



ANTH302

The Anthropology of Politics and Power

S1 Day 2017

Dept of Anthropology

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Chris Houston

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W6A 605

Tuesday 3.00pm - 5.00pm

Tutor

Guy Threlfo

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Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

Politics and power can be thought of as intimate aspects of all subjects that anthropologists investigate, as processes of domination, resistance and social transformation are inevitably involved in the creation and representation of cultural practices and relationships. In this unit students identify and compare the themes – explicit or otherwise – that dominate the composition of a number of classical political ethnographies, while also exploring the wider question of their colonial contexts, and how this context influenced the development of anthropological knowledge. The second half of the unit examines how some of these themes may still be of relevance in illuminating more contemporary manifestations of power, including forms of political practice such as nationalism and its related project of social transformation; violence and terror; gender; resistance; collaboration; and reconciliation. A continuing concern of the unit is to explore how the writing of ethnography and the making of ethnographic film – textual and visual representation – are implicated in these issues.

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:

Apply the concerns of various anthropological writings to contemporary processes of power and politics.

Discern and discuss the tensions and correspondences between the political institutions of different societies, their representation in ethnographic writing or film, and political processes in the ethnographers' own society.

Demonstrate knowledge of a number of influential ethnographies and debates relevant to the anthropology of politics and power.

Organize a verbal presentation in groups, and provide constructive comment on the presentations of others.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reading & Participation</u>	20%	No	Weekly
<u>Major Essay</u>	40%	No	April 10th or June 5th
<u>Minor Essay</u>	25%	No	April 10th or June 5th
<u>Tutorial Group Presentation</u>	15%	No	Seminar Weeks

Reading & Participation

Due: **Weekly**

Weighting: **20%**

Tutorial preparation involves a couple of hours of reading each week. To facilitate tutorial discussion, you are required to submit a one-page typed answer to the tutorial question for that week.

The format of this answer is quite specific and you must address the following criteria:

- Your one-page answer must be **double-spaced** and in **12 point font**. This ensures that everyone does the same amount of work for each week. **Do not go over the one page limit**. It is quite challenging to provide a meaningful response to the question in such a small word limit, but this will develop a really important set of skills that will make it easier to grasp some of the complex concepts in the course.

- **Answer the question in your own words. Do not simply summarize the reading!!**

- In addition to the answer you provide to the tutorial question, you are required to write **one succinct sentence** capturing the reading's overall theme.

The tutorial mark will be awarded both on the basis of the written work, as well as on tutorial participation.

-Tutorial papers are to be done every week and they can only be submitted at the tutorial in which the reading is to be discussed (so you will not get a mark if you hand it in a week late!)

-You will be handing in 10 tute papers in total (which means out of the 11 weeks of tutorial questions, you can miss handing in one tutorial paper without academic penalty)

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- Demonstrate knowledge of a number of influential ethnographies and debates relevant to the anthropology of politics and power.
- Organize a verbal presentation in groups, and provide constructive comment on the presentations of others.

Major Essay

Due: **April 10th or June 5th**

Weighting: **40%**

Students will write two essays in total, one from each half of the course, dealing with the major themes under discussion. Essay questions will be self-selected, but this selection will be facilitated by tutorial discussion. **Your essay question must be clearly stated in your assignment.**

Major Essay: To minimize reading, **one of the essays should be based on the material you choose for your group presentation**, and will count for **40%** of the total mark. Students are required to write and submit their own essays. This major essay should be approximately **2,000** words.

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- Demonstrate knowledge of a number of influential ethnographies and debates relevant

to the anthropology of politics and power.

Minor Essay

Due: **April 10th or June 5th**

Weighting: **25%**

The minor essay will count for **25%** of the semester's work, and should be approximately **1200** words. Please base this essay on any cluster of readings that takes your fancy from the other 6 weeks of group presentations.

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- Demonstrate knowledge of a number of influential ethnographies and debates relevant to the anthropology of politics and power.

Tutorial Group Presentation

Due: **Seminar Weeks**

Weighting: **15%**

Group Presentation: Over the weeks of the course students will make group presentations, each based on a selected set of readings. Depending on enrolment numbers, students will work with two or more partners to organize and deliver a 20 minute presentation. The presentations should be presented jointly and be organized in a single brief power-point format. Students have wide scope to plan how they divide up and summarize the relevant material. The purpose of the presentation is not to *torture* students but for the presenters to introduce to the class the key themes, puzzles or controversies of the readings. To facilitate seminar participation and to help nervous student presenters, all other non-presenting students are expected to read the tutorial reading and hand in their one-page answer to the tutorial question.

On successful completion you will be able to:

- Apply the concerns of various anthropological writings to contemporary processes of power and politics.
- Discern and discuss the tensions and correspondences between the political institutions of different societies, their representation in ethnographic writing or film, and political processes in the ethnographers' own society.
- Demonstrate knowledge of a number of influential ethnographies and debates relevant

to the anthropology of politics and power.

- Organize a verbal presentation in groups, and provide constructive comment on the presentations of others.

Delivery and Resources

Tuesday Seminar Structure: Each week, the course convener will use the seminar to sketch out and address the key political issues under discussion and to situate the seminar readings.

Tutorial: Tutorial readings are intimately connected to the topics under discussion in the Tuesday seminars. Sometimes the reading material approaches the relevant issue from a contrary direction; sometimes it places the subject in a different context or summarizes important broader themes. Students are expected to attend all tutorials and to be familiar with the assigned material, as well as participate in small group discussion or larger tutorial activities (**see below**).

Group Presentation (TO BE GIVEN IN THE TUTORIALS): Over the 13 weeks of the course we will boldly attempt seven student-group presentations, each based on a selected set of readings. **The presentations will begin from week 4.** Depending on enrolment numbers, students will work with two or more others to organize and deliver a 20 minute joint presentation. Students have wide scope to plan how they divide up and summarize the relevant material, but the purpose of the presentation is not to **torture** presenters or the other class mates. The key is for the presenters to **facilitate discussion** by introducing the class to the key themes, puzzles or controversies of the readings. Whilst it will be tempting to just stand up and give a 20 minute powerpoint, I am more interested in developing your ability to engage in lively and thoughtful discussion, rather than just your ability to read from a script. To organize the group presentation, **groups must meet among themselves.**

To facilitate seminar participation and to help nervous student presenters, all non-presenting students are expected to read for the tutorial.

So, to clarify, you will be expected to hand something in every week, whether you are presenting or not.

Learning and Teaching Activities

Group Presentation

Group Presentation (TO BE GIVEN IN THE SEMINAR): Over the 13 weeks of the course we will boldly attempt seven student-group presentations, each based on a selected set of readings. The presentations will begin from week 4. Depending on enrolment numbers, students will work with three or more others to organize and deliver a 30 minute joint presentation. Students have wide scope to plan how they divide up and summarize the relevant material, but the purpose of the presentation is not to torture presenters or the other class mates. The key is for the presenters to facilitate discussion by introducing the class to the key themes, puzzles or controversies of the readings. Whilst it will be tempting to just stand up and give a half hour powerpoint, we are more interested in developing your ability to engage in lively and thoughtful discussion, rather than just your ability to read from a script. To organize the group presentation, groups must both meet among themselves and come and see your tutor before presenting. To

facilitate seminar participation and to help nervous student presenters, all non-presenting students are expected to prepare a half-page appreciation of a short core article that addresses the political issues at stake (see below). So, to clarify, you will be expected to hand something in every week, whether you are presenting or not.

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_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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://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

- Apply the concerns of various anthropological writings to contemporary processes of power and politics.
- Demonstrate knowledge of a number of influential ethnographies and debates relevant to the anthropology of politics and power.
- Organize a verbal presentation in groups, and provide constructive comment on the presentations of others.

Assessment tasks

- Reading & Participation
- Major Essay
- Minor Essay
- Tutorial Group Presentation

Learning and teaching activities

- Group Presentation (TO BE GIVEN IN THE SEMINAR): Over the 13 weeks of the course we will boldly attempt seven student-group presentations, each based on a selected set

of readings. The presentations will begin from week 4. Depending on enrolment numbers, students will work with three or more others to organize and deliver a 30 minute joint presentation. Students have wide scope to plan how they divide up and summarize the relevant material, but the purpose of the presentation is not to torture presenters or the other class mates. The key is for the presenters to facilitate discussion by introducing the class to the key themes, puzzles or controversies of the readings. Whilst it will be tempting to just stand up and give a half hour powerpoint, we are more interested in developing your ability to engage in lively and thoughtful discussion, rather than just your ability to read from a script. To organize the group presentation, groups must both meet among themselves and come and see your tutor before presenting. To facilitate seminar participation and to help nervous student presenters, all non-presenting students are expected to prepare a half-page appreciation of a short core article that addresses the political issues at stake (see below). So, to clarify, you will be expected to hand something in every week, whether you are presenting or not.

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.

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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.

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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.

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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.

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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.

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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.

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Learning outcomes

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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 outcome

- Discern and discuss the tensions and correspondences between the political institutions of different societies, their representation in ethnographic writing or film, and political processes in the ethnographers' own society.

Assessment tasks

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- Major Essay
- Minor Essay
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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

- Discern and discuss the tensions and correspondences between the political institutions of different societies, their representation in ethnographic writing or film, and political processes in the ethnographers' own society.

Assessment tasks

- Reading & Participation
- Major Essay
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