Assessment Guidelines for ANTH4100 – Core Themes in Contemporary Anthropology, Spring Semester 2020

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 graded on a pass-fail basis.

A well-written answer or 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.

Specific assessment guidelines:

Question 1: Discuss how anthropologists can usefully study the state or forms of state-making. Draw on at least six of the assigned course readings in answering.

An excellent or good answer draws on at least six of the assigned course readings and shapes an argument that does at least two things simultaneously. The essay both (a) problematizes and discusses how one can best theorize or conceptualize "the state", and (b) offers examples of how the state (or aspects of a form of state making) can be explored anthropologically and ethnographically. Assigned course readings that can be used are, for example, those by Abrams; Gupta; Uribe; Folch; Abarca and Coutin; McKinnon and Cannell; Lazar; Rubin; and Krohn-Hansen.

Question 2: Discuss how Uribe in his book *Frontier Road* examines and understands the relationship between power and history. Use, in addition to Uribe's book, at least four of the other assigned course readings in answering.

An excellent or good answer uses Uribe's monograph and at least four of the other assigned course readings in order to shape an argument about how Uribe's analysis (or parts of his analysis) can be said to convey theoretically anchored perspectives on, and understandings of, the relationship between power and history. An excellent or good essay discusses the use of the term or category "history" – it distinguishes between, and discusses, various forms of work on, or examination of, history. Assigned course readings that can be used (in addition to Uribe's book) are, for example, those by Trouillot; Stoler; Ferguson; Palmié and Stewart; Abrams; Folch; Rubin; and Krohn-Hansen.

Special conditions due to the coronavirus situation in spring 2020

In the Spring Semester 2020 the conducting of both teaching and examination was affected by the coronavirus situation. The following deviations from ordinary teaching and/or examination contingent to the situation should be considered when assessing the exam papers.

Teaching:

The campus was closed on 12 March and students were referred to study from home from that point onwards.

All teaching activities for this course took place before 12 March.

Through SV-info, students have been encouraged to organise study groups through digital platforms.

Syllabus:
A greater part of the syllabus was/is available online. The reading list can be found on the semester page of the course.

Examination:
Forms of examination: The form of examination was not changed for this course. The course coordinator made the necessary evaluations and, if required, adjustments of the exam assignments' content and form.

The grading scale: The grading scale was changed from letter values (A-F) to a pass/fail scale to take pressure off the students in a stressful situation. The learning outcomes described in the course description are maintained.

Special arrangements: Students in need of special examination arrangements, e.g. due to care responsibilities, had the opportunity to apply for an extended submission deadline or a postponed exam based on a self-certified notification.