Assessment Guidelines

ANTH4100 Core Themes in Contemporary Anthropology

Spring 2023

General assessment guidelines:

The exam is a take-home exam, where the student has to answer one question out of two. The exam essays are assessed with the aid of the grading scale with letter values where A is the best grade, E the lowest pass grade and F is fail.

- A well-written essay documents the student's overview and understanding of the literature and his/her ability to use the literature in an independent manner and shape an argument of interest.
- In addition, the essay is a well-organized text, and is written clearly and precisely.
- Ability to independent work is highly valued and rewarded. This means that the excellent or very good essay demonstrates detailed and specific use of the literature (rather than just generic referencing) and critical discussion and assessment (rather than just summaries or accounts of texts, paragraphs and/or authors' perspectives).

Specific assessment guidelines:

<u>Question 1:</u> Discuss why, and how, anthropologists ought to examine history. Draw on at least eight of the assigned course readings in answering, quoting from them as relevant.

An excellent or very good answer draws on at least eight of the assigned course readings and shapes an argument about why and how anthropologists ought to examine history. An excellent or very good essay problematizes and discusses, to a certain extent, the use of the category or term "history" – it distinguishes between, and discusses, various forms of productive and valuable anthropological-ethnographic work on, or examination of, history. There are several different ways of shaping an excellent or very good essay – the decisive here is the candidate's ability (a) to make use of the selected texts independently and satisfactorily and (b) to formulate a consistent argument of sufficient relevance and interest. Assigned course readings that can be used are, for example: Trouillot; Palmié and Stewart; Stoler; Uribe; Fryer et al.; Mintz; Wright; Yanagisako; Abrams; Ferguson; Krohn-Hansen; Kivland.

<u>Question 2:</u> Discuss the following assertion: The book *Frontier Road* contains a history of the power in particular discourses of modernity.
Use, in addition to Uribe's book, at least six of the other assigned course readings in answering, quoting from them as relevant.

An excellent or very good answer uses Uribe's monograph and at least six of the other assigned course readings to shape an argument about how, or to what extent, Uribe's analysis (or parts of it) can be said to convey a history or study of the power in particular discourses of modernity. An excellent or very good essay does at least three things simultaneously. It (a) problematizes and briefly discusses the use of the category or word "modernity", (b) questions and discusses briefly how one can usefully conceptualize or understand the relationship between discursive (or cultural) forms and the relationships of power in society, and (c) provides examples drawn from Uribe's historical / ethnographic work on Colombia and the Putumayo region which substantiate the candidate's argument. The study *Frontier Road* is rich and complex and there are therefore several different ways of shaping an excellent or very good essay (the emphasis in the essay can be placed on Uribe's examination of the construction of the state, or on his analysis of the making of infrastructure or a road, or on his investigation of cultural forms and history, or on another process). The decisive here is the candidate's ability (a) to make use of the texts independently and satisfactorily and (b) to formulate a consistent argument of sufficient relevance and interest. Assigned course readings that can be used (in addition to Uribe's book) are, for example Ferguson; Stoler; Trouillot; Tsing; McKinnon and Cannell; Yanagisako; Abrams; Gupta; Abarca and Coutin; Krohn-Hansen; Palmié and Stewart.