



# ANTH304

## Body, Place and Postcolonial Experience

S2 Day 2014

*Anthropology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kalpana Ram

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Thursday 2-4

Payel Ray

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Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

This unit introduces students to the centrality of the body in human experience, taking the theme of place, and what it means to be in place, as its organising principle. Drawing on the resources of powerful descriptive ethnographies which create a vivid sense of what it is to be shaped by places, the unit examines the ongoing effects of colonialism both on our sense of place and on the body. We consider the range of post-colonial experiences, from the positive creative flows of hybrid cultural creativity, to illness and trauma, to the increased role of memory and the urge to document the past, linked with the strong emotions of loss and nostalgia. The unit makes special use of the convenor's research on gender, maternity, music, and dance, as well as the post-colonial state. This unit provides a strong grounding in three intersecting areas: anthropology, post-colonial theory, and a specific theoretical tradition called phenomenology which teaches us to integrate 'experience' into our methodology. The unit is especially suited to those considering postgraduate work in anthropology.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

To be able to understand the central role of human bodily experience in all human understandings of the world

Concretely understanding the importance of 'place' in human experience, and seeing how that has been obscured by scientific understandings of 'space'.

Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees. as migrants), music, dance, poetry and story telling, cooking and food.

To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.

To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.

The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Participation</a>	10%	Through the whole course
<a href="#">Summaries of key theorists</a>	15%	Weeks 7 and 10
<a href="#">Essay 1: Bodily Experience</a>	40%	Week 8 (after break)
<a href="#">Essay 2: Social Power</a>	35%	Week 13

### Participation

Due: **Through the whole course**

Weighting: **10%**

**Participation has four components: Attendance (Lecture attendance is marked), Reading, Discussion at Tutorials and showing evidence of having prepared for tutorials by handing in a Discussion Preparation Guide at the end of every tutorial.**

#### Attendance:

Every student is required to attend a weekly lecture and tutorial as *prerequisite* for a Pass in this course. Should you miss a lecture or tutorial for medical and/or other unavoidable reasons, please supply explanations. Failing to attend less than two thirds of the lectures and tutorials

without explanation will be considered a serious enough matter to result in failing the course. Lecture attendance sheets will be collected, and your discussion preparation guides are evidence of attendance and preparation for tutorials.

### **Reading:**

Lectures: Students are advised to read *at least* one reading for each lecture. *This course is a blend of theory and ethnography, so make sure you get a reasonable exposure to both to do well in this course.*

**Tutorials:** The tutorial readings are designed to consolidate and extend the lecture material, so prepare for the weekly tutorial. Each week's reading refers back to the lecture you heard the previous week, giving you a chance to consolidate what you have already read and heard. You should come to the tutorials prepared to discuss these readings as well as lectures. Bodily experience is a key dimension to this course – so use the tutorials as a creative space not only to discuss written material, but to integrate it with your experience and share it with others.

On successful completion you will be able to:

- To be able to understand the central role of human bodily experience in all human understandings of the world
- Concretely understanding the importance of 'place' in human experience, and seeing how that has been obscured by scientific understandings of 'space'.
- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees, as migrants), music, dance, poetry and story telling, cooking and food.
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.
- The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## Summaries of key theorists

Due: **Weeks 7 and 10**

Weighting: **15%**

1. 15% for short written summaries of 3 key theorists: Heidegger, Merleau- Ponty and Bourdieu. The accounts, around 3 pages, should convey to the convenor your understanding of the key points made in lectures/readings on each of these theorists. More specific questions to guide your summary will be distributed in class.

On successful completion you will be able to:

- To be able to understand the central role of human bodily experience in all human

understandings of the world

- Concretely understanding the importance of 'place' in human experience, and seeing how that has been obscured by scientific understandings of 'space'.
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.
- The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## Essay 1: Bodily Experience

Due: **Week 8 (after break)**

Weighting: **40%**

The idea with the first essay is to use one or both of the theorists studied thus far in order to focus on an area of bodily experience as a way into the wider themes of the course.

The student should take one of the areas for which reading is provided in the course outline, such as illness, story telling, poetry and music, dance, birth/death, mourning, bodily memory, spirit possession, virtual reality. But there is room here for taking an area of bodily experience you have particular interest in - one student was training to be a chef and wrote it on cooking as bodily practice. Just discuss with me in advance.

How can the ideas of embodiment learned so far in this course be used to illuminate your chosen area of bodily experience?

An additional reading list will be handed out by Week 3 to help you on your way (but browse Reserve Library listings for this course). If students wish to experiment with form, then this is the piece of assessment to attempt this with.

This paper is due by the end of the mid-semester break, in our first class back.

On successful completion you will be able to:

- To be able to understand the central role of human bodily experience in all human understandings of the world
- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees. as migrants), music, dance, poetry and story telling, cooking and food.
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.
- The course will prepare you to open up borders between disciplines such as

anthropology, philosophy and cultural studies.

## Essay 2: Social Power

Due: **Week 13**

Weighting: **35%**

These essays will be due by the last week of lectures.

For your second essay, work mainly on the theme of social power. For this, you may use a combination of Foucault, Bourdieu and Said, with more or less emphasis on any of them. Of the three, Said is the more minor theorist so make sure you use either Foucault or Bourdieu.

For Bourdieu the key questions concern the way in which the habitus, in its relation to particular practical situations, equips people with key orientations, dispositions, skills and expectations which either allows them to fare better or worse in terms of interacting with dominant institutions and discourses. His life long preoccupation was with class, and with international systems of domination. For Foucault the key questions concern the operations of power at the micro-level, through 'discursive practices'.

For Said, also influenced in part by Foucault, the key question was the way in which representations and discourses perpetuated an unequal relation at all levels between a "west" that has been constructed on the basis of colonial and neo-colonial relations with the rest of the world.

Take an empirical area for your focus. It might be migration and the political economy/discourses/institutional power clustered around the relations between migrants and "native" citizens. Or you might take the situation of Aboriginal people in Australia or indigenous communities elsewhere. It might be a specific area of gender and power.

You may, if deeply interested in the area that you took as your key area of 'bodily experience' in the first essay (eg. illness,), continue to focus on that area but now re-examine it primarily in the light of the above theorists, and write on the way that that area of bodily experience is also shaped by power relations of various kinds (eg. in relation to medicine as institution, as discourse, as clinical relation to 'patients').

On successful completion you will be able to:

- To be able to understand the central role of human bodily experience in all human understandings of the world
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.
- The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## Delivery and Resources

Lectures will be taped.

A course Reader will be available from Coop Bookshop.

The Library's E Reserve and ILearn will cover most shorter readings.

Hard copies of books will be placed in Reserve.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)

- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees. as migrants), music, dance, poetry and story telling, cooking and food.

#### Assessment task

- Essay 1: Bodily Experience

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:



## Learning outcome

- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees. as migrants), music, dance, poetry and story telling, cooking and food.

## Assessment task

- Essay 1: Bodily Experience

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Concretely understanding the importance of 'place' in human experience, and seeing how that has been obscured by scientific understandings of 'space'.
- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees. as migrants), music, dance, poetry and story telling, cooking and food.
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.

## Assessment tasks

- Participation
- Summaries of key theorists
- Essay 2: Social Power

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees. as migrants), music, dance, poetry and story telling, cooking and food.
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.
- The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## **Assessment tasks**

- Participation
- Summaries of key theorists
- Essay 2: Social Power

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- To be able to understand the central role of human bodily experience in all human understandings of the world
- Concretely understanding the importance of 'place' in human experience, and seeing how that has been obscured by scientific understandings of 'space'.
- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees. as migrants), music, dance, poetry and story telling, cooking and food.
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools

that can be used on empirical and descriptive explorations, rather than as abstractions.

- The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## **Assessment tasks**

- Summaries of key theorists
- Essay 2: Social Power

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- To be able to understand the central role of human bodily experience in all human understandings of the world
- Applying these general insights on body and place to specific areas of human experience, such as bodily memory, illness and pain, displacement (as refugees, as migrants), music, dance, poetry and story telling, cooking and food.
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.
- The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## **Assessment tasks**

- Essay 1: Bodily Experience
- Essay 2: Social Power

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- To be able to understand the central role of human bodily experience in all human understandings of the world
- To have an understanding of 'theory' (here, theories such as 'phenomenology') as tools that can be used on empirical and descriptive explorations, rather than as abstractions.
- The course will prepare you to open up borders between disciplines such as anthropology, philosophy and cultural studies.

## Assessment tasks

- Participation
- Summaries of key theorists
- Essay 2: Social Power

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- To be able to understand the central role of human bodily experience in all human understandings of the world
- Concretely understanding the importance of 'place' in human experience, and seeing how that has been obscured by scientific understandings of 'space'.
- To be able to explore what 'postcolonial' histories of displacement means in terms of bodily experience and understandings.

## Assessment tasks

- Essay 1: Bodily Experience
- Essay 2: Social Power

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcome**

- Concretely understanding the importance of 'place' in human experience, and seeing how that has been obscured by scientific understandings of 'space'.