

Cover Sheet: Request 10288

ANT4xxx Global Humankind

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	deFrance,Susan D sdf@ufl.edu
Created	6/18/2015 11:08:42 AM
Updated	1/14/2016 1:42:05 PM
Description	Advanced analysis of experiences and strategies for tackling classic dilemmas of the human condition in interconnected cultural worlds. Examination of how basic lifestyle decisions and actions are experienced locally and their global consequences. Anthropological theories and concepts are discussed in tandem with case studies from around the world.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	deFrance, Susan D		6/18/2015
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	The CCC asks for the following changes: A 4000-level course must have a real prerequisite. We suggest that you designate a course or set of courses (e.g., any course with ANT prefix) as prerequisite. SLOs are actually course objectives, and should be labeled as such.	9/23/2015
No document changes					
Department	Approved	CLAS - Anthropology 011602000	deFrance, Susan D		10/23/2015
Replaced ucc1-1.docx					9/23/2015
Replaced Global Humankind syllabus.doc					9/23/2015
Replaced ucc1-1.docx					9/23/2015
Added ucc1-1.docx					9/23/2015
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		12/14/2015
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Baker, Brandi N	Added to January agenda.	12/17/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/17/2015

Step	Status	Group	User	Comment	Updated
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Recommended SCNS Course Identification

1. Prefix: ANT 2. Level: 4 3. Number: XXX 4. Lab Code: None

5. Course Title: Global Humankind
 6. Transcript Title (21 character max.): Global Humankind

7. Effective Term: Spring 8. Effective Year: 2016 9. Rotating Topic: No
 10. Amount of Credit: 3 11. If variable, # min. and # max. credits per semester.
 12. Repeatable Credit: No 13. If yes, # total repeatable credit allowed.
 14. S/U Only: No 15. Contact Type: Regularly Scheduled [base hr]
 16. Degree Type: Baccalaureate 17. If other, specify: Click here to enter text.
 18. Weekly Contact Hours: XXX 19. Category of Instruction: Advanced
 20. Delivery Method(s): On-campus Off-campus Online

21. Course Description (50 words maximum)

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

22. Prerequisites

At least one ANT 2000 or 3000 level course or permission of the instructor

23. Co-requisites

Click here to enter text.

24. Rationale and Placement in Curriculum

Upper division elective in anthropology; fulfills anthropology requirement for 3 credits above 4xxx level; fulfills CLAS elective above 3000 outside of student's major

25. Course Objectives

1. Analyze and explain the diverse strategies humans use to approach bio-social problems at the local level, and the relationship between their social shaping, historical development, and trans-local effects
2. Use a network approach to critically analyze their own social worlds and life strategies
3. Explain how anthropologists study and theorize emergent social problems and the creative strategies societies develop to solve them
4. Synthesize multiple theoretical and methodological components of cultural anthropology
5. Develop critical thinking, reading, and writing skills.

26. Course Textbook(s) and/or Other Assigned Reading

No textbook is required for this course. All readings will be located on Canvas, in folders arranged by the week. Each week, there will be approximately 2-3 journal articles or book chapters of reading, and 2-3 blog posts, vlogs (video blogs), or other popular media. On average, students will be reading 70-100 pages a week. Students should regularly take notes on the readings in order to retain information for group discussion, and for use on online quizzes.

27. Weekly Schedule of Topics

PART 1: LIFE BASICS

WEEK 1: WHO IS "THE I" (AND WHO ARE THE "THEY?"):

INTERSUBJECTIVITY PART 1

IN AREA CASE STUDY: AMERICAN POP CULTURE

THEORY: INTERSUBJECTIVITY AND PHENOMENOLOGY

MON AUG 24-1: CLASS INTRODUCTION, WHO AM I AND WHAT IS THIS?

WED AUG 26-2: UNDERSTANDING OTHERS

FRI AUG 28-3: GROUP ACTIVITY # 1

HOMEWORK #1 DUE ON SAT AT 11:59 PM: "IN RELATION TO OTHERS"

WEEK 2: WHERE DO MY BABIES GO & WHERE DO THEY COME FROM?

POLITICAL ECONOMY OF TRANSNATIONAL ADOPTION

AREA CASE STUDY: GUATEMALAN & CHINESE TRANSNATIONAL ADOPTION

THEORY: POLITICAL ECONOMY

MON AUG 31-1: WHERE DO MY BABIES GO?

WED SEPT 2-2: WHERE DO MY BABIES COME FROM?

FRI SEPT 4-3: GROUP ACTIVITY # 2

QUIZ #1 DUE ON SAT AT 11:59 PM

REACTION # 1 DUE: WED AUG 26 AT 11:59 PM

WEEK 3: HOW DO I ABSORB MY CULTURE AND MAKE IT PART OF ME? BIO-SOCIAL ENCULTURATION

AREA CASE STUDY: EAST AND CENTRAL AFRICA

UF EXPERTS: DR. YOUNG, DR. MULLIGAN

THEORY: ENCULTURATION

MON SEPT 7-1: HOW DO I GET CULTURE?

WED SEPT 9-2: CULTURE IS MORE THAN SKIN DEEP

FRI SEPT 11-3: GROUP ACTIVITY # 3

HOMEWORK #2 DUE ON SAT AT 11:59 PM

WEEK 4: HOW DO I GET MY FOOD? GLOBAL CONNECTIONS OF FOOD ACQUISITION PRACTICES

AREA CASE STUDY: EASTERN AMAZONIA

UF EXPERTS: DR. DEFRANCE, DR. O.C.

THEORY: SYMBOLIC AND POLITICAL ECOLOGY

MON SEPT 14-1: NATURE/CULTURE

WED SEPT 16-2: FOOD PRODUCTION AND ACQUISITION

FRI SEPT 18-3: GROUP ACTIVITY # 4

QUIZ #2 DUE ON SAT AT 11:59 PM

REACTION # 2 DUE: WED AUG 26 AT 11:59 PM

WEEK 5: HOW CAN I CREATIVELY MANAGE MY FUTURE (IN A WORLD OF CONSTANT FLUX?):

MANAGING TIME & TEMPORALITY

AREA CASE STUDY: HAITI AND FLORIDA

UF EXPERTS: DR. SASSAMAN AND A. JORDAN

THEORY: PHENOMENOLOGY & ONTOLOGY

MON SEPT 21-1: ALTERNATE REALITIES

WED SEPT 23-2: UNCERTAINTY AND EFFECTS

FRI SEPT 25-3: GROUP ACTIVITY # 5

HOMEWORK #3 DUE ON SAT AT 11:59 PM

WEEK 6: HOW SHOULD I MANAGE MY (LEAKY) BODY SO THEY KNOW I AM A GOOD PERSON: FEELING THE STATE

AREA CASE STUDY: EAST AFRICA

UF EXPERTS: DR. CHALFIN & DR. ABRAMOWITZ

THEORY: STATE & INTERSUBJECTIVITY

MON SEPT 28-1: STATE & INFRASTRUCTURE
WED SEPT 30-2: CONTAINMENT AND CONTAGION
FRI OCT 2-3: GROUP ACTIVITY # 6

QUIZ #3 DUE ON SAT AT 11:59 PM
REACTION # 3 DUE: WED AUG 26 AT 11: 59 PM

PART 2: INTERMEDIARY SKILLS

WEEK 7: HOW DO I KEEP MYSELF SAFE FROM EVERYONE THAT'S TRYING TO KILL ME? (HANDS UP, DON'T SHOOT!) INTERSUBJECTIVITY PART II (SECURITY & CONFLICT)
AREA CASE STUDY: EASTERN SOUTH AMERICA UF EXPERTS: DR. JUSIONYTE, DR. KERNAGHAN
THEORY: SECURITY STUDIES & INTERSUBJECTIVITY

MON OCT 5-1: "PARANOID" RHETORIC
WED OCT 7-2: WHAT IS SECURITY/INSECURITY FOR ME?
FRI OCT 9-3: GROUP ACTIVITY # 7

HOMEWORK #4 DUE ON SAT AT 11:59 PM
WEEK 8: I TOTALLY GET WHAT YOU MEME (BUT WE DON'T SPEAK THE SAME LANGUAGE)
VISUAL SEMIOTICS AND YOUTUBE
AREA CASE STUDY: ONLINE PUBLICS
UF EXPERT: J. VADALA
THEORY: SYMBOLISM, SEMIOTICS

MON OCT 12-1: SEMIOTICS AND COMMUNICATION
WED OCT 14-2: SENSE WITHOUT LANGUAGE
FRI OCT 16-3: GROUP ACTIVITY # 8

QUIZ #4 DUE ON SAT AT 11:59 PM
REACTION # 4 DUE: WED AUG 26 AT 11:59 PM
WEEK 9: HOW DO I BECOME A REAL GROWN-UP (YOU CAN'T SLEEP IN MOM'S IGLOO FOREVER...)
SOCIAL BONDING & RITES OF TRANSITION
AREA CASE STUDY: ARCTIC PEOPLES
UF EXPERT: PETER COLLINGS
THEORY: RITUAL

MON OCT 19-1: RITES OF TRANSITION
WED OCT 21-2: ELECTRONIC LIMINALITY
FRI OCT 23-3: GROUP ACTIVITY # 9

MIDTERM PAPER DUE ON SAT AT 11:59 PM
WEEK 10: HOW DO I COMPETE ONLINE FOR A SEXY MATE IN PERSON?
INTIMACY & COMMODITIES
AREA CASE STUDY: CHINA
UF EXPERT: DR. CHUAN-KANG SHIH
THEORY: COMMODIFICATION OF INTIMACY

MON OCT 26-1: SELLING MYSELF, BUYING SOMEONE ELSE
WED OCT 28-2: INDIVIDUAL IN SOCIETY
FRI OCT 30-3: GROUP ACTIVITY # 10

QUIZ #5 DUE ON SAT AT 11:59 PM

REACTION # 5 DUE: WED AUG 26 AT 11:59 PM

PART 3: LETTING GO

WEEK 11: HOW DO I MOVE FROM PLACE TO PLACE?(IMMIGRANTS, EX-PATS, SEX SLAVES, AND OTHERS)
HUMAN MIGRATION

AREA CASE STUDY: EASTERN EUROPE

UF EXPERTS: DR. STOILKOVA, DR. KUGELMASS

THEORY: TRANSNATIONALISM

MON NOV 2-1: HUMANS MIGRATE (BUT IT'S DIFFERENT NOW)

WED NOV 4-2: THE POLITICS OF MIGRATION

FRI NOV 6-3: GROUP ACTIVITY # 11

HOMEWORK #5 DUE ON SAT AT 11:59 PM

WEEK 12: HOW DO I GET RID OF MY STUFF (AND WHERE DO THE OLD WIRES AND ARROWHEADS GO)?
DIVESTMENT RITUALS

AREA CASE STUDY: INDONESIA (JOHN KRIGBAUM)

UF EXPERT: DR. GILLESPIE

THEORY: THING THEORY

MON NOV 9-1: HOW DO I GET RID OF MY STUFF?

WED NOV 11-2: WHERE DOES IT ALL GO?

FRI NOV 13-3: GROUP ACTIVITY # 12

QUIZ #6 DUE ON SAT AT 11:59 PM

REACTION # 6 DUE: WED AUG 26 AT 11:59 PM

WEEK 13: WHAT HAPPENS TO MY BODY WHEN I DIE? □ MORTUARY PRACTICES

AREA CASE STUDY: SOUTHERN NORTH AMERICA

UF EXPERTS: DR. JAMES DAVIDSON

THEORY: THE "CULTURAL" BODY & MORTUARY SYMBOLISM

MON NOV 16-1: DEALING WITH THE DEAD BODY

WED NOV 18-2: RITUALS OF LETTING GO

FRI NOV 20-3: GROUP ACTIVITY # 13

HOMEWORK #6 DUE ON SAT AT 11:59 PM

WEEK 14: WHO ARE THE DEAD THAT I WANT TO REMEMBER, (AND WHICH MUST WE FORGET)? □
MEMORY & FORGETTING

AREA CASE STUDY: BOSNIA

UF EXPERTS: DR. KRIGBAUM, K. KOLPAN

THEORY: MEMORY, THINGS, CONTESTATION

MON NOV 23-1: REMEMBERING THE DEAD

WED NOV 25-2: FORGETTING THE DEAD

FRI NOV 27-3: GROUP ACTIVITY # 14

QUIZ #7 DUE ON SAT AT 11:59 PM

REACTION # 7 DUE: WED AUG 26 AT 12:00 AM

WEEK 15: COURSE WRAP-UP: WHAT IS THE ANTHROPOLOGICAL MINDSET? □ DIVERSITY AND
ANTHROPOLOGY

MON NOV 30-1: WHAT IS THE ANTHROPOLOGICAL MINDSET ON DIVERSITY?

WED DEC 2-2: HOW DO WE BEST LISTEN TO OTHERS?

FRI DEC 4-3: GROUP ACTIVITY # 15

FINAL YOUTUBE VIDEOS DUE

28. Grading Scheme

Type of Assessment, Activity or Other Assignment	Percent of Grade
Attendance' Points	5
Facilitator Role	5
Group Activity	20
Homework	10
Critical Reactions	20
Quizzes	15
Midterm paper	15
Final project/presentation	10

29. Instructor(s)

To be determined

Itemized Instructions

1. **Prefix.** Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, in rare cases SCNS will assign a different prefix.
2. **Level.** Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).
3. **Number.** Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.
4. **Lab Code.** Enter the lab code to indicate whether the course is lecture only (blank), lab only (L), or a combined lecture and lab (C).
5. **Course Title.** Enter the title of the course as it should appear in the Academic Catalog.
6. **Transcript Title.** Enter the title that will appear in the transcript and the schedule of courses. Note that the transcript must be limited to 21 characters (including spaces and punctuation). Titles longer than 21 characters will either be abbreviated as needed or cause the approval request to be recycled.
7. **Effective Term.** Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.
8. **Effective Year.** Select the requested year that the course will first be offered. See preceding item for further information.
9. **Rotating Topic.** Select "Yes" if the course will have rotating (varying) topics in different terms. For rotating topics courses, the course title in the Schedule of Courses and the transcript can vary with the topic.
10. **Amount of Credit.** Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC.
11. If you selected "Variable" for the amount of credit, indicate the minimum and maximum number of total credits.
12. **Repeatable Credit.** Select "Yes" if the course may be repeated for credit. Some courses, such as independent study courses, will have rotating (variable) topics. Students may be allowed to repeat these courses provided the content is different.
13. If you checked "Yes" for repeatable credit, indicate the maximum number of total repeatable credits allowed per student.
14. **S/U Only.** Check this option if students should be graded as S-U in the course. Note that each course must be entered into the UF curriculum inventory as letter-graded or S-U. A course may not have both options.
15. **Contact Type.** Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis. The following options are available:
 - a. Regularly Scheduled [base hr]
 - b. Thesis/Dissertation Supervision [1.0 headcount hr]
 - c. Directed Individual Studies [0.5 headcount hr]
 - d. Supervision of Student Interns [0.8 headcount hr]
 - e. Supervision of Teaching/Research [0.5 headcount hr]
 - f. Supervision of Cooperative Education [0.8 headcount hr]Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.
16. **Degree Type.** Select Baccalaureate, Graduate, Professional or Other.
17. If you selected "Other" for degree type, specify the type.
18. **Total Contact Hours.** Indicate the number of hours faculty will have contact with students each week on average throughout the duration of the course.

19. **Category of Instruction.** Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
- 1000 and 2000 level = Introductory undergraduate
 - 3000 level = Intermediate undergraduate
 - 4000 level = Advanced undergraduate
 - 5000 level = Introductory graduate
 - 6000 level = Intermediate graduate
 - 7000 level = Advanced graduate
 - 4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)
20. **Delivery Method(s).** Indicate all platforms through which the course is *currently planned* to be delivered.
21. **Course Description.** Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or less. See course description guidelines.
22. **Prerequisites.** Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
- Completing Prerequisites on UCC forms:
 - Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
 - Use parentheses to specify groupings in multiple requirements.
 - Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
 - Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
 - “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
 - Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))
23. **Co-requisites.** Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.
24. **Rationale and Placement in Curriculum.** Explain the reason for adding the course to the curriculum and how the course will fit into the curriculum.
25. **Course Objectives.** Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.
26. **Course Textbook(s) and/or Other Assigned Reading.** Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned, or a representative list of readings.
27. **Weekly Schedule of Topics.** Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.
28. **Grading Scheme.** List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity.
29. **Instructor(s).** Enter the name of the planned instructor or instructors, or “to be determined” if instructors are not yet identified.

Global Humankind
ANT 4xxx
SECTION: xxxx
DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF FLORIDA

Instructor Information

OFFICE: B332

EMAIL:

OFFICE HOURS: WEDNESDAYS 2:00-5:00

Course Overview or Purpose

The main question of the course asks: *How do the world's diverse peoples develop unique strategies for living in an ever-changing world?* As humans, we are part of an intriguing species that strives to tackle universal bio-social concerns, such as giving birth, finding mates, and establishing security in creative and local ways. The way that we manage our livelihoods in our towns unleashes a cascade of interesting global connections, effects, and relationships which can (for example) impact that ways that people in Indonesia find work, or where those in Hawaii decide to settle down.

This course assembles major world regions and anthropological theories in an effort to answer the main question of the course. Students will investigate new case studies of particular social practices each week, such as Guatemalan transnational adoption agencies, temporality and futures in Haiti, security in Peru, matchmaking in China, and international exchanges on YouTube (among others). Students will take a network-based approach for investigating these cases, investigating the connections that social practices make between human and also non-human actors across time and space.

Throughout the course, students will also be given “personal” glances into these topics by hearing how Anthropology Faculty at the University of Florida ethnographically study them today. The weekly course topics are grouped into three large sections that roughly parallel life stages, beginning with the “Life Basics” of birth, enculturation, diets, bodies, and temporality, moving on to “Intermediary Skills” like security, communication, mating, and growing up, and concluding with projects of “Letting Go”, such as migration, object disposal, mortuary practices, and the place of the dead in society. Each week, students will read scholarly literature and view the professor’s video lectures, tackling the case study in small groups with whom they will communicate via scheduled video conferences and textual exchanges throughout the semester.

Prerequisite:

Any ANT 2000 or ANT 3000 level course or permission of the instructor

Course Objectives

By the end of this class students will be able to:

1. Analyze and explain the diverse strategies humans use to approach bio-social problems at the local level, and the relationship between their social shaping, historical development, and trans-local effects
2. Use a network approach to critically analyze their own social worlds and life strategies
3. Explain how anthropologists study and theorize emergent social problems and the creative strategies societies develop to solve them
4. Synthesize multiple theoretical and methodological components of cultural anthropology
5. Develop critical thinking, reading, and writing skills.

Topical Outline

PART 1: LIFE BASICS

Week 1: Who is “the I” (and Who Are the “They?”):

Intersubjectivity Part 1

In Area Case Study: American Pop Culture

Theory: Intersubjectivity and Phenomenology

Mon Aug 24-1: Class Introduction, Who am I and What is This?

Wed Aug 26-2: Understanding Others

Fri Aug 28-3: Group Activity # 1

Homework #1 Due on Sat, Aug 29 at 11:59 PM: “In Relation to Others”

Week 2: Where do My Babies Go & Where do they Come From?

Political Economy Of Transnational Adoption

Area Case Study: Guatemalan & Chinese Transnational Adoption

Theory: Political Economy

Mon Aug 31-1: Where do my babies go?

Wed Sept 2-2: Where do my babies come from?

Fri Sept 4-3: Group Activity # 2

Quiz #1 Due on Sat, Sept 5 at 11:59 PM

Reaction # 1 Due: Wed Sept 2 at 11:59 pm

Week 3: How do I Absorb my Culture and Make it Part of Me? □ *Bio-Social Enculturation*

Area Case Study: East and Central Africa

UF Experts: Dr. Young, Dr. Mulligan

Theory: Enculturation

Mon Sept 7-1: How do I get culture?

Wed Sept 9-2: Culture is more than skin deep

Fri Sept 11-3: Group Activity # 3

Homework #2 Due on Sat, Sept 12 at 11:59 PM

Week 4: How do I Get my Food? □ *Global connections of food acquisition practices*

Area Case Study: Eastern Amazonia

UF Experts: Dr. deFrance, Dr. O.C.

Theory: Symbolic and Political Ecology

Mon Sept 14-1: Nature/Culture

Wed Sept 16-2: Food production and acquisition

Fri Sept 18-3: Group Activity # 4

Quiz #2 Due on Sat, Sept. 19 at 11:59 PM

Reaction # 2 Due: Wed Sept 16 at 11:59 PM

Week 5: How can I creatively manage my future (in a world of constant flux?):

Managing Time & Temporality

Area Case Study: Haiti and Florida

UF Experts: Dr. Sassaman and A. Jordan

Theory: Phenomenology & Ontology

Mon Sept 21-1: Alternate Realities

Wed Sept 23-2: Uncertainty and Effects

Fri Sept 25-3: Group Activity # 5

Homework #3 Due on Sat, Sept. 26 at 11:59 PM

Week 6: How should I manage my (leaky) body so they know I am a Good Person: □ *Feeling*

The State

Area Case Study: East Africa

UF Experts: Dr. Chalfin & Dr. Abramowitz

Theory: State & Intersubjectivity

Mon Sept 28-1: State & Infrastructure

Wed Sept 30-2: Containment and Contagion

Fri Oct 2-3: Group Activity # 6

Quiz #3 Due on Sat, Oct 3 at 11:59 PM

PART 2: INTERMEDIARY SKILLS

Week 7: How do I keep myself safe from everyone that's trying to kill me? (Hands up, Don't Shoot!)

Intersubjectivity Part II (Security & Conflict)

Area Case Study: Eastern South America
UF Experts: Dr. Jusionyte, Dr. Kernaghan
Theory: Security Studies & Intersubjectivity

Mon Oct 5-1: "Paranoid" Rhetoric
Wed Oct 7-2: What is security/insecurity for me?
Fri Oct 9-3: Group Activity # 7

Homework #4 Due on Sat, Oct 10 at 11:59 PM

Week 8: I totally get what you meme (*but we don't speak the same language*)

Visual Semiotics and YouTube

Area Case Study: Online Publics
UF Expert: J. Vadala
Theory: Symbolism, Semiotics

Mon Oct 12-1: Semiotics and Communication
Wed Oct 14-2: Sense without Language
Fri Oct 16-3: Group Activity # 8

Quiz #4 Due on Sat, Oct 17 at 11:59 PM
Reaction # 4 Due: Wed Oct 14 at 11:59 PM

Week 9: How do I Become A Real Grown-Up (*You can't sleep in Mom's igloo forever...*) *Social Bonding & Rites of Transition*

Area Case Study: Arctic Peoples
UF Expert: Peter Collings
Theory: Ritual

Mon Oct 19-1: Rites of Transition
Wed Oct 21-2: Electronic Liminality
Fri Oct 23-3: Group Activity # 9

Midterm Paper Due on Sat, Oct 24 at 11:59 PM

Week 10: How do I compete online for a sexy mate in person?

Intimacy & Commodities

Area Case Study: China
UF Expert: Dr. Chuan-kang Shih
Theory: Commodification of Intimacy

Mon Oct 26-1: Selling myself, buying someone else
Wed Oct 28-2: Individual in society
Fri Oct 30-3: Group Activity # 10

Quiz #5 Due on Sat, Oct 31 at 11:59 PM
Reaction # 5 Due: Wed Oct 28 at 11:59 PM

PART 3: LETTING GO

Week 11: How do I move from place to place?(Immigrants, ex-pats, sex slaves, and others)
Human Migration

Area Case Study: Eastern Europe
UF Experts: Dr. Stoilkova, Dr. Kugelmass
Theory: Transnationalism

Mon Nov 2-1: Humans *migrate* (but it's different now)
Wed Nov 4-2: The politics of migration
Fri Nov 6-3: Group Activity # 11

Homework #5 Due on Sat, Nov 7 at 11:59 PM

Week 12: How do I get rid of my Stuff (and where do the old wires and arrowheads go)?
Divestment Rituals

Area Case Study: Indonesia (John Krigbaum)
UF Expert: Dr. Gillespie
Theory: Thing Theory

Mon Nov 9-1: How do I get rid of my stuff?
Wed Nov 11-2: Where does it all go?
Fri Nov 13-3: Group Activity # 12

Quiz #6 Due on Sat, Nov 14 at 11:59 PM
Reaction # 6 Due: Wed Nov 11 at 11:59 PM

Week 13: What Happens to My Body when I Die? □ *Mortuary Practices*

Area Case Study: Southern North America
UF Experts: Dr. James Davidson
Theory: The “Cultural” Body & Mortuary Symbolism

Mon Nov 16-1: Dealing with the Dead Body
Wed Nov 18-2: Rituals of Letting Go
Fri Nov 20-3: Group Activity # 13

Homework #6 Due on Sat, Nov 21 at 11:59 PM

Week 14: Who are the Dead that I want to remember, (and which must we forget)? □ *Memory & Forgetting*

Area Case Study: Bosnia
UF Experts: Dr. Krigbaum, K. Kolpan
Theory: Memory, Things, Contestation

Mon Nov 23-1: Remembering the Dead
Wed Nov 25-2: Forgetting the Dead
Fri Nov 27-3: Group Activity # 14

Quiz #7 Due on Sat, Nov 28 at 11:59 PM
Reaction # 7 Due: Wed Nov 25 at 12:00 am

Week 15: Course Wrap-Up: What Is the Anthropological Mindset? □ *Diversity and Anthropology*

Mon Nov 30-1: What is the Anthropological Mindset on Diversity?
Wed Dec 2-2: How do we best listen to others?
Fri Dec 4-3: Group Activity # 15

Final *Youtube* Vids Due

Course Materials

1. Logitech HD Portable 1080p Webcam C615 with Autofocus (*Or comparable web camera with a minimum resolution of HD 720 pixels*)
 - a. This is required for *discussion use* and for *exam use*.
2. MeetingBurner
 - a. Students are required to sign up for a free MeetingBurner account (<https://www.meetingburner.com/>) , which will be used to host Friday class sessions (which are Group Activity sessions).

Required Readings

No textbook is required for this course. All readings will be located on Canvas, in folders arranged by the week. Each week, there will be approximately 2-3 journal articles or book chapters of reading, and 2-3 blog posts, vlogs (video blogs), or other popular media. On average, students will be reading 70-100 pages a week. Students should regularly take notes on the readings in order to retain information for group discussion, and for use on online quizzes.

Contacting the Professor

Students should contact the professor directly through Canvas, using either the Canvas Chat (when available) or otherwise through email at xxxxx. Office hours will be held online through Canvas and in person, when requested.

Course Format

This course has a mix of synchronous and asynchronous requirements, but it is not suited for those who want to avoid all interaction with others. As outlined below students are required to interact with other students in the class via video chats, assignments, and discussions. The grade contribution for each of these activities is described below.

Canvas:

This course uses Canvas. On Canvas you can find news and updates, the course syllabus, your grades, weekly reading assignment, lecture videos, groups, just about everything else except group activities (which are managed through MeetingBurner), you can login to canvas at <http://lss.at.ufl.edu> . We encourage you to meet with the Instructor or TA during our office hours if you have any questions. If you encounter any technical problems when logging in or using the E-Learning website, contact the UF Helpdesk (helpdesk@ufl.edu, phone: 352-392-4357).

Lectures & Attendance: Asynchronous (Can be completed at any time before Friday of the same week)

Lectures on Monday and Wednesday may be watched at any time before Friday. For lectures, students will watch pre-recorded videos of the teacher and other UF faculty, and engage in individual response activities in order to get attendance points.

Weekly Group Activity: Synchronous

During the first week of class, students will be assigned into groups of 5 which will last the duration of the semester. During class time on Friday, students will be required to login to Canvas and access the Conferences Tab, which is integrated with Big Blue Button for A/V Chat. All students are required to be present on video at normal class time¹ so that they can participate in the day's activity. Attendance will be taken on Fridays. The professor will check in and out of groups at random, and will also be available if questions come up during the activity/activities of the day. At the end of each weekly activity, a student in the group will submit the groups' answers or progress report.

¹ If they are so compelled, students may "change" their face or room scenery using software such as ManyCam (www.manycam.com)

Course Requirements and Grading

Students will be evaluated for proficiency in learning objectives according to the following methods:

'Attendance' Points (5% of Course Grade):

Lectures on Monday and Wednesday may be watched at any time before Friday. For lectures, students will watch pre-recorded videos of the teacher and other UF faculty, and engage in individual response activities in order to gain attendance points.

Group Activity (20% of Course Grade)

Students will be required to hold weekly video conferences with all group members present at class time on Fridays. During these video conferences, students will be required to participate in specific activities for which the instructor will distribute instructions at the beginning of class time. The video conference will last for the duration of the class time period, and points will **individually assessed to each member** based on 1) their attendance (which the instructor will take by popping in and out of discussions) and 2) their activity wrap-up report (a short questionnaire which students will fill out during the last 5 minutes of class time)

Facilitating/Mediating Group Activity (5% of Course Grade)

Each student will be required to facilitate/moderate a group activity once during the semester, and then write a 500 word response which evaluates 1) the efficacy of the activity for teaching the subject matter, 2) the challenges they encountered in leading the activity, and 3) changes they would make to the activity (or other concerns/suggestions). As a facilitator, they are required to lead the group activity, assign particular tasks, as well as support and sustain discussion when required. Grading rubrics are available on Canvas under the Resources tab.

To be a good group facilitator, one should practice: good listening skills, good observation skills, good speaking skills, open and honest dialogue among diverse groups and individuals. Facilitators should encourage participation when someone is reluctant to speak up and manage participants who dominate the conversation.

Homework: (10% of Course Grade)

There will be 6 homework assignments assigned throughout the semester, with assignments due approximately every other week (excepting the week of the midterm paper). These homework assignments will be tailored to the week's topics and readings, and will require students to critically engage with and apply the weekly lessons in a variety of ways. No collaboration is permitted on homework unless explicitly stated, but students may draw from and reference group discussions in answering the questions. Grading rubrics are available on Canvas under the Resources tab.

Critical Reaction: (20% of Course Grade)

Students are required to submit 5 of the 7 critical reaction assignments. These papers require students to critically react to (2) the current week's readings and apply key points from these readings to lessons the student learned in prior weeks. Reactions are required to be 750 words in length, and they should precisely and coherently demonstrate the student's capacity to critically engage course material and make connections across lessons. These reactions must be clearly written and adhere to college-level standards of written essays. No collaboration is permitted on critical reaction papers, though students may draw from and reference group discussions in answering the questions. Grading rubrics are available on Canvas under the Resources tab.

Quizzes (15 % of Course Grade)

There will be individual timed quizzes every other week in the course, students will be able to take the quiz. They will be used to evaluate students' proficiency in course lessons over the prior two weeks. No collaboration is permitted on quizzes, though students may draw from and reference group discussions in answering the questions.

Midterm Paper: (15% of Course Grade)

During Week 9, students will submit their midterm paper. The midterm paper will allow students to choose a topic they like, and use this topic to understand the question raised in the midterm prompt. Students will be required to use ethnographic and anthropological sources gathered outside of the class for the midterm essay. No collaboration is permitted on the Midterm paper, but students may draw from and reference group discussions in answering the questions.

Grades will be based on points accumulated for class attendance and participation, assignments, and final project. Each assignment will be due at the beginning of the following class period. Grading rubrics are available on Canvas under the Resources tab.

Final Project: YouTube Group Video (10% of Course Grade)

At the end of the semester, students will be required to turn in their group's final project, which will be in the format of a YouTube video between 10 and 15 minutes. This video will present a new case study and its network connections, drawing from a mix of ethnographic and popular research, Students will be given further details, as well as an annotated rubric, as the assignment date draws nearer.

Total points earned will be assigned as follows:

<u>Component</u>	<u>Percent</u>
'Attendance' Points	5%
Facilitator Role	5%
Group Activity	20%
Homework	10%
Critical Reactions	20%
Quizzes	15%
Midterm Paper	15%
Final project/presentation	10%

The grading scale for this course is as follows:

- 93% - 100% = A
- 90% - 92% = A-
- 87% - 89% = B+
- 83% - 86% = B
- 80% - 82% = B-
- 77% - 79% = C+
- 73% - 76% = C
- 70% - 72% = C-
- 67% - 69% = D+
- 63% - 66% = D
- 60% - 62% = D-

Below 60% = E

See <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html> for calculating grade point averages. Also note that a grade of C- does not count for credit in major, minor, Gen Ed, Gordon Rule, or college basic distribution credit (for further information regarding minus grades go to: <http://www.isis.ufl.edu/minusgrades.html>).

Academic Honesty:

All work submitted by a student for a grade must be completed by that student and free from unauthorized assistance or deliberate misrepresentations. The penalty for plagiarism or cheating is a grade of zero points on the assignment in question; in such cases an incident form will also be sent to the Office of the Dean of Students. If you have questions about what constitutes academic misconduct, please consult the UF Honor Code as well as the UF Policies on Academic Honesty, Student Rights and Responsibilities. These are available online at: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Policy Related to Class Attendance

Students are required to watch video lectures before group discussions on Fridays.

Attendance and participation in group discussions are mandatory. Excused absences follow the criteria of the UF Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. Students should read the assigned readings prior to the class meetings, and be prepared to discuss the material except for the first class session.

Late Work and Extensions:

I will not assign grades of “incomplete” except under extreme circumstances (and only if you have completed 50% of the coursework). You must provide documentation of such circumstances from an appropriate authority. “Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at <http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Support Services

As a student in a distance learning course or program you have access to the same student support services that on campus students have. For course content questions contact your instructor. For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-4357. For Help Desk hours visit: <http://helpdesk.ufl.edu/>. For a list of additional student support services links and information please visit: <http://www.distance.ufl.edu/student-services>

Accommodations for Disabilities:

Students who need classroom accommodation or other reasonable modifications to complete assignments successfully and satisfy course criteria are encouraged to meet with the instructor as early in the course as possible. You will be asked to supply a letter from the Disability Resource Center to assist in planning accommodations. Contact the Disability Resource Center at <http://www.dso.ufl.edu/drc>.

Complaints

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Student Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

University of Florida Counseling Services Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

1. **UNIVERSITY COUNSELING CENTER 352-392-1575**
301 Peabody Hall, , personal and career counseling o
<http://www.counseling.ufl.edu/cwc/Default.aspx>
2. **STUDENT MENTAL HEALTH 352-392-1171**
Student Health Care Center, personal counseling
3. **SEXUAL ASSAULT RECOVERY SERVICES (SARS),**
Student Health Care Center, 392-1161, sexual counseling
4. **CAREER RESOURCE CENTER 352-392-1601**
Reitz Union, career development assistance and counseling
5. **UNIVERSITY POLICE DEPARTMENT 352-392-1111**
or 9-1-1 for emergencies

Crisis intervention is always available 24/7 from:

ALACHUA COUNTY CRISIS CENTER:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Module 1 Synopsis Rubric

Module 1 Synopsis Rubric

Criteria	Ratings				Pts
Explaining the problem	Can explain the problem in own words 2 pts	Has difficulty explaining, but indicates some understanding of the problem 1 pts	Cannot explain in own words, only repeats question or quotes others 0.5 pts	Does not explain, paraphrase, or repeat 0 pts	2 pts
Providing examples: How am I both Self and Other?	Can explain the problem to another using a fresh, relevant, and persuasive example from own life 4 pts	Provides a new example but demonstrates difficulty in arguing its relevance 2 pts	Repeats an example from the reading 1 pts	No example or unintelligible example given 0 pts	4 pts
Providing examples: How has skin color been used to divide?	Can restate what was learned in own words 2 pts	Repeats what the speaker said 1 pts	No example or unintelligible example given 0 pts		2 pts
Total Points: 8					