ANTH701
Core Issues in Anthropological Theory I
S1 Day 2015
Dept of Anthropology

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 6
Unit Schedule 6
Policies and Procedures 8
Graduate Capabilities 10

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Unit guide ANTH701 Core Issues in Anthropological Theory I

General Information

Unit convenor and teaching staff
Unit Convenor
Chris Houston
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Contact via chris.houston@mq.edu.au
W6A 605
Tuesdays 3.00pm - 5.00pm

Payel Ray
payel.ray@mq.edu.au

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
The core unit in the Master of Research specialisation in anthropology provides a grounding in theoretical, methodological and interpretive issues that are currently being debated by anthropologists. These issues will vary from year to year according to contemporary developments in anthropology and the interests of the course convenor. Others may be more enduring, such as the theoretical issues related to kinship, to politics and power and the relation between individual and society, the “writing culture” debate, “Orientalism” and the problem of the “other,” and cultural relativism.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Students who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.
2. Students will be able to utilize and reflect on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments.

3. Students will be able to synthesize and analyze information from a variety of sources.

4. Students will be able to articulate clearly a coherent argument in written and oral form to a variety of audiences. Students will develop a high level of oral and written skills, with specialisation for the specific needs of a discipline.

5. Students will be ethically aware and capable of confident transformative action in relation to their and the wider community. They will have a sense of connectedness with others and have a sense of mutual obligation. They will be able to appreciate the impact of their ethnographic writing for social justice and inclusion related to national and global issues.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Essay</td>
<td>70%</td>
<td>Friday, July 26th.</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>10%</td>
<td>July 26</td>
</tr>
<tr>
<td>Minor Essay</td>
<td>10%</td>
<td>29 April</td>
</tr>
<tr>
<td>Literature review</td>
<td>10%</td>
<td>17 May</td>
</tr>
</tbody>
</table>

**Major Essay**

Due: **Friday, July 26th.**  
Weighting: **70%**

This essay counts for 100% of your grade and is required to be approximately 5,000 words in length. The essay should relate, compare and critically assess the work of two or more of the authors to the major themes of the unit – cultural creativity, agency (agents), and world-making. In your essay, critically focus on where the authors identify sources of creativity or change, and how the texts articulate society and the individual – or in what terms. This essay is due on **Friday, July 26th**. Two typed copies must be submitted on this date.

This Assessment Task relates to the following Learning Outcomes:

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Seminar Participation

Due: July 26
Weighting: 10%

Over the duration of the seminar, each student will give one or two brief introductions to the week’s reading(s), drawing out its main themes and selecting a number of questions or puzzles for the seminar to discuss. These introductory remarks are intended merely to get the seminar rolling – students might wish to focus on something interesting, maddening or confusing about the reading for example.

This Assessment Task relates to the following Learning Outcomes:

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Minor Essay
Due: 29 April
Weighting: 10%

Students will write a draft of their major essay

This Assessment Task relates to the following Learning Outcomes:

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Literature review
Due: 17 May
Weighting: 10%

Students will write a small review of their thesis literature

This Assessment Task relates to the following Learning Outcomes:

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Delivery and Resources

Lecture/meeting: Thursday, 14-16, in Building W6A, Room 708

There will be a required list of reading and recommended resources that will be made available in iLearn

The ANTH 701 Convenor in 2013 is Christopher Houston, Room 605. I am available on extension 8471 and the email address is chris.houston@mq.edu.au. Please contact me about problems of any nature that affects your studies this year.

Unit Schedule

ANTH 701 class seminars will run from the second week of the first semester (March 5th) until mid-June. The seminar will be devoted to a discussion of course readings, but we will consider essay and thesis research strategies as well. Students are expected to follow the set readings and to participate in discussion. Over the duration of the seminar, each student will give one or two brief introductions to the week’s reading(s), drawing out its main themes and selecting a number of questions or puzzles for the seminar to discuss. These introductory remarks are intended merely to get the seminar rolling – students might wish to focus on something interesting, maddening or confusing about the reading for example. The seminar is designed to provide a supportive environment in which students can assist each other in conceptualising their essay and thesis, and in planning their study.

SEMINAR SCHEDULE & CONTENT

Session One, Thursday March 5th


Session Two, Thursday March 12th

Reading: Bourdieu, P. (1962) The Algerians

Session Three, Thursday March 19th

Reading:...
Reading: Bourdieu, P. (2001) *Masculine Domination*

Session Four, Thursday March 26th
Reading: Bourdieu, P. (1972) *Outline of a Theory of Practice*, Chapters One and Two

Session Five, Thursday April 2nd

Session Six, Thursday April 23rd

Session Seven, Thursday April 30th

Session Eight, Thursday May 7th

Session Nine, Thursday May 14th
Reading

Session Ten, Thursday May 21st


Session Eleven, Thursday May 28th


Session Twelve, Thursday June 4th


Session Thirteen, Thursday June 11th


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


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/)

**Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](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 Enquiry Service**

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

**Equity 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.

**IT 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

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

• Major Essay
• Seminar Participation
• Minor Essay
• Literature review

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:
Learning outcomes

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Assessment tasks

• Major Essay

• Seminar Participation

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks
• Major Essay
• Seminar Participation
• Minor Essay
• Literature review

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes
• Students will be able to synthesize and analyze information from a variety of sources.
• Students will be able to articulate clearly a coherent argument in written and oral form to a variety of audiences. Students will develop a high level of oral and written skills, with specialisation for the specific needs of a discipline.
• Students will be ethically aware and capable of confident transformative action in relation to their and the wider community. They will have a sense of connectedness with others and have a sense of mutual obligation. They will be able to appreciate the impact of their ethnographic writing for social justice and inclusion related to national and global issues.

Assessment tasks
• Major Essay
• Seminar Participation
• Minor Essay
• Literature review

PG - Engaged and Responsible, Active and Ethical Citizens
Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able
to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

**Learning outcomes**

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**Assessment tasks**

- Major Essay
- Seminar Participation