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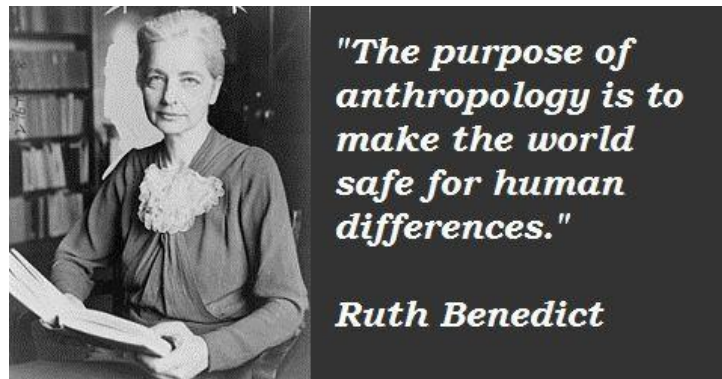
**Credit value:** 0.5

**Pre-requisite** for this course: None

**Anti-requisite:** Anthropology 1020E – this means that if you have taken 1020E, you cannot receive credit for 1025F.

Unless you have either the requisites for this course or written special permission to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

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## COURSE DESCRIPTION

Anthropologists seek to explore and explain both the diversity and the similarity among human beings – in this way, the study of anthropology enables us to not only better understand other cultures and peoples, but also ourselves.

This course provides a broad overview of the field of social and cultural anthropology (What is it? Why do we do it? What do we learn? How can it be applied? Etc.) that is grounded in varied examples of how anthropology has been and is being conducted. It is not a tour of so-called “exotic” or “primitive” cultures; on the contrary, we will examine why such notions and frameworks are problematic. Its aim is to allow us to rethink our assumptions about the unfamiliar and question the things we take for granted.

Students will be encouraged to reflect on their own assumptions, explore new approaches and ideas, hone critical thinking skills, learn from one another’s unique perspectives, and develop an appreciation for different ways of living and thinking. The skills and attitudes developed through anthropology (such as critical thinking, appreciation for diversity, and a sense of social responsibility) will be useful for you no matter what academic or career path you choose in the future.

## COURSE OBJECTIVES / LEARNING OUTCOMES

Upon successful completion of this course, students will...

- Gain an awareness of the complexity and diversity of human behaviour in different places and times.
- Be able to render familiar cultural practices and/or beliefs as 'strange', and the 'alien' as familiar. In other words, examine critically one's own assumptions about how the world works by recognizing that one's own day to day behaviours, traditions, or attitudes are simply one among many other possibilities.
- Master key anthropological concepts, such as culture, society, community, identity, or kinship, as well as understand foundational anthropology methodologies (e.g., what do anthropologists *do*?).
- Apply anthropological frameworks -- including lessons learned from reading a full (but short!) ethnography -- to contemporary issues.
- Identify underlying causes of larger processes such as inequality and globalization and examine the effects of these processes on individuals and communities.
- Gain practice with specific elements of essay writing.

## COURSE TEXTS

*Sociocultural Anthropology: A Problem-Based Approach*, 3<sup>rd</sup> Canadian ed. 2016.  
Robbins, Cummings, and McGarry, eds.

- Available at the Book Store (& a course copy will be kept on reserve at Weldon)

*Around the Tuscan Table: Food, Family, and Gender in Twentieth Century Florence*.  
2004. By Counihan, Carole.

- Available online through Western Library

## COURSE EVALUATION

Quiz	2%
Reflection Papers (2 papers, 19% each)	38%
Discussion Forums	30%
Final Exam	30%

## COURSE STRUCTURE

### Quiz

A small online quiz worth 2% will be open starting September 7 and is due by noon on September 19 (a Tuesday in Week 2). This quiz will focus on the information detailed in this syllabus (e.g., how are forums structured, what are the goals of this course?), as well as encompass the main points from the first week's reading and video ("What Is Anthropology?").

### Final Exam

The date of the final exam will be sometime between December 10 – 21, 2017 – the details for the final exam will be announced when the time and place become available. No electronic devices will be allowed in the exam.

## Reflection Papers

During this course, you will write two short papers (approximately 800-1,000 words), each worth 19% (a total of 38%), that will serve a threefold purpose (and thus have a threefold criteria).

- **First**, each paper will discuss some aspect or concept of the material that has been covered in the last few weeks. This flexibility will encourage you to delve a bit more deeply into something **you** are interested in.
- **Second**, each paper will have a 'writing' focus/lesson that is designed to help you practice skills for completing essays.
- **And third**, you will connect whatever anthropological aspect or concept you have chosen with a real-world/current event. This encourages you to reflect on the applicability and relevance of academic theory/concepts with contemporary situations.

Reflection Paper #1 is due Tuesday, October 17, 2017 by midnight (e.g., a paper submitted on Wednesday at 1:30am is late). Reflection Paper #2 is due Tuesday, November 21, 2017 by midnight. More details and instructions on the reflection papers are provided on OWL, including a document that will serve as a template. Definitely go to OWL and read all the related info there!

Important -- Before submitting either paper, you must answer a short quiz on each paper's requirements (approximately 5-6 questions each). The quizzes are not graded, but you **MUST** complete them and receive 100% before you can submit your papers. If you submit your paper without completing the quiz or without receiving 100%, the late-penalty clock continues to tick. You have an unlimited number of tries for each quiz, and you will see immediate feedback for each question. The point of this exercise is to ensure you fully understand what the requirements are for each paper. I strongly recommend you take these quizzes **at least one week in advance** of submitting your paper.

**Note:** This is designated as an "essay course", which means that, as per university policy, students are required to "demonstrate competence in essay writing to pass the course". **Therefore, writing assignments in this course need to be submitted and receive passing grades in order to receive credit for the course** (since this component is worth 38% of the grade, a minimum of 19% need be earned to pass).

All papers will be submitted via OWL and Turnitin in Word document format (.doc or .docx).

As noted below in the Instructor & Academic Policies section, the penalty for late papers is 5% per day and late papers will not be accepted more than a week past their due date.

- Weldon Library has an excellent website you can use to make sure you don't commit plagiarism in your papers: <http://www.lib.uwo.ca/essayhelp>
- Plagiarism is taken very seriously – using other people's words or ideas in any way without attribution is cheating. Visit <https://www.lib.uwo.ca/tutorials/plagiarism/> and <http://www.westerncalendar.uwo.ca/2016/pg113.html> for more information on how to avoid plagiarism and to understand the university policy regarding plagiarism.

## Discussion Forums

Each week you are responsible for contributing in a significant way in the weekly forum. The advantage of taking an online course is that it provides us all opportunities to interact on a regular basis through these forums. The purpose of these online discussions is to make the learning process interactive and collaborative, a process in which each of us will contribute to the learning of others at the same time that we learn from others.

Although UWO's Fall 2017 semester starts on a Thursday (Sept 7), our class will run Mondays – Sundays. This means that the forum for each week will open Monday morning of that week and close the following Sunday evening (8pm). This means that you have a week to read and comment on the text assigned for that week and to respond to each other's comments. For example, Week 1 for us runs Sept 11 (Monday) to Sept 17 (Sunday). During this time, you need to complete the reading and contribute to the forum.

Evaluation of forum participation happens three times during the course, each worth 10% of your grade: the first will occur by Week 5 (capturing Weeks 1-4), the second by Week 9 (capturing Weeks 5-8), and the third will be posted around December 9/10 (capturing Weeks 9-12). Your total Discussion Forums mark is worth 30% of your course grade.

### **How the forums operate –**

Every week (12 weeks total) you are required to make at least **two** substantial contributions to the conversations taking place within the weekly forum (and no more than six). These contributions should be fully developed comments and questions, not simply one sentence; however, they should not be more than one or two paragraphs in length.

Therefore, within each 4 week block, you will have at least **eight** contributions. At least **two** of the total eight contributions must be original comments/new threads, and you must have at least **six** responses or replies to someone else's comment/thread.

If you choose to post a new thread/original comment, this must be posted **at least 48 hours** before the forum closes (i.e., Fridays at 8pm) to ensure your classmates have time to reflect upon your words and post their own thoughts (this also helps lessen the number of 'orphan' threads online forums can generate). In fact, the earlier you post, the better -- so your classmates have time to read it and think about it before replying. Additionally, there is a maximum number of conversations/threads each week, depending on the number of forums. For example, in Week 3 there is only one forum, so it is clearly labelled "20 maximum", whereas Week 4 has two forums, each with a maximum 15 threads (30 total). These maximums help you and your classmates from being overwhelmed and encourage back-and-forth. In short, an original comment/thread posted **after Friday at 8pm OR after that week's maximum** – whichever comes first – will not be graded/counted towards your 'block'. However, anyone who wishes to reply to such threads can do so (full marks will be given).

In creating new conversations, you should also ensure you are not repeating the same comment as someone else – if you have overlapping ideas with someone who has already posted, responding and building on those points would serve the discussion forums better. If you post on the same topic/point, your post will not count towards your original/new thread count.

The forums will often have some potential themes and questions that are designed to encourage your consideration of a certain angle, but a general forum will also always be available for you to discuss any relevant issue drawn from the reading that week. Thus, while I will often include some potential questions and topics you can draw from to help frame your contributions, you should not feel limited to them.

While your comments must deal with issues raised in the course reading for that week, there are a large number of ways you can accomplish this! For example: a well-thought-out comment on the reading material, a question that you think might offer useful ideas for exploring the readings, a question that you still have after the reading, some reflection on your experience with the issues in the course, and so on. Feel free to post often and to respond to each other's comments and queries. However, as noted above, you are not to post more than **six** messages in each forum/week (to avoid dominating the conversations).

Keep your postings short and focused, because it can be hard to read a wall of text (e.g., TL;DR). For example, it's better to post three short messages that build rapport among (and engage critically with) your classmates instead of one long, rambling post that stands alone. I will provide some examples of ideal (and less than ideal) types of forum participation on OWL.

In the end, your discussion grade will be based on both the quantity **and** quality of your online participation. To receive an "A" grade, your comments must be 1) insightful and original, 2) follow the instructions as directed here, and 3) show familiarity and comprehension of the assigned reading. You can't simply repeat what someone else has already said - it's great to build on other people's comments, but I need to see your unique contribution/perspective. Grades for Block 2 & 3 may also be influenced by how well you've incorporated previous grading comments.

## **INSTRUCTOR & ACADEMIC POLICIES**

### Learning Environment

This course relies on the OWL course site. The syllabus, assignment outlines, content, and other course material will be posted there. Here, you will engage with the professor and your peers as we progress through the course. Please contribute respectfully and familiarize yourself with all the resources posted there.

### Email

Although e-mail will be our primary means of communication, please note that it may take up to 24 hours for a response during the week and up to 48 hours for a response on the weekends. Please ensure that your e-mails are worded professionally, are from your UWO account, and include the course number (1025F) in the subject line. Be polite and address your professor or TA by title unless you are invited to do otherwise. No emails about tests/exams will be answered if sent less than 24 hours in advance. Any question that is already answered on the syllabus will not receive a response. If you have not received a reply within 24/48 hours, and your question is not answered through the syllabus, by all means, send a reminder email.

## **Support Services to Help Students Succeed**

### Health and Wellness

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth> for a complete list of options about how to obtain help.

### Writing Support Centre <http://www.sdc.uwo.ca/writing/>

The goals of the Writing Support Centre are as follows (1) to enhance the writing and communication skills of students and build their confidence, (2) equip students with tools, resources and knowledge to effectively communicate through writing, (3) increase critical analysis abilities to effectively communicate scholarly ideas, (4) convey university level writing expectations, and (5) provide students with skills they need to navigate academic transitions.

### Learning Skills Services <http://www.sdc.uwo.ca/learning/>

The goal of Western's Learning Skills Services is to make good students even better students. The counsellors answer questions and provide advice on how to be successful at Western. They help students develop new skills or strengthen existing academic skills. Students can choose from a variety of services: they can make an individual appointment with a learning skills counsellor, attend learning skills presentations, drop by SDC's PAL Center, or receive helpful information via e-mail. As well, information on important learning skills topics is available online.

### Assignments and Late Penalties

Reflection papers must be submitted electronically, through the Assignments tab in OWL, in Word document format.

Late papers will be penalized 5% per day (including weekends and holidays) unless I receive an Academic Counselling request for an extension. Submissions must be completed by the designated due date to avoid late penalties.

An assignment will **NOT** be accepted if it is submitted **more than one week past the due date**. Make sure to back up all your written work, including notes, drafts, etc. Computer-related problems cannot be used as a justification for extensions or accommodations. Western regulations stipulate that students completing a 0.5 credit essay course like this one are required to write a minimum of 1,500 words in essay assignments.

### Missed Deadlines

Occasionally illness or other personal issues make it impossible to meet assignment deadlines. In all cases where accommodation is being sought for work totaling 10% or more of the final grade, students should contact their Faculty Academic Counseling Office, who will determine if accommodation is warranted and will require appropriate written documentation. Every reasonable effort will be made to accommodate your situation if your documentation is accepted by Academic Counselling. In cases where accommodation is being sought for work totaling less than 10% of the final grade, students must contact the professor directly (not the TA) and be ready to provide written documentation in support of their request.

### Missed Exams

University policy states that students who fail to appear for an examination at the time set in the timetable will not be allowed to write the examination they missed. Students missing an exam must report it immediately to the office of their Dean. Students may, with the approval of the relevant Department Chair petition their Dean for permission to write a Special Examination.

All students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences**, and **medical accommodation**. These policies are outlines (with links to the full policies) at: [http://anthropology.uwo.ca/undergraduate/course\\_information/academic\\_policies.html](http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html)



## CLASS SCHEDULE

### (Weekly Outline, Reading Schedule, and Key Due Dates)

Each week, a video will be posted in the relevant weekly Lesson tab in OWL. There you will also find questions and advice to help you navigate the readings for that week. I may also post recommended links and other resources.

DATE	TOPIC	READINGS
<u>Week 1</u> Sept 11 - 17	Introductions & What is Anthropology? What is Culture?	Robbins et al. Chapter 1
<u>Week 2</u> Sept 18 - 24	Fieldwork and Ethnographies <b>Online Quiz – due by Sept 19 (noon)</b>	Robbins et al. Chapter 2
<u>Week 3</u> Sept 25 – Oct 1	The Meaning of Progress and Development	Robbins et al. Chapter 3
<u>Week 4</u> Oct 2 – Oct 8	Worldviews/Constructing Realities: Why Do We Believe What We Believe?	Robbins et al. Chapter 4
<b>FALL BREAK Oct 9 – 13</b>		
<u>Week 5</u> Oct 16 - 22	Kinship – Families and Social Relationships <b>Reflection Paper #1 due Tuesday, October 17 (midnight)</b>	Robbins et al. Chapter 5
<u>Week 6</u> Oct 23 - 29	Identity – How and Why Identities Are Constructed?	Robbins et al. Chapter 6
<u>Week 7</u> Oct 30 – Nov 5	Social Hierarchies, Inequalities, and Marginalization	Robbins et al. Chapter 7

<u>Week 8</u> Nov 6 - 12	Globalization and Nationalism	Robbins et al. Chapter 8
<u>Week 9</u> Nov 13 - 19	Conflict/Violence	Robbins et al. Chapter 9
<u>Week 10</u> Nov 20 - 26	Ethnographic Case Study <b>Reflection Paper #2</b> <b>due Tuesday, November 21</b> <b>(midnight)</b>	<i>Around the Tuscan Table</i> Chapters 1-4
<u>Week 11</u> Nov 27 – Dec 3	Ethnographic Case Study	<i>Around the Tuscan Table</i> Chapters 5-8
<u>Week 12</u> Dec 4 - 8	Ethnographic Case Study & Review for Exam	<i>Around the Tuscan Table</i> Chapters 9-10
<u>Final Exam</u> <u>Period</u> Dec 10 - 21	Final exam date is determined by the Registrar and takes place on Western Campus or at an Exam Centre	