Hypothesis Instructions for Anthropology 385: History of Anthropological Thought

Or: Anthropological Theory: *We're All in This Together Edition*.

A central aim of this course is to help you to improve your critical eye through careful reading and thinking. I have chosen readings in this class which are concise and direct models of the core ideas of anthropological theory, but texts do not, sadly, merely convey the information. Instead, these readings are challenges we'll use to work through course ideas, and to do this, I have adopted a different strategy this semester. We will be using "collective annotation" software that has the potential to change the task of reading dramatically. The idea is that students will be able to make annotations within these texts which other students will be able to see. Suddenly, a solitary and difficult task becomes shared (and still challenging, mind you). I will be able to see these as well, and I will be able to pinpoint concepts, theories, and/or contexts which will help you to understand these texts and build upon them as you go through the course.

You are required to use this software. Once it's set up, it's seemlessly simple. Whether you like to read online or on paper, you can still use this software to good effect. *The basic requirement is that you take three actions per reading assignment*. You may skip **three days** with no penalty. Consider saving these for the end of the semester or in case of illness. Some definitions:

Reading assignment - The complete set of texts required for a particular day in class. These are marked in the syllabus, and I will update if we get behind.

Action - Any annotation is an action, with some caveats. An action is:
    Many things: a question, a comment, an answer, some context you looked up and wanted to add - each of these is an annotation, and therefore an action in the basic sense.
    Constructive - It's made in good faith to build up and add value to the people reading the text. It can be a question, answer, or informative comment. Good questions cannot be answered in a few words and might help someone else with a similar question or another student looking to make a comment. Good answers are thoughtful. Good arguments are productive, allowing for the possibility of misunderstanding on all sides, creating spaces for further understanding.
    Considerate - At no point will a student be the target of a dismissive or otherwise negative comment. Doing so will cost a student one of his or her "skip days."
    Substantive – It is more than a very short reply. "I agree," or "Why?" will not count toward your three actions, though you can post any number of smaller annotations as you would like. They just won't count for your "three actions."

Note: ==Highlighting== by itself is not an action. You will highlight sections by default as you take actions.

Example: Ruth sees that on a particular day, a passage from Patterns of Culture and an article by Evans-Pritchard are noted on the syllabus. While reading Patterns of Culture, she sees a disjuncture from Franz Boas' model of culture, and she writes a comment about what that might be in an annotation on Moodle. It's about Twitter length, rather than an essay or even necessarily a fully developed thought. She also sees a question about how Benedict was using the notion of personality in her theory, and she gave a possible answer to it in a few sentences. For her third action, she is trying to make sense of Evans-Pritchard's critique of functionalism in a particular paragraph, and she writes a question: "Can anyone offer an interpretation of this critique? I'm having trouble understanding what he means." Each of these made public so that other people can see it. The professor finds these to be exemplary actions and gives Ruth full credit for the reading for that day.

How to set up and use Hypothes.is:

1. Install Google Chrome on a computer you trust and have access to. Whatever your opinions of Chrome, it is the most used web browser in the world, and it works on Windows, OS X, and Linux machines. They plan to add other browsers, but Chrome was first because of its dominant share of users. If you're very tech savvy, you might experiment with developer versions of other browsers.
2. Register for a Hypothes.is account with your Austin College email address. It's free: https://hypothes.is/
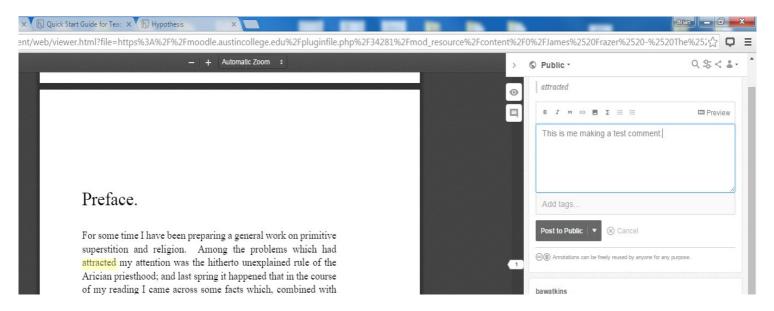   (If your Austin College email is blocking it, you may use an alternate email address so long as you tell me which name is you)
3. Take a look at this welcome page.
4. Start up the article by James Frazer in Moodle. It's our first one, so you'll need to take three actions. As you read it, note that there is a symbol that looks like this:

On my Windows machine, it's in the top of the window, directly to the right of the address bar. Find it and click it.
5. Now Hypothes.is is active in your Chrome window. Highlight some text after the "Preface" section, and you'll get two options: the familiar symbol on the left is best for this assignment, because it highlights what you have selected and opens a window for you to type something in. This is an annotation. The other option merely highlights, and this is not too helpful in the context of this assignment.
6. Make sure that your setting at the top says "Public." When you post, make sure you have the "Post to Public" box selected. Don't worry, these aren't really public except for the few of us who are allowed into this Moodle page. This is what it should look like:

7. Do this twice more, and you're done with the requirement. Feel encouraged to keep using it beyond the minimum if you find it useful.