

**Department of Anthropology**  
**ANTHRO 2273B - 200: Livelihoods and Workers' Lives**  
**Tentative Course Outline**  
**Winter 2027**

*June 10, 2026*

**Instructor and Course Information**

Instructor: Dr. Kim Clark

Method of delivery: Blended with one hour of asynchronous online activities and a one-hour scheduled class session each week that may be attended in person or on Zoom. Western calls the delivery format of the scheduled class session "Multi-Access Learning".

Credit value: 0.5

Antirequisites: none.

Prerequisites: none.

**Calendar Course Description**

This course on the anthropology of work explores the world of work across the globe and through time, examining continuities and divergences among forms of work, how structural features of work shape workers' lives, and emphasizing the ties that connect us through the labour that we do. 2 hours.

**Course Overview**

Anthropologists study human society whenever and wherever it exists, situating social practices in a comparative framework to appreciate their full diversity. This allows us to "make the familiar strange," bringing new insights to phenomena that are familiar to us by placing them alongside practices from a range of different social and cultural contexts. In this course, we bring those perspectives to the world of work, exploring what is similar and different among many forms of labour across the globe and through human history. We will examine both structural features of different kinds of work and how these circumstances shape workers' lives, identities and experiences. Scholarly readings, focusing on ethnographic case studies from around the world, will be supplemented with recent news and magazine articles, short videos, blog posts, and other materials.

Note that this course has one hour of asynchronous learning, including lecture recordings, short videos and other online learning activities, which students can complete over a week at a time of their convenience. This is followed by one hour of interactive synchronous learning in-person or on Zoom. Activities for the weekly class session are designed so that students can participate fully whether they are on Zoom or in the classroom. Students attending in person should bring a device (laptop, tablet, or smartphone) so that they can participate in these activities.

A full course schedule including a week-by-week breakdown of topics and assigned readings will be posted on the OWL Brightspace course site before the beginning of the term.

## Learning Outcomes

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

- Recognize and distinguish between a wide range of forms of work in which humans have engaged over time and across the globe.
- Identify social and political processes that shape people's work experiences in diverse contexts.
- Interpret continuities and differences in how work contexts familiar to students are related to how work is organized in different places and time periods.
- Refine critical thinking skills for understanding how work processes undertaken across the globe shape all of our experiences, identities, and opportunities.

## Course Materials

All of the readings for this course can be found in digital format through the "Course Readings" tool in the course OWL Brightspace site, or linked to the Weekly Lesson pages, 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.

## Evaluation

### Course Surveys – 2% of your final grade

There will be two course surveys, each worth 1% of your grade (graded for completion). The introductory survey will provide me with information about what kinds of students are in the class and the final one will give students an opportunity to reflect on the organization of the course and what did or did not work well for them.

### Weekly Activities – 36% of your final grade

The following weekly activities are designed to keep you engaged with the material to deepen and extend your learning.

- Quizzes – 15%
  - 12 weekly quizzes to assess reading comprehension, to be completed on OWL Brightspace before our class session. Quizzes will consist of true-or-false questions about the assigned readings and will take 12 minutes to complete. Your lowest 2 quiz marks will be dropped, leaving your top 10 quiz marks, counted at 1.5% each.
- Weekly OWL Activities – 10%
  - 12 brief exercises that will engage you with the weekly topic in a non-graded format – in other words, they are credited for completion, provided that student responses are relevant to the prompt and follow the instructions. These activities are designed to take 10-15 minutes to complete and must be submitted before the weekly class session. You will earn 1% towards your final grade for each exercise you submit, up to 10 of them, for a maximum of 10% of your final grade.
- Participation in Interactive Learning Activities for Class Sessions – 6%
  - Participation in Interactive Learning Activities will be tracked via the digital platforms used for these activities. This may take the form of posting a brief comment to contribute to class discussion, posting a few words in a word cloud, or similar activities that we will

engage in during our class sessions. To earn full credit for this participation, you must actively participate in six interactive activities, credited at 1% each.

- Exit Tickets – 5%
  - At the end of each weekly cycle, students will be asked to submit an Exit Ticket where they have an opportunity either: 1) to indicate one issue from the week's lesson and interactive activities that is still unclear and could benefit from additional explanation; or 2) to identify something new and interesting that you learned over the course of the week's lesson. Each Exit Ticket will earn you 0.5 points toward your final grade, up to a maximum of 10 Tickets for 5% of your grade.

### **Tests and Examinations – 62% of your final grade**

Examinations in this course provide an opportunity to go back over course material, consolidate your learning, and make connections across lectures, activities and readings from different weeks.

- Midterm test – 20%
  - The midterm test will be a timed assessment conducted online at the time of our regular class meeting in Week 5. You will have 45 minutes to complete it. Questions will be in formats such as multi-select, true or false, matching items, and similar formats. A study guide will be provided a week before the test.
- Final examination – 42%
  - The final exam will be a timed assessment conducted online during the April examination period as scheduled by the Registrar's Office. It will cover all course material, but with greater emphasis on the second half of the course. The format will be similar to the midterm test. A study guide will be provided 10 days before the exam.

### **Course Specific Statements and Policies**

**Tests and Examinations:** The assessments in this course are designed to help you meet the course learning outcomes. They give you an opportunity to go back over the readings and other learning materials, deepen your understanding of them, make connections across weekly materials, and in some cases apply concepts to new examples. The format (including true and false, matching, and multiple-select questions, among others) allows us to cover the full scope of the topics in the course. The evaluation methods described in this course outline are essential requirements for the course, allowing an assessment of students' detailed knowledge of a broad range of concepts, cases, and research that other formats do not permit.

**Accessibility:** This course is designed with accessibility and flexibility in mind. The combination of asynchronous learning and weekly synchronous class sessions (which you can join in-person or remotely) is designed to accommodate students with a range of different schedules and situations, while still including interactive learning. The course OWL Brightspace site, lecture recordings, and course readings are formatted for accessibility. For weekly activities, you can skip two and/or your lowest two grades will be dropped (for Quizzes). I welcome other suggestions for how to make the course more accessible to you. One way to provide those suggestions is via the course survey at the beginning of the course; you can also reach out to me by email.

Note that the following technology tools and platforms may be used in this course:

- Brightspace
- Brightspace Discussions
- Brightspace Quizzes

- Microsoft Forms
- Microsoft Word
- Padlet
- PowerPoint
- YouTube
- Zoom
- Zoom Whiteboard

Please let me know if you are aware of any accessibility problems with these tools.

When we first use tools or platforms that some students may not be familiar with, guidance will be provided in advance about how to use the tools.

**Academic Consideration for Course Components with Flexible Features:** The various weekly learning activities all have elements of flexibility built into them, since two can be skipped and/or the lowest two grades will be dropped. As a result, none of the weekly assignments fall under the new policy on Academic Considerations that permits one request without supporting documentation, since you can already miss two of each category of assessment without documentation. The mid-term test is excluded from that policy as a major term assessment, and final exams never fall under that policy. However, academic consideration with documentation is always available to students under appropriate conditions.

### **Statement on Use of Electronic Devices**

Students are asked to bring a device to our class sessions to participate in interactive learning activities that will involve connecting to technology tools and platforms.

The midterm test and final exam will be conducted online in Brightspace.

### **Statement on the Use of Generative Artificial Intelligence (AI)**

All assignments in this course (such as brief reflections for OWL Activities or Exit Tickets, and similar tasks) should reflect your own analysis and your own writing. In other words, any submitted assignments should be your own original work. Plagiarism or the use of generative-AI tools to produce student work is an academic offence. If you choose to use AI tools to summarize the readings, you may risk missing out on some of the details that will be examined in weekly quizzes, tests and exams.

### **Institutional Statements and Policies**

All students should familiarize themselves with Western's current [Academic Rights and Responsibilities](#) policies in the Academic Calendar. Such items include accommodations for students with disabilities, religious holidays, academic considerations, academic appeals, plagiarism and scholastic offences, and code of student conduct.

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Scholastic Offenses policy](#).

All required written work 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 Western University and [Turnitin.com](https://www.turnitin.com).

Computer-marked multiple-choice texts and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **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 students are expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Writing assignments should reflect the student's own thoughts and independent written work.

### **Support Services**

For student support services please see the [Office of the Registrar](#) and [Academic Support and Engagement](#).

### **Statement on Gender-Based and Sexual Violence**

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the [GBSV survivor support webpage](#).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

**Accessible Education:** Students with disabilities work with the Accessible Education office which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see [Accessible Education](#) for information.

**Accommodation for Religious Holidays:** Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

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