



# ANTH307

## Culture Myth and Symbolism

S1 Day 2016

*Dept of Anthropology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

Individually and collectively people make their lives meaningful through practices of symbolic representation. During the twentieth century anthropologists concerned with the study of culture came to focus on systems of symbols and meaning. Psychoanalysis and linguistics were important early influences on symbolic anthropology because they identified the capacity of the human mind to operate according to symbolic processes, but these theories also proved too universalist in their claims for anthropology's cross-cultural evidence. The 1980s saw a marked shift in anthropological approaches. Taking the anthropology of religion as its focus this unit examines key theorists and ethnographic studies in the field of symbolic anthropology and phenomenology. We discover that the study of culture shows that human consciousness includes a non-rational or affective aspect sometimes described as 'mystical' or mythic. Mythic consciousness is also explored in this unit as a distinct form of consciousness that should not be seen as false, inferior or irrational. We therefore consider the way phenomena such as dreams, spirits, magic, and emotions figure importantly in anthropological analysis.

## 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:

1. Discipline specific knowledge and skills
2. Critical, analytical and integrative thinking
3. Problem solving and research capability
4. Creative and innovative
5. Effective communication
6. Engaged and ethical local and global citizens
7. Capable of professional and personal judgement and initiative
8. Commitment to continuous learning
9. Socially and environmentally active and responsible

## Assessment Tasks

| Name                                 | Weighting | Hurdle | Due      |
|--------------------------------------|-----------|--------|----------|
| <u>Class participation</u>           | 15%       | No     | ongoing  |
| <u>Summary of readings weeks 1-5</u> | 25%       | No     | 11 April |
| <u>Temple observation/report</u>     | 30%       | No     | 16 May   |
| <u>Final essay</u>                   | 30%       | No     | 15 June  |

### Class participation

Due: **ongoing**

Weighting: **15%**

The mark is based on coming to class with a summary of the reading, that will address the concrete ethnographic context of the reading, its argument as well as its broader theoretical points. Based on this the student will be asked to evaluate the strengths and weaknesses of the reading, and to relate it to any experience or other readings. Students will take turn in also leading class discussion one week of the 12, in the second half hour of tutorial discussion.

On successful completion you will be able to:

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 5. Effective communication
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning
- 9. Socially and environmentally active and responsible

## Summary of readings weeks 1-5

Due: **11 April**

Weighting: **25%**

1. This is designed to test your class preparation for weeks 2-5.

Based on your reading for lectures, tutorials and lecture notes taken in **the first five weeks**, summarise what you have learned so far of the relation between culture, body and place, based on concrete examples taken from readings on particular kinds of practices: talking, story telling, walking, healing. To repeat, you do not need any new readings for this assignment: it is to give me a sense of how well you are preparing for classes, and how much you are keeping up with the readings, and digesting them.

On successful completion you will be able to:

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning

## Temple observation/report

Due: **16 May**

Weighting: **30%**

Based on your visit to the Hindu temple, write an account where you use your readings on symbol, ritual, bodily senses and bodily agency. Again, no readings required beyond those covered in tutorials and readings on the Hindu temple. Here you will merge your description based on observation and our discussions in tutorial following the visit with the readings in previous weeks.

On successful completion you will be able to:

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 4. Creative and innovative
- 5. Effective communication
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning

- 9. Socially and environmentally active and responsible

## Final essay

Due: **15 June**

Weighting: **30%**

Essay topics still under preparation. You will be given a choice of topics designed to cover material in the second half of course.

On successful completion you will be able to:

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 4. Creative and innovative
- 5. Effective communication
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning

## Delivery and Resources

The course is a combination of field exercises and reading, writing essays, reports. We will use ILearn, field visit to Hindu temple, a workshop on bodily movement and learning, as well as lectures, tutorials, discussions and feedback on written work.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## 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/>

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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**

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning

### **Assessment tasks**

- Class participation
- Temple observation/report
- Final essay

## **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 outcomes**

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 5. Effective communication
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning

### **Assessment tasks**

- Temple observation/report
- Final essay

## **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 outcomes**

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking

## **Assessment tasks**

- Class participation
- Summary of readings weeks 1-5

## **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**

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 5. Effective communication
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning
- 9. Socially and environmentally active and responsible

## **Assessment tasks**

- Class participation
- Summary of readings weeks 1-5
- Temple observation/report
- Final essay



## 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

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 5. Effective communication
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning
- 9. Socially and environmentally active and responsible

### Assessment tasks

- Class participation
- Temple observation/report
- Final essay

## 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

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 5. Effective communication
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning

- 9. Socially and environmentally active and responsible

## Assessment tasks

- Class participation
- Temple observation/report
- Final essay

## 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

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 3. Problem solving and research capability
- 5. Effective communication
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning
- 9. Socially and environmentally active and responsible

## Assessment tasks

- Class participation
- Summary of readings weeks 1-5
- Temple observation/report
- Final essay

## 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

- 1. Discipline specific knowledge and skills
- 2. Critical, analytical and integrative thinking
- 5. Effective communication
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning
- 9. Socially and environmentally active and responsible

## Assessment tasks

- Class participation
- Temple observation/report

## 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 outcomes

- 1. Discipline specific knowledge and skills
- 3. Problem solving and research capability
- 6. Engaged and ethical local and global citizens
- 7. Capable of professional and personal judgement and initiative
- 8. Commitment to continuous learning
- 9. Socially and environmentally active and responsible

## Assessment task

- Temple observation/report