

ANTHROPOLOGY 3350F-650
Society and Culture I: Historical Perspectives
Department of Anthropology
Course Outline
Fall 2022

Version date: August 17, 2022

Class day/time: Asynchronous online activities plus one hour of synchronous discussion on Tuesdays 7:00-8:00 pm

Instructor: Kim Clark

Office: SSC 3412

Office hours: On Tuesday evening before or after class, or by appointment

Email: akc@uwo.ca

Course Teaching Assistant: see OWL course site in early September

Credit Value: 0.5

Delivery Format:

This course includes both asynchronous online learning and a more interactive component via a synchronous (real time) discussion session on Zoom on Tuesday nights from 7:00-8:00 pm Ontario time.

Requisites:

Antirequisites: the former Anthropology 3301E.

Prerequisites: Registration in third or fourth year in any Anthropology module

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The 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.

Course Description:

For anthropologists, context is crucial for understanding social and cultural practices, whether we are studying artifacts from past human activities found in association with other forms of evidence, or more current cultural practices embedded in a social context. In this course, we turn an anthropological gaze on anthropology itself, exploring both a series of anthropological concepts and the social processes through which anthropological perspectives were actively produced, highlighting the importance of context.

This semester, we will explore the history of some important anthropological theories about social organization, analyzing how anthropological concepts and categories have been constructed and reconstructed over time. We will do so by examining the work and lives of some foundational figures in anthropology from the late-19th to mid-20th centuries and pose questions about how they came to know what they thought they knew. We will read examples of their original (primary) work, in order to understand how particular kinds of anthropological questions or perspectives emerged out of the intersection of specific life circumstances and interests, intellectual networks and

formation of schools of thought, and particular ethnographic circumstances in their political and historical contexts.

Some of the questions that guide this course are: How did the scholars studied understand what constitutes “society,” and how it relates to “culture”? How did they conceptualize the causes of social or cultural patterning? What were the implicit or explicit boundaries of their units of study? And how did all of this relate to important political and social issues of the day?

At the end of this course, you will have a deeper knowledge of where anthropology came from and how some of its central questions evolved over time. Many of the concepts we will examine oriented research and thinking across the subfields of anthropology.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Interpret how anthropological knowledge is produced through the intersection of: particular historical moments and political contexts; personal histories and intellectual networks; and an engagement with the situations and people anthropologists encounter during their research.
- Appreciate the limits of anthropological knowledge by exploring how scholars came to know what they thought they knew, shaped by the conditions in which they were working.
- Deepen their reading comprehension by analyzing the underlying assumptions of anthropological writings.
- Effectively communicate their analysis both orally (through participation in regular class discussions) and in written assignments.
- Work collaboratively with peers to develop shared understandings of class readings and to contribute to regular brief oral presentations on those themes.

Course Materials:

All of the readings for this course can be found in digital format through the “Course Readings” features in the course OWL site, at no cost to students.

Note that the Course Readings service passes the readings through optical character recognition (OCR) software to render them accessible and searchable. If you encounter readings that are not formatted for accessibility, please bring this to my attention.

Weekly Work Rhythm:

Lessons will be posted on OWL on Thursday each week. Students should do the following activities in order:

1. Read the assigned readings, using the discussion questions to identify key points and guide your notes. You do not have to wait for the Thursday posting of quizzes and lesson material to begin reading, if you prefer to start on Wednesday.
2. Complete the brief online quiz (5 true or false questions) assessing your understanding of the readings. Quizzes are available from Thursday and are due on Tuesday at noon. Once you start the quiz, you will have 10 minutes to complete it.
3. Once you have completed the quiz (as early as Thursday, or up to noon on Tuesday), you can proceed to do the week’s learning activities on OWL. These will include a series of brief recorded PowerPoint lectures and often also some short film clips or other materials. Note that the asynchronous learning activities will address the broader context in which the scholarly work was produced; the readings themselves will be discussed in the synchronous sessions.
4. Log in to class via Zoom on Tuesday at 7:00 pm Ontario time to participate in discussion activities. The discussion is a crucial part of our weekly activities.

Evaluation:

Quizzes – 15%

12 brief weekly quizzes, to be completed on OWL before viewing the lecture materials, due no later than Tuesdays at noon – top 10 marks counted at 1.5% each.

Each week there will be a short quiz made up of 5 true or false questions to verify your comprehension of that week's readings. This is an incentive for you to keep up with the readings, since you will learn much more from this course if you do so. It will also train you to read more actively, since the quizzes (combined with the discussion questions, see next item) will assess whether you have understood the main points of the readings.

No make-up quizzes will be offered, however at the end of the course the lowest two quiz marks will be dropped (see also statement on accommodations, below).

Discussion Participation – 15%

Discussion questions on the readings will be posted in advance, and students should do the readings with the discussion questions in mind, making some notes for each answer. The discussion questions are designed to guide you in identifying the most important points in the readings, and to provide the opportunity to begin to explore the authors' underlying assumptions.

Students will be divided into discussion groups early in the course, and the groups will be reconfigured halfway through the term. Each student should come to the synchronous class session prepared to discuss any/all of the discussion questions. At the beginning of the Tuesday session, each discussion group will be assigned one of the questions, at random, to present to the remainder of the class. Following a 15-minute break-out group session where each discussion group will prepare their answer, the class will reconvene to discuss together the assigned questions and any other issues related to the week's topic that students wish to raise. Students can choose to participate in discussion with their cameras and microphones on or off, including by using the chat feature.

Discussion participation will be assessed halfway through the term, and again at the end of the course. Part of your discussion grade will be assigned by the members of your group and part of it will be based on your self-assessment of your contributions to the group. I may adjust grades if necessary to ensure consistency across groups.

Additional guidance will be posted on OWL about how to evaluate discussion group members, and how to be a collaborative member of a group.

Discussion participation will make up 7.5% percent of the grade for each six weeks, totaling 15% across the course.

Writing Assignments (three short essays and one final take-home exam) – 70%

You are expected to write three analytical essays of 1250-1500 words each during the term. These will involve analyzing the readings and comparing two or three of the authors studied to answer a specific question. One of these three assignments can be submitted in an alternate format provided that it meets the assignment learning outcomes. There is also a final take-home essay exam that all students must complete and submit, where you will write a response drawing on material from across the course.

Assignment grade weighting: The three papers and the take-home exam will together be worth 70% of your grade. The exact weighting of each one will be determined by how well you do on each assignment, so it will be finalized at the end of the term: your writing assignment with the highest grade will be worth 25%, the next highest will be worth 20%, then 15%, then 10%. This is meant to ease the pressure on students as any given assignment is potentially low stakes.

Submission target date and grace period: For the three essays (but not the final take-home exam), there will be a target date for submission (which will be on a Friday evening before midnight) and then a 48-hour grace period (ending on Sunday night before midnight) within which assignments can be submitted. (While OWL will indicate the essay is late if it is submitted past the Friday night date, you will not be penalized for submitting during the grace period.) While some students prefer a Friday deadline so they can do other activities on the weekend, others may feel they need the weekend to complete their assignments. This submission window gives you an opportunity to manage your time and various commitments in the way that works best for you.

Late days bank: In addition to the grace period, each student can access a "late bank" of six extra days in total to submit their writing assignments past the end of the grace period. With the removal of the Self-Reported Absence policy by the university, this gives students an opportunity to submit work late when they need to do so, without having to provide any documentation or any explanation. You just have to complete this [online form to claim days from the late days bank](#) so I know your paper is coming.

If you use all six days for your first assignment, then you will not have any left for the other assignments, so just use what you need. Of course, with submission of appropriate documentation to your Academic Counsellor, additional academic considerations are possible. This late bank is just to give you the freedom to deal with unexpected circumstances without having to submit documentation or an explanation.

I also encourage any students who need additional support to contact me to let me know what they need in order to be successful in meeting the learning outcomes for an assignment and/or for the course.

Course Specific Statements and Policies:

The writing assignments in this course are designed to help you meet the course learning outcomes. They give you an opportunity to go back over the readings, deepen your understanding of them in relation both to other assigned readings (for a different week) and to the contextual information shared in the weekly lessons, gather evidence to support your analysis, and communicate that analysis.

As an essay-designated course, all three assignments and the final take-home exam must be submitted, and three of these four assessments must receive passing grades in order to pass this course.

A reminder that one of the three essays can be in an alternate format, provided that it also communicates an appropriate analysis to satisfy the assignment parameters.

Academic and Accommodation Policies

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.

In this course: please also see the document "Why and How to Cite your Sources" posted on the "Syllabus" page of the OWL site.

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](https://www.turnitin.com).

Statement on Seeking Special Accommodations

No accommodations will be granted retroactively more than 10 days after an assignment due date or a missed quiz. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Accommodation Policies for Students with Disabilities

Students with disabilities work with Accessible Education which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see the university's [Policy on Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

If you are unable to meet a course requirement due to illness or other circumstances, please follow the procedures below:

Assessments worth less than 10% of the overall course grade: For work worth less than 10% of the total course grade, instructors are empowered to grant academic considerations without referring the student to their academic counsellors.

In this course: If you miss a quiz due to an unanticipated problem (remembering that your lowest two quiz grades will already be dropped), please explain your situation to me on this [form to apply to have a quiz removed from the grade calculation](#).

Assessments worth 10% or more of the overall course grade: For work totalling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the [University's Policy on Accommodation for Medical Illness](#) and access the [Student Medical Certificate](#) here.

In this course: this provision applies to essays. Academic considerations will take the form of extensions to give students the opportunity to meet the learning outcomes that underlie the essay assignments.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the instructor (and an Academic Counsellor, for larger assignments) if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

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 in [Western's academic policies](#).

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