



ANTH701

Core Issues in Anthropological Theory I

S1 Day 2015

Dept of Anthropology

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General Information

Unit convenor and teaching staff

Unit Convenor

Chris Houston

chris.houston@mq.edu.au

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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

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.

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.

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

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

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.

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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.

On successful completion you will be able to:

- 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.
- 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.
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Minor Essay

Due: **29 April**

Weighting: **10%**

Students will write a draft of their major essay

On successful completion you will be able to:

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- 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.
- 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.

Literature review

Due: **17May**

Weighting: **10%**

Students will write a small review of their thesis literature

On successful completion you will be able to:

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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

Reading: 'Agent and Agency'; 'Classification' 'Individuality', 'Interpretation'; in N. Rapport and J. Overing (2000) *Social and Cultural Anthropology: The Key Concepts*.

Session Two, Thursday March 12th

Reading: Bourdieu, P. (1962) *The Algerians*

Session Three, Thursday March 19th

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

Reading: Bourdieu, P. (1972) *Outline of a Theory of Practice*, Chapters Three and Four.

Session Six, Thursday April 23rd

Reading: de Certeau, M. (1984) 'Part Two: Theories of the Art of Practice', in *Practice of Everyday Life*.

Alexander, G. (1995) 'The Reality of Reduction: the Failed Synthesis of Pierre Bourdieu' in *Fin de Siecle Social Theory*.

Reed-Danahay, D. (1995) 'The Kabyle and the French: Occidentalism in Bourdieu's Theory of Practice,' in J. Carrier (ed) *Occidentalism: Images of the West*.

Dosse, F. (1997) 'Durkheim gets a Second Wind: Pierre Bourdieu' & 'A Middle Path: The Habitus', in *History of Structuralism, Volume 2: The Sign Sets, 1967-Present*.

Bourdieu, P. (2000) 'Making the Economic Habitus: Algerian Workers Revisited', in *Ethnography*

Session Seven, Thursday April 30th

Reading: Jackson, M. (1996) 'Introduction', in *Things As They Are: New Directions in Phenomenological Anthropology*.

Session Eight, Thursday May 7th

Jackson, M. (1998) 'Preamble', 'Returns' & 'Here/Now', in *Minima Ethnographica: Intersubjectivity and the Anthropological Project*.

Session Nine, Thursday May 14th

Reading

Jackson, M. (1996) *Antipodes* (Poems)

Session Ten, Thursday May 21st

Reading: Castoriadis, C. (1991) 'Power, Politics and Autonomy', in *Philosophy, Politics, Autonomy*.

(1997) 'The Imaginary: Creation in the Social-Historical Domain', in *World in Fragments: Writings on Politics, Society, Psychoanalysis and the Imagination*.

Session Eleven, Thursday May 28th

Reading: Castoriadis, C. (1997) 'Institution of Society and Religion', in *World in Fragments: Writings on Politics, Society, Psychoanalysis and the Imagination*.

Castoriadis, C. (1997) 'Phusis and Autonomy', in *World in Fragments: Writings on Politics, Society, Psychoanalysis and the Imagination*.

Session Twelve, Thursday June 4th

Reading: Rapport, N. (1997) 'Manifesto' & Chapters One-Five, in *Transcendent Individual: Towards a Literary and Liberal Anthropology*.

Session Thirteen, Thursday June 11th

Reading: Rapport, N. (2001) 'Random Mind: Towards an Appreciation of Openness in Individual, Society and Anthropology', plus Replies and Response by Friedman, Gray, Kapfarer, Samuual, Sokefeld, Toren and Rapport, in *Australian Journal of Anthropology*, 12: 2.

Rapport, N. (2003) 'Nihilistic and Democratic Violence' in *I am Dynamite: An Alternative Anthropology of Power*.

See also Rapport, N. (2008) 'Gratitutusness: Notes Towards an Anthropology of Interiority', in *The Australian Journal of Anthropology* 19, 3.

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

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

Disruption to Studies Policy 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/

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](#).

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) 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

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

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

- 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.
- 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.
- 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 - 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

- 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.
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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 - 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

- 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.
- 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.
- 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

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

- 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.

- 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.
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Assessment tasks

- Major Essay
- Seminar Participation