Department of Anthropology
ANTH 3356F-200 and 9217A - Anthropology and Embodiment

Course Outline

Fall 2022

Version date: August 1, 2022

Instructor:
Dr. Pamela Block (she/her)
Office: SSC-3425
Email: pblock@uwo.ca
Office Hours: Wednesdays 12:30-1pm and by appointment

Classes:
Mode of Delivery: Blended format – 2 hours in-class and 1 hour asynchronous.
Wednesdays 1:30-3:30 pm, Classroom: FNB-2210

Course Description:
In this course we will use anthropology as a lens to analyze, evaluate and interpret embodiment and bodymind. In the style of an emerging topics course -- weekly readings will be designed to reflect the particular interests of course participants. Possible topics might include: Surveillance and management of bodies in life and death (prisons, hospitals and graveyards etc.); Sex, Gender, and Sexuality; Pregnancy; Performance/Athleticism; Race; Disability; Food Access (choices, barriers); Obesity vs. Fat Pride; Body modification (tattoos, adornment, orthotics, prostheses, assistive technologies), and more. This is a course that welcomes the exploration of borders and boundaries of embodiment as emerging within students' own diverse research interests.

The course will be hybrid synchronous and asynchronous. Students will take turns as discussion leaders (both synchronous and asynchronous components), assignments will include weekly reflections and responses to each others' reflections (OWL discussion Forum), one essay and either another essay or an alternative format assignment.

Weekly schedule of activities (Each week undergrads choose 2 out of the 3 assigned chapters, grad students read all assigned chapters):

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Sept 14</td>
<td>Orientation: An Introduction to the Course Readings: Intro, Ch 1-2</td>
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<tr>
<td>Week 2</td>
<td>Sept 21</td>
<td>Ch 3-5</td>
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<tr>
<td>Week 3</td>
<td>Sept 28</td>
<td>Ch 6-8</td>
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Week | Dates | Details
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Week 4 | Oct 5 | Ch 9-11
Week 5 | Oct 12 | Ch 12-14
Week 6 | Oct 19 | Ch 15-17
Week 7 | Oct 26 | Ch 18-20
READING WEEK | Oct 31 (Mon) to Nov 6 (Sun) | FALL READING WEEK
Week 8 | Nov 9 | Symposium week (see OWL for readings)
Week 9 | Nov 16 | Mello Guest Lecture (see OWL for readings)
Week 10 | Nov 23 | Ch 21-23
Week 11 | Nov 30 | Ch 24-26
Week 12 | Dec 7 | Ch 27-29

**Learning Outcomes:**

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

- Evaluate meanings of embodiment bodies and bodyminds in diverse local and global political, economic, and social contexts
- Remember terms, definitions, and controversies regarding anthropology and embodiment in relation to sexuality, disability, body modification, performance/athleticism, displacement and other intersections of bodies, identities and spaces and places
- Identify experiences of surveillance and incarceration, storage and management of bodies
- Analyze readings competently and critically
- Work collaboratively with a group of peers to develop shared understandings of class readings and to prepare regular oral presentations on those themes

**Course Materials:**

A Companion to the Anthropology of the Body and Embodiment, Editor(s): Frances E. Mascia-Lees available for free download through OWL Course Readings or via this [link](#).

Supplementary readings will be available via OWL.

**Evaluation:**

*Discussion Participation – 25%*

Students will be expected to touch base regularly with the course instructor, individually or with their study group either during office hours, or by appointment. Graduate students will work with the course instructor to develop an individualized set of supplemental readings. These materials will be selectively shared and discussed with other graduate students and will be incorporated into their essay assignments. It is expected that graduate students will complete written assignments
and supplemental readings that are relevant to their certificate requirements or specified area of expertise (e.g. Migration and Ethnic Relations, Women’s, Gender and Sexuality Studies, Disability Studies, Occupational Science, Critical Race Studies etc.).

Students will be expected to actively engage synchronously and asynchronously. You will post/share Discussion Questions (DQs) and Weekly Reflections (WR) on the readings for 9 out of 12 weeks. I will be expecting you to share DQs and WRs for the main reading assignments with your study group in OWL discussion Forum (or other approved method), respond to other students’ posts and then discuss further in class. Discussion questions should be essay-type questions that don’t have a simple yes or no answer. Weekly Reflections can be anything that connects the readings to your particular research interests as well as experiences/evidence out in the world. They might be drawn from literature, film, social media, news articles, blogs or personal experiences. Each study group should put together a course journal that includes discussion questions, key concepts, reflections, from all group participants. Each weekly journal entry for all groups should be made available to all course participants as a form of collective access note taking and weekly discussion leaders should be available to answer any asynchronous questions during the week they are leading (see below).

Discussion Leadership 25%

Students will rotate responsibility for leading a class during the term. A combination of graduate and undergraduate students will lead the synchronous and asynchronous discussions (see above).

Essays – 50%

Twice, during this course, you will be expected to turn in a paper of 1000-1500 for undergraduates or of 2000-2500 words for graduates. One of these might be submitted in an alternative format (video, poster, podcast, graphic narrative etc.) on a topic of your choosing as long as they are relevant to and cite class readings and discussions. Go to OWL Assignments Tab for due dates. Accommodations or extensions to these deadlines may be provided on a case by case basis upon formal request, possibly in consultation with students’ academic counselors.

Note: Examples of possible essay formats may be to: compare readings or analyze or synthesize the authors’ differing approaches. You may write in support or disagreement with the authors, discussing what you consider to be the strengths and weaknesses of the approaches used in the readings. You are expected to provide evidence for all your assertions using the texts assigned or in supplemental materials. Use your DQs and RWRs to explore possible topics. Essays may be expansions of these.

In the first two weeks of the semester Graduate Students will develop a supplemental reading list with the help of the course instructor – you will be expected to complete these readings and incorporate them into discussion leadership and your midterm and final essay assignments.

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).

Course Specific Conditions Required to Pass this Course

As an essay-designated course, both writing assignments must be submitted and receive passing grades in order to pass this course. The evaluation methods described in this course outline are essential requirements for the course.
Course Specific Statements and Policies:

**Collective Access.** In this course we are all “in it” together. It is our shared responsibility to ensure that everyone has access to information and needed supports to be successful this course. This may mean describing images, making sure videos are captioned, taking notes collectively, etc. Collective access needs vary from course to course, so I will let you know of any specific access guidelines that we need for this course. This site discusses some examples of collective access. I would suggest briefly describing any photos you post and make sure any videos you post (including ones you personally make) are captioned. Auto-Captioning is very easy to do on YouTube. If you have access needs or concerns feel free to contact me, and I will be happy to meet to discuss how to best support your success in this course.

**Statement on Seeking Academic Consideration:**

It is important that you please contact me as soon as possible in advance of any due dates if you are seeking academic consideration. Please consult university policies on procedures for seeking academic consideration.

**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.** See link below for more details on the penalties for plagiarism. All assignments will be evaluated using Turn-It-In in the Assignments portal (video/audio submissions must include a transcript). **All assignments are required to have a Turn-It-In score below 15%.**

**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 by clicking on this link: Western’s academic policies.