

**Department of Anthropology**  
**ANTH 3356F-200 and 9217A - Anthropology and Embodiment**  
**Course Outline**  
**Fall 2022**

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**Instructor:**

Dr. Pamela Block (she/her)

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Office Hours: Wednesdays 12:30-1:00 pm and by appointment.

**Classes:**

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

Credit value: 0.5

**Requisites:**

Antirequisites: None.

Prerequisite: Registration in third year or above.

**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.

**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 the [Online Library](#).

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.

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 but this request must be made before the late submission window closes.

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.

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%.**

## **Academic Statements and Policies:**

### ***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.**

### ***Learning Community***

Just like there are many learning styles there are also many teaching styles. Some courses are structured with information flowing primarily from the instructor to the student and then flowing back from the student to the instructor, perhaps mediated by teaching assistants. This is effective for lower levels of knowledge acquisition: remembering and understanding. This is not how I am teaching this course. For higher levels of knowledge acquisition: applying, analyzing, evaluating and creating, we will establish what is called a learning community. Knowledge in a learning community circulates, flowing between all participants through online and small group discussions. The instructor assumes a mentoring role rather than as sole authority and there is recognition of different sorts of knowledge available in the classroom, especially when learners come from many disciplines and backgrounds. Research shows students reach higher levels of understanding when they are actively engaged in the learning process in this way. [Here is a site with some more information.](#) As well as [this PDF article.](#)

This style may not work for everyone, indeed may make even some people uncomfortable. I invite you to review our syllabus carefully and consider if you are prepared for this level of engagement.

Your active weekly participation and engagement in this course through direct communication with other students during discussions is essential to your success here.

### ***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.

### ***Accommodation, Illness Reporting and Academic Considerations***

It is important that you please contact me as soon as possible **in advance of any due dates** if you are seeking academic consideration.

For work totaling 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 medical illness policy at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

### ***Accessible Education***

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. More information can be found on the [Accessible Education site](#), as well as the accommodation policy in the [Academic Calendar](#).

### ***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 if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

### ***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%.**

### ***Contingency plan for an in-person class pivoting to 100% online learning***

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online,

either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

***Institutional Statements and Policies:***

All students should familiarize themselves with Western's current academic policies on Academic Rights and Responsibilities with regards to academic appeals, accommodation, scholastic discipline and code of conduct. These policies are outlined in the [Academic Calendar under Academic Rights and Responsibilities](#).

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