This course runs for 12 weeks from May 4 – July 31, 2020.

Instructor: Dr. Karyn Olsen
Pronouns: she/her
Office: Online
Office hours: Online, by appointment
Email: kolsen@uwo.ca

Calendar Course Description
Bodies are physical and sensual, personal and public, the result of evolution, and yet flexibly attuned to local histories and desires. This course will take a biocultural approach to exploring what bodies are, how they are used, by whom, for what purposes, and how we come to know such things.

Credit value: 0.5 credit
Prerequisite(s): None.
Antirequisite(s): None.
Course Syllabus
Why take this course? This course draws on cultural, medical, archaeological, and biological fields in anthropology to engage students in critical reflections on the human body. We will start by considering how anthropologists contribute to the study of bodies and then examine how body “norms” are constructed and disrupted. We will discuss key aspects of our social and cultural identities that are enacted and resisted through bodies. You will have the opportunity to review ideas on “body image” as we explore perspectives on weight and body modification. We will consider the different ways that anthropologists help us to understand notions of sick and healthy bodies. We will explore representations of the body in the ancient past and how modern anthropologists navigate the ethics of studying and displaying human remains. Finally, you will have the chance to examine how we treat bodies after death across cultures and through time.

Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Define embodiment and other key terminology used to conceptualize the human body physically and socially.
2. Discuss approaches to understanding the human body from various perspectives including, sociocultural, medical, archaeological, and bioarchaeological perspectives.
3. Compare and ask questions about body “norms” and the ways in which bodies are represented and perceived across cultures and through time.
4. Complete the essential first steps of scholarly research, including critically evaluating scholarly sources relevant to the anthropological study of the body.
5. Reflect on and articulate connections among social constructions of the body, the scholarly literature, and your own experiences.

Course Materials
There is no textbook for this course. All readings will be available as PDF downloads from the Western Libraries Website.

Evaluation

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<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Learning Outcomes Demonstrated by Completing the Assessment</th>
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</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>12%</td>
<td>LO1; LO2</td>
</tr>
<tr>
<td>Discussion/Reflection Activities</td>
<td>28%</td>
<td>LO2; LO3</td>
</tr>
<tr>
<td>Response Paper 1</td>
<td>20%</td>
<td>LO3; LO4; LO5</td>
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<tr>
<td>Response Paper 2</td>
<td>20%</td>
<td>LO3; LO4; LO5</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>20%</td>
<td>LO3; LO4; LO5</td>
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</table>
**Weekly Quizzes – 12%**
The quizzes incorporated into this course are intended to help you stay on top of the course material. Each quiz consists of several multiple choice and true/false questions and is based on the readings and resources posted to the OWL site for that week. Quizzes are open book and you can take as long as you need to complete once you have started them, provided you do not go past the due date. You may work together if you wish.

Note: Each quiz will only be open for a one-week period. If you miss a quiz deadline, you will not be able to complete that quiz. The lowest graded quiz will be dropped from your overall mark.

**Discussion/Reflection Activities – 28%**
The Discussion Activities/Reflections embedded in this course are opportunities to engage with course content, see the thoughts and opinions of your peers, contribute your own questions, or ideas, present evidence from independent research on the web, or reflect on coursework. Additional details for each discussion activity will be posted on the course OWL site.

Note: Discussion Activities are not accepted following deadline given that each one is relevant to its own week and contributions are typically synthesized and posted for everyone to read. If you miss a deadline, you will not be able to complete that activity. The lowest graded discussion activity will be dropped from your overall mark.

**Response Papers (2 x 20%)**
During this course, you will write two short response papers (750 words each). A response paper is not a research essay but a critical analysis that asks you to consider your assumptions on a topic, articulate what you have learned, practice posing research questions, and make connections among the published literature. For each paper, you will get to choose a focus subject from 1-2 provided options covered in the previous weeks. Additional details and instructions on topics for reflection papers will be provided on OWL.

**Take Home Exam (20%)**
The take home exam will follow the same format as the response papers assigned in this course (750 words). For the exam, you will get to choose a focus subject from 1-2 provided options covered in the final six weeks of the course. Similar to the previous response papers, you will be asked to consider your assumptions on a topic, articulate what you have learned, pose a research question, and find connections in the published literature.

Note: A 5% late penalty per day (including weekends and holidays) applies for both the Response Papers and the Take Home Exam. None will be accepted one week past the due date.
Course Specific Statements and Policies

Diversity and Inclusion Statement
I would like to create a learning environment that supports diverse thoughts, perspectives, and experiences. We all bring unique identities to the classroom that reflect differences in age, ethnicity, gender, sexuality, ability, religion, and class. I will gladly honour any request to address you by an alternate name or gender pronoun. I will attempt to foster an environment in which students are able to express ideas and hear and respect one another. Please let me know if there are ways that you think I could improve the effectiveness of the course for you personally or for other students/student groups.

Statement on Engaging in the Online Learning Environment
This course relies on the OWL site to connect you with the syllabus, assignment outlines, content, and other course material. Here, you will engage with me and your peers as we progress through the course. Please keep track of weekly tasks and contribute respectfully to online activities.

Statement on Email
You may contact me by email, but it may take up to 24 hours for a response. If I cannot provide an immediate response, or if the matter is something that I cannot address easily in an email, we will plan to meet virtually using Zoom or Collaborate. Please ensure that your emails are worded professionally and include the course number (1026G) in the subject line.

Statement on Plagiarism
Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Statement on Student Success
- If you need support with your academic writing skills, please visit the Writing Support Centre in person or online at: http://www.sdc.uwo.ca/writing/. The Centre aims to (1) enhance your writing and communication skills and build your confidence, (2) equip you with tools, resources and knowledge to effectively communicate through writing, (3) increase your critical analysis abilities to effectively communicate scholarly ideas, (4) convey university level writing expectations, and (5) provide you with the skills you need to navigate academic transitions.
• Learning Development and Success (http://www.sdc.uwo.ca/learning/) supports your development as student by answering questions and providing advice on how to succeed in your studies at Western. They can help you to develop and strengthen academic skills.
• The Wellness Education Centre (http://wec.uwo.ca/) will help you navigate any kind of mental health issue (e.g., anxiety, stress, etc.) WEC provides free assistance in connecting you with wellness services and resources on and off campus.

Statement on Seeking Special Accommodations
No accommodations will be granted retroactively more than 10 days after an assignment’s due date or a missed quiz or test. Please contact an academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Institutional Statements and Policies
All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined, with links to the full policies, at:
http://anthropology.uwo.ca/undergraduate/academic_policies.html
**Weekly Breakdown of Topics and Due Dates**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1: May 4 to 10</td>
<td>How Anthropologists define and study “bodies”</td>
<td>DA1 due May 13</td>
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<td>Q1 due May 17</td>
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<tr>
<td>Week 2: May 11 to 17</td>
<td>Normative bodies: Questioning what is “normal”</td>
<td>Q2 due May 17</td>
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<tr>
<td>Week 3: May 18 to 24</td>
<td>Cultural perspectives on big bodies</td>
<td>DA2 due May 22</td>
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<td>Q3 due May 24</td>
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<tr>
<td>Week 4: May 25 to 29</td>
<td>Transformed: Body modification in the present</td>
<td>Response Paper 1 due June 7</td>
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<td>Q4 due Jun 7</td>
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<td>No class: May 30 - June 5</td>
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<td>Week 5: Jun 8 to 14</td>
<td>Embodying race and gender</td>
<td>DA3 due Jun 12</td>
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<td>Q5 due Jun 14</td>
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<tr>
<td>Week 6: Jun 15 to 21</td>
<td>Sick bodies</td>
<td>Q6 due Jun 21</td>
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<tr>
<td>Week 7: Jun 22 to 28</td>
<td>Ancient bodies</td>
<td>DA4 due Jun 26</td>
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<td>Q7 due Jun 28</td>
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<tr>
<td>Week 8: Jun 29 to Jul 5</td>
<td>Embodying identity through material culture</td>
<td>Response Paper 2 due Jul 3</td>
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<td>Q8 due Jul 5</td>
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<tr>
<td>Week 9: Jul 6 to 12</td>
<td>Transformed: Body modification in the past</td>
<td>DA5 due Jul 10</td>
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<td>Q9 due Jul 12</td>
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<td>Week 10: Jul 13 to 19</td>
<td>Bodies as evidence of care in the past</td>
<td>Q10 due Jul 19</td>
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<td>Week 11: Jul 20 to 26</td>
<td>Dead bodies</td>
<td>DA6 due Jul 24</td>
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<td>Q11 due Jul 26</td>
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<tr>
<td>Week 12: Jul 27 to 31</td>
<td>Study and display of human remains</td>
<td>Q12 due Aug 2</td>
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<tr>
<td>Exam Period</td>
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<td>Take Home Exam posted Aug 1 and due Aug 7</td>
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</tbody>
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Weekly Readings

Week 1 - How Anthropologists define and study “bodies”


Week 2 - Normative bodies: questioning the idea of a “normal” body


Week 3 - Cultural perspectives on big bodies


Week 4 - Transformed bodies: Body modification in the present


Week 5 - Embodying Race and Gender


**Week 6 - Sick bodies**


**Week 7 - Ancient bodies**


**Week 8 - Embodying identity through material culture**


**Week 9 - Transformed bodies: Body modification in the past**


Week 10 - Bodies as evidence of care in the past


Week 11 - Dead bodies


Week 12 - Studying and displaying human remains

