and Making the "Strange" familiar. From the book *Anthro-Vision: A New Way to See in Business and Life* Geertz, C. (1973). Chapter 1/Thick Description: Toward an interpretive theory of culture. *The interpretation of cultures: Selected essays*, 3-30.

MODULE 2: MAKING KNOWLEDGE – HOW SCIENCE AND ANTHROPOLOGY KNOW

This module explores how people decide what counts as truth and evidence—and how anthropologists study these processes. We examine how scientific "facts" are produced, how trust and authority are established, and how anthropology reflects on its own ways of creating knowledge.

WEEK 4 Tuesday (2/3)	**Activity:** Readiness Assessment Test	**Read:** Murphy, M. (2004). Immodest witnessing: The epistemology of vaginal self-examination in the US feminist self-help movement. *Feminist Studies*, *30*(1), 115-147.

		Haraway, D. (2013). Situated knowledges: The science question in feminism and the privilege of partial perspective 1. In *Women, science, and technology* (pp. 455-472). Routledge.
Thursday (2/5)		**Read**: Langlitz, N., & Dan-Cohen, T. (2025). What Ever Happened to the Anthropology of Science? From the Science Wars to the Post-Truth Era. *Annual Review of Anthropology*, *54*.
WEEK 5 Tuesday (2/10)		**Read:** Rosaldo, R. (2004). Grief and a Headhunter's Rage. *Death, mourning, and burial: A cross-cultural reader*, 167-178.
Thursday (2/12)	**ETHNOGRAPHY LAB 2:** Observation, Fieldnotes, and the Situated Observer	**Read:** Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago press. (Introduction and Chapter 1)

MODULE 3: BODIES, TECHNOLOGIES AND EVERYDAY LIFE

How do technologies become part of our bodies and daily routines? This module examines intersections of medicine, gender, and digital life to understand how technologies shape identity, care, and the boundaries between human and machine. *In this module you will also start conducting participant observation, write fieldnotes, and search for literature related to your research project.*

WEEK 6 Tuesday (2/17)	**Activity:** Readiness Assurance Test; application	**Read:** Helman, C. (1988). Dr Frankenstein and the industrial body: reflections on 'spare part' surgery. *Anthropology Today*, *4*(3), 14-16. de Laet, M. & Mol, A. (2000) The Zimbabwe Bush Pump: Mechanics of a Fluid Technology, 29 pages
Thursday (2/19)		**Read:** Dumit, J., & de Laet, M. (2014). Curves to bodies: The material life of graphs. In *Routledge Handbook of Science, Technology, and Society* (pp. 71-89). Routledge.
WEEK 7 Tuesday (2/24)		**Read:** Zhu, J. (2013). Projecting potentiality: understanding maternal serum screening in contemporary China. *Current Anthropology*, *54*(S7), S36-S44.
Thursday (2/26)	**ETHNOGRAPHY LAB 3:** Finding Anthropological Conversations:	**Read:**

	Journals, Peer Review, and Disciplinary Belonging	Jiang, L. (2015). IVF the Chinese way: Zhang Lizhu and post-mao human in vitro fertilization research. East Asian Science, Technology and Society: An International Journal, 9(1), 23-45.

MODULE 4: "QUICK FIXES" AND THE PROMISE OF SOLUTIONS

From global health campaigns to climate interventions, many projects promise simple technological fixes for complex problems. We explore how anthropologists reveal the politics, unintended consequences, and moral dimensions of these "solutions."

WEEK 8 Tuesday (3/3)	**Activity**: Readiness Assurance Test	Read: Layne, L. L. (2000). The cultural fix: An anthropological contribution to science and technology studies. *Science, technology, & human values*, 25(3), 352-379. Redfield, P. (2018). On Band-Aids and magic bullets. *limn*, 1(9).
Thursday (3/5)	Read: Self-selected article	Identify reading and bring printed version to class
WEEK 9 Tuesday (3/10)	**ETHNOGRAPHY LAB 4:** Qualitative Interviewing: Experience, Meaning, and Problem Framing	Read: Seidman, I. (2019). Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences. *Teachers College Press*
Thursday (3/12)	**ETHNOGRAPHY LAB 4 CONT.** Qualitative Interviewing: Experience, Meaning, and Problem Framing	Read: Ortner, S. B. (2010). Access: Reflections on studying up in Hollywood. *Ethnography*, 11(2), 211-233.

SPRINGBREAK

MODULE 5: DIGIAL WORLDS – AI, DATA, AND CONNECTIVITY

This module turns to digital technologies, algorithms, and AI systems as objects of ethnographic study. We ask how digital infrastructures create new forms of visibility, inequality, and social life, and how anthropology can critically engage with them.

WEEK 10 Tuesday (3/24)	**Activity:** Readiness Assessment Test; application https://vimeo.com/395807905	Read: Seaver, N. (2018). What should an anthropology of algorithms do?. *Cultural anthropology*, 33(3), 375-385.

	https://www.youtube.com/watch?v=uAaYSIPsxCI	Douglas-Jones, R., Walford, A., & Seaver, N. (2021). Introduction: Towards an anthropology of data. *Journal of the Royal Anthropological Institute*, *27*(S1), 9-25.
Thursday (3/26)		**Read:** Büscher, B. (2025). Artificial Intelligence, platform capitalist power, and the impact of the crisis of truth on ethnography. *Annual Review of Anthropology*, *54*. Messeri, L., & Crockett, M. J. (2024). Artificial intelligence and illusions of understanding in scientific research. *Nature*, *627*(8002), 49-58.
WEEK 11 Tuesday (3/31)		**Read:** Broch, T. B., Bratrud, T., Lien, M., & Salinas, C. G. (2024). New forms of home blindness: Rethinking fieldwork methods in digitalized environments. *Ethnography*, 14661381241266924.
Thursday (4/2)	**ETHNOGRAPHY LAB 5: From Data to Insight**	**Read:** Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago press (Chapter 6)

MODULE 6: ETHNOGRAPHIC WRITING, STORYTELLING, AND FINAL PROJECTS

In this concluding module, we turn from analysis to presentation. We explore how ethnographic insights are shaped into stories, arguments, and public-facing outputs, and how choices about narrative, voice, and format affect what ethnography can do. You will also prepare and present your research project and reflect on the analytical and ethical work of representation.

WEEK 12 Tuesday (4/7)	**Activity:** Readiness Assessment Test	**Read:** Behar, R. (2009). Believing in anthropology as literature. *Anthropology off the shelf: Anthropologists on writing*, 106-116. McGranahan, C. (2018). Ethnography beyond method: The importance of an ethnographic sensibility. *Sites: a journal of social anthropology and cultural studies*, *15*(1), 1-10.
Thursday (4/9)	Work on research project presentation	
WEEK 13 Tuesday (4/14)	Work on research project presentation	

Thursday (4/16)	PRESENTATIONS OF RESEARCH IN CLASS	
WEEK 14 Tuesday (4/21)	**LAST DAY OF CLASS: Review**	

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the following learning outcomes:

Content: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within anthropology and science and technology studies.

- Identify, describe, and explain how science and technology function as social, cultural, and political practices across different domains such as medicine, data, digital platforms, and AI. Assessment: Readiness Assessment Tests.
- Summarize and explain key anthropological and theoretical discussions associated with concepts relevant to the course, such as science, technology, knowledge production, embodiment, infrastructure, data, algorithms, ethnography, and reflexivity. Assessment: Readiness Assessment Tests.
- Describe how scientific facts, technological solutions, and digital systems are produced, stabilized, contested, and lived in everyday life. Assessment: Readiness Assessment Tests, Applications/Class Discussions.
- Describe key features of anthropological research methods and practices, including participant observation, ethnographic fieldwork, fieldnotes, and unstructured and semi-structured interviews. Assessment: Research Notes.
- Plan and carry out an independent ethnographic research project using anthropological methods such as participant observation, fieldnote writing, and qualitative interviewing. Assessment: Research Notes, Final Project, Final Reflection.
- Search for, identify, and evaluate peer-reviewed anthropological literature relevant to a specific research question using resources available through UF Libraries. Assessment: Research Notes, Final Project.

Critical Thinking: Students carefully and logically analyze information from multiple perspectives and develop reasoned interpretations grounded in ethnographic evidence.
- Critically analyze how technological and scientific "solutions" frame problems, distribute responsibility, and generate intended and unintended consequences. **Assessment:** Applications/Class Discussions, Final Project, Final Reflection.
- Use anthropological concepts and theories to analyze empirical material related to science, technology, data, digital systems, and everyday practices. **Assessment:** Applications, Research Notes, Final Project.
- Use ethnographic data and scholarly literature to explore, refine, and support analytical claims. **Assessment:** Research Notes, Final Project.
- Critically assess arguments, methods, and evidence presented in anthropological readings and case studies. **Assessment:** Applications, Research Notes, Final Reflection.

- Analyze qualitative data collected through participant observation and interviews, and develop preliminary ethnographic arguments through memo writing and narrative analysis. **Assessment:** Research Notes, Final Project, Final Reflection.

Communication: Students communicate anthropological knowledge, ideas, and reasoning clearly and effectively in written, oral, and creative forms appropriate to the discipline.
- Synthesize ethnographic material and theoretical perspectives in clear and coherent written and oral forms. **Assessment:** Final Project, Final Reflection, Research Presentation.
- Communicate anthropological insights to diverse audiences using narrative, accessible language, and appropriate formats. **Assessment:** Final Project, Research Presentation.
- Present ethnographic findings using a self-selected format that includes a narrative element (e.g., vignette, story, visual or digital presentation, audio narrative). **Assessment**: Research Presentation.
- Clearly articulate the analytical significance of ethnographic stories and explain how narrative choices shape interpretation. **Assessment**: Research Presentation, Final Reflection.

Connection: Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.
- Collaborate respectfully and productively with peers through discussion, peer interviews, and feedback activities. **Assessment:** Peer Evaluation, Applications.
- Reflect on how anthropological approaches to science and technology challenge common assumptions and reshape understandings of expertise, authority, and responsibility. **Assessment:** Applications, Final Reflection.
- Connect anthropological concepts and methods to real-world issues involving science, technology, medicine, and digital systems. **Assessment:** Final Project, Final Reflection.
- Demonstrate reflexive awareness of their own positionality, interests, and assumptions in conducting and presenting ethnographic research. **Assessment:** Research Notes, Final Reflection.
- Reflect on how conducting an ethnographic research project has changed how they observe, interpret, and engage with the social worlds of science and technology. **Assessment:** Final Reflection.

V. Learning Experiences (For future Quest course)

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

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

Religious observances

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

Procedure for conflict resolution

Any issues, disagreements or grade disputes should be discussed first with me. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.eduLinks to an external site.; 352-392-1308) or the Dean of Students Office (http://www.dso.ufl.eduLinks to an external site.; 352-392-1261).

Specific late policies and assignment extension policies for the course

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

Communication practices for the course

- You are responsible for materials posted on E-Learning (Canvas) at https://elearning.ufl.edu/, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support is available at https://elearning.ufl.edu/student-help-faqs/.
- I will use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from me.

There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

- Canvas Notifications: In your Canvas "Account," click on "Notifications." Set the notification for "Submission Comment" to either "Notify Immediately" or "Daily Summary." I will communicate with you regarding your assignments through Submission Comments more so than e-mail. I expect every student to read their submission comments within 24 hours. Some of them may require immediate action on your part.

Library Resources

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

- **Library Resources (Courses with Researching/Writing Component, Grad Courses)**: The **UF Libraries** provide access to numerous resources and services that will help you succeed in this course. Access thousands of **online databases, books, and articles** or visit one of the **branch locations** for additional **resources, services, and study spaces**. Further, as this class requires students to complete a bibliography, research paper, or project, both the **Anthropology Library Guide** and the **Anthropology Assignment Guide** may be of assistance. You can also contact the **Anthropology Librarian** directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also **Ask A Librarian** for help by email, chat, text, or phone.

- **Ginessa Maha**r (Anthropology Librarian): gjmahar@ufl.edu, office: Library West Room 500

Useful Health and Wellness Resources:

- **Health and Wellness**
- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. http://www.umatter.ufl.edu/
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. https://counseling.ufl.edu
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352- 733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352- 273-4450.

About Plagiarism and ChatGPT (AI) Use

Rather than reacting in fearful ways to new advances in artificial intelligence, I believe students and educators should critically think about innovative and ethical ways to use AI to support learning, research and writing. While AI tools have certain limitations, they also have potential benefits, such as providing new perspectives on a problem and generating content that can be analyzed or critiqued. In this course we will explore and critically discuss how to integrate and use AI as a tool for research.

Best practices for students: https://ai.ufl.edu/for-our-students/guidance-for-students/

In some of the assignments the use of AI is not permitted. This will be clearly marked. For these assignment I will use the tool Turnitin to assess plagiarism; these assignments are also subject to ChatGPT/AI detection. If there is any evidence of violation of the Student Honor Code, that suggests the student *has not written the majority of the content on their own and is egregiously plagiarized*, I may do one or more of the following: ask the student to redo the assignment, deduct major points from the score, or give a *grade of zero* for the assignment. I may offer a make-up assignment, but multiple offenses will be reported to the Anthropology department administration for review and could result in a report to the Student Conduct and Conflict Resolution Office.