



ANTH304

Ecological Anthropology: Body and Place

S1 Day 2018

Dept of Anthropology

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General Information

Unit convenor and teaching staff

Unit Convenor; Lecturer

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Australian Hearing Hub

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Credit points

3

Prerequisites

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

Corequisites

Co-badged status

Unit description

We live in a geological epoch increasingly referred to as the 'Anthropocene'-a term that references the profound impact industrialised human society has had on the environment. The central concern of this unit is to consider the complex 'entanglements' that characterise life in the Anthropocene. How might we think about the range of relationships that humans have with other species, be they animal or plant, as well as human relationships with entities such as minerals, forests and rivers? We will explore theoretical concerns such as multispecies relations, toxic 'externalities' and non-human agency, as well as learning about specific case studies that deal with resource extraction, hunting and poaching, deforestation, landfill and others.

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:

Understand the concept of the 'Anthropocene' and critical perspectives on its usage

Gain insight into current theoretical discussions concerning humans' relations with other species

Apply anthropological analysis to contemporary issues to do with environmental degradation, Indigenous rights, and resource extraction

Enhance communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion

Use the anthropological method of immersion and ethnographic description to analyse an inter-species encounter

Cement critical analysis and creative thinking skills through research assignments.

General Assessment Information

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. This information applies to all assessment items in this unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial Participation	15%	Yes	Weekly
Critical Summary	15%	No	Monday March 19
Encountering Another Species	30%	No	Monday May 7
Research Essay	40%	Yes	Sunday June 10

Tutorial Participation

Due: **Weekly**

Weighting: **15%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You are required to attend a minimum of 80 per cent of our tutorials. Please email your tutor directly if you need to miss a tutorial for unavoidable reasons. Active engagement in our class discussions is vital: please come to class having done the required reading, willing to contribute your ideas, and ready to listen to others' contributions.

On successful completion you will be able to:

- Understand the concept of the 'Anthropocene' and critical perspectives on its usage
- Apply anthropological analysis to contemporary issues to do with environmental degradation, Indigenous rights, and resource extraction
- Enhance communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion

Critical Summary

Due: **Monday March 19**

Weighting: **15%**

You are required to submit a 500 word summary of a reading. Details for this assessment task will be available in Week 1, and will be discussed in class in Week 2.

On successful completion you will be able to:

- Cement critical analysis and creative thinking skills through research assignments.

Encountering Another Species

Due: **Monday May 7**

Weighting: **30%**

For this assignment, you are required to write an ethnographic account of an encounter with another species or with the elements or a natural form (think pets, plants, pests, the sun, wind or even a river). A full description of this task will be released in Week 4. Your Week 7 lecture deals with methodological questions and is designed to help you with this assessment item. Furthermore, in Week 8, after the break, we will workshop drafts of this assignment together in class.

On successful completion you will be able to:

- Gain insight into current theoretical discussions concerning humans' relations with other species
- Use the anthropological method of immersion and ethnographic description to analyse an inter-species encounter

Research Essay

Due: **Sunday June 10**

Weighting: **40%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Your final essay is due at midnight on Sunday June 10. Questions and criteria will be released in Week 9.

On successful completion you will be able to:

- Understand the concept of the 'Anthropocene' and critical perspectives on its usage
- Apply anthropological analysis to contemporary issues to do with environmental degradation, Indigenous rights, and resource extraction
- Cement critical analysis and creative thinking skills through research assignments.

Delivery and Resources

All required readings for this unit are available via the library. A list of readings is included as part of the Unit Schedule

Unit Schedule

The following texts provide useful overviews of the course themes:

- Haenn N, A Harnish and R Wilk (eds) 2016 *The Environment in Anthropology: A Reader in Ecology, Culture and Sustainable Living*. Second Edition. New York University Press.
- Hastrup K (ed) 2013 *Anthropology and Nature*. Routledge.
- Kopnina H and E Shoreman-Ouimet (eds) 2016 *Routledge Handbook of Environmental Anthropology*. Routledge.
- Dove, MR and C Carpenter (eds) 2007 *Environmental Anthropology: A Historical Reader*. Wiley-Blackwell.
- Townsend P 2008 *Environmental Anthropology: From Pigs to Policies*. Second Edition. Waveland Press.

WEEK 1: INTRODUCTION (Sophie Chao)

This lecture will provide an overview of the unit, the relevance of the study of ecological anthropology in the Anthropocene, and an introduction to key themes, terms, and typologies.

Suggested reading:

- Cronon W 1996 'The Trouble with Wilderness: Or, Getting Back to the Wrong Nature' in *Environmental History*. Volume 1(1). Pp. 7 – 28.
- Nixon R 2013 'Introduction' in *Slow Violence and the Environmentalism of the Poor*. Harvard University Press. Cambridge, MA. (pp. 1 – 22)
- Plumwood V 1999 'Ecological Ethics from Rights to Recognition: Multiple Spheres of Justice for Humans, Animals and Nature' in Low N (ed) *Global Ethics and Environment*. Routledge. London. Pp. 188 – 212.

- Robbins P 2007 'Introduction' in *Lawn People: How Grasses, Weeds, and Chemicals Make Us Who We Are*. Temple University Press. Philadelphia, PA. (pp. xi – xxi)

WEEK 2: NATURE AND CULTURE IN ANTHROPOLOGY (Sophie Chao)

This lecture will provide an overview of the treatment of nature, the environment, and ecology in anthropological theory from 19th century social evolutionary approaches through to contemporary post-humanist thinking.

Required reading:

- Geertz C 2005 'Deep Play: Notes on the Balinese Cockfight' in *Daedalus*. Volume 134(4). Pp. 56 – 86.
- Harris M 1992 'The Cultural Ecology of India's Sacred Cattle' in *Current Anthropology*. Volume 33(1). Pp. 261 – 276.

Further reading:

- Willerslev R 2004 'Not Animal, Not *Not*-Animal: Hunting, Imitation and Empathetic Knowledge among the Siberian Yukaghirs' in *Journal of the Royal Anthropological Institute*. Volume 10. Pp. 629 – 652.
- Ingold T 2006 'Rethinking the Animate, Re-Animating Thought' in *Ethnos*. Volume 71. Pp. 9 – 20.

WEEK 3: EVOLUTIONARY APPROACHES (Greg Downey)

Humans developed their distinctive relationship to the environment over evolutionary time in ways that have implications for evolutionary theory, especially how 'natural' selection is affected by organisms changing the environments around themselves. This lecture discusses the major ecological transitions leading up to the development of agriculture, domestication of animals and cities and how humans change evolutionary dynamics, both for themselves and other species.

Required reading:

- Odling-Smee FJ, KN Laland and MW Feldman 1996 'Niche Construction' in *The American Naturalist*. Volume 147(4). Pp.641 – 648.
- Downey G 2016 'Being Human in Cities: Phenotypic Bias from Urban Niche Construction' in *Current Anthropology*. Volume 57(S13). Pp. S52 – S64.

Further reading:

- Smith BD 2012 'A Cultural Niche Construction Theory of Initial Domestication' in *Biological Theory*. Volume 6(3). Pp. 260 – 271.

WEEK 4: SUBSISTENCE STRATEGIES (Sophie Chao)

This lecture will explore human-environment relations through the angle of subsistence strategies. We will explore the dialectical relation of subsistence to ecologies and socio-cultural

forms in the context of foraging, horticulture, pastoralism and intensive agriculture, as well as 'mixed livelihoods'.

Required reading:

- Ingold T 1996 'Growing Plants and Raising Animals: An Anthropological Perspective on Domestication' in Harvis DR (ed) *The Origin and Spread of Agriculture and Pastoralism*. University College London Press. London. Pp. 12 – 24.
- Sahlins M 1972 'The Original Affluent Society' in *Stone Age Economics*. Aldine-Atherton. Chicago, IL.

Further reading:

- Pascoe B 2014 *Dark Emu: Black Seeds – Agriculture or Accident?* Magabala Books. Victoria.
- Van Dooren T 2012 'Wild Seed, Domesticated Seed: Companion Species and the Emergence of Agriculture' in *Philosophy Activism Nature*. Volume 9. Pp. 22 – 28.

WEEK 5: WILD OR DOMESTICATED, NATIVE OR ALIEN? REVISITING CLASSIFICATION (Sophie Chao)

This lecture will explore modes of classification of nature, including ethnobotany and Western scientific taxonomies, as well as symbolic modes of categorisation of elements of the environment. The second hour explores classification among an indigenous community in West Papua with a focus on wildness and domestication, and native and alien species.

Required reading:

- Bulmer R 1967 'Why is the Cassowary Not a Bird? A Problem of Zoological Taxonomy Among the Karam of the New Guinea Highlands' in *Man*. Vol 2(1). Pp. 5 – 25.
- Comaroff J and JL Comaroff 2001 'Naturing the Nation: Aliens, Apocalypse and the Postcolonial State' in *Social Identities: Journal for the Study of Race, Nation and Culture*. Volume 7(2). Pp. 233 – 265.

Further reading:

- Turton D 1980 'There's No Such Beast: Cattle and Colour Naming Among the Mursi' in *Man*. Volume 15(2). Pp. 320 – 338.
- Kirksey ES 2015 'Species: A Praxiographic Study' in *The Journal of the Royal Anthropological Institute*.

WEEK 6: EXTRACTIVE RESOURCE FRONTIERS (Eve Vincent)

In the 1970s, large-scale extractive resource industry emerged in tandem with increasingly efficacious Indigenous political claims for the recognition of their collective rights in land. This

lecture takes students to some past and present resource 'frontiers' to examine the complex relationship between Indigenous political struggles, local Indigenous understandings of resource issues, and 'extractive colonialism'.

Required reading:

- Tsing AL 2003 'Natural Resources and Capitalist Frontiers' in *Economic and Political Weekly*. Volume 38(48). Pp. 5100 – 5106.
- Kirsch S 2006 'Sorcery and the Mine' in *Reverse Anthropology: Indigenous Analysis of Social and Environmental Relations in New Guinea*. Stanford University Press. Stanford, CA.
- Muecke S 2016 'Indigenous-Green Knowledge Collaborations and the James Price Point Dispute' in Vincent E and T Neale (eds) *Unstable Relations: Environmentalism and Indigenous People in Contemporary Australia*. University of Western Australia Publishing. Perth. Pp. 252 – 272.

Further reading:

- Trigger DS 1997 'Mining, Landscape and the Culture of Development Ideology in Australia' in *Cultural Geographies*. Volume 4. Pp. 161 – 180.
- Vincent E and Neale T 2017 'Unstable Relations: A Critical Appraisal of Environmentalism and Indigeneity in Contemporary Australia' in *The Australian Journal of Anthropology*. Pp. 301 – 323.
- Golub A 2006 'Who Is the "Original Affluent Society"? Ipili "Predatory Expansion" and the Porgera Gold Mine, Papua New Guinea' in *The Contemporary Pacific*. Volume 18(2). Pp. 265 – 292.

WEEK 7: FAUNA, FLORA, AND FIELDWORK: INTERVIEWING PLANTS AND OTHER METHODOLOGICAL CHALLENGES (Sophie Chao)

This lecture will explore some of the inter-disciplinary ways in which anthropologists are approaching the study of other species and elements. Drawing from multispecies methods, the second hour explores how Sophie Chao attempts to understand the lifeways of plants in West Papua, and the challenges and ethical concerns at play in the study of other-than-human lifeworlds.

Required reading:

- Locke P and P Keil (2015) 'Multispecies Methodologies and Human-Elephant Relations' in Engagement. Anthropology and Environment Society Blog, American Anthropological Association. 27 October. (Available at <https://aesengagement.wordpress.com/2015/10/27/multispecies-methodologies-and-human-elephant-relations/>)
- Daly L (2015) 'What Kind of People are Plants? The Challenges of Researching Human

Plant Relations in Amazonian Guyana' in Engagement. Anthropology and Environment Society Blog, American Anthropological Association. 8 December. (Available at <https://aengagement.wordpress.com/2015/12/08/what-kind-of-people-are-plants-the-challenges-of-researching-human-plant-relations-in-amazonian-guyana/>)

Further reading:

- Van Dooren T and DB Rose 2016 'Lively Ethography: Storying Animist Worlds' in *Environmental Humanities*. Volume 8(1). Pp. 77 – 94.
- Hayward E 2010 'Fingeryeyes: Impressions of Cup Corals' in *Cultural Anthropology*. Volume 25(4). Pp. 577 - 599.
- Dumit J 2014 'Writing the Implosion: Teaching the World One Thing at a Time' in *Cultural Anthropology*. Volume 29(2). Pp. 344 – 362.

Session Recess: There are no classes between Monday April 16 and Friday April 27.

WEEK 8: NO LECTURE OR READINGS

It is important to attend tutorials this week, as we will be peer-reviewing the Encountering Another Species assignment.

WEEK 9: WATERY WORLDS (ASTRIDA NEIMANIS)

Astrida Neimanis will talk about water as a connector between humans and environments. Her lecture and assigned readings will explore water in relation to embodiment, toxicity, reproduction, and time, from feminist perspectives. Among other examples, she will discuss the ocean as a sink for military waste. Astrida will also take up the question of other-than-human methods: how do you know the bottom of the sea?

Required reading:

- Neimanis A 2017 "Embodying Water: Feminist Phenomenology for Posthuman Worlds' in *Bodies of Water: Posthuman Feminist Phenomenology*. Bloomsbury. Pp. 27 – 40. (available at <https://www.bloomsburycollections.com/book/bodies-of-water-posthuman-feminist-phenomenology/ch1-embodying-water-feminist-phenomenology-for-posthuman-worlds>)
- Murphy M 2013 'Distributed Reproduction, Chemical Violence and Latency' in *The Scholar & Feminist Online*. Issue 11.3. (available at <http://sfoonline.barnard.edu/life-un-ltd-feminism-bioscience-race/distributed-reproduction-chemical-violence-and-latency/>)
- Neimanis A, 'Queer Times and Chemical Weapons, Suspended In The Gotland Deep' in

Journal of Contemporary Archaeology.

Further reading:

- Hamilton JM 2017 'All the World's A Drain' in *Sydney Review of Books*. 15 November. (a review of Neimanis A 2017 *Bodies of Water: Posthuman Feminist Phenomenology*. Bloomsbury. (available at <https://sydneyreviewofbooks.com/bodies-of-water-by-astrida-neimanis/>)

WEEK 10: ANTHROPOLOGY IN EXTREME ENVIRONMENTS (Juan Salazar)

This lecture will explore how anthropological thinking and ethnographic research methods can be used in the study of human settlements and cultural practices in Antarctica and Outer Space.

Required reading:

- Salazar JF 2017 'Microbial Geographies at the Extremes of Life' in *Environmental Humanities*. Volume 9(2). Pp. 398 – 417.
- O'Reilly J and JF Salazar 2017 'Inhabiting the Antarctic' in *The Polar Journal*. Volume 7(1). Pp. 9 – 25.

Further reading:

- Salazar JF 2017 'Speculative Fabulation: Researching Worlds to Come in Antarctica' in Salazar JF, S Pink, A Irving and J Sjöberg (eds) *Anthropologies and Futures: Researching Emerging and Uncertain Worlds*. Bloomsbury Publishing. London. Pp. 151 – 170.
- Pink S and JF Salazar 2017 'Anthropology and Futures: Setting the Agenda' in Salazar JF, S Pink, A Irving and J Sjöberg (eds) *Anthropologies and Futures: Researching Emerging and Uncertain Worlds*. Bloomsbury Publishing. London. Pp. 3 – 22.

WEEK 11: CONSERVATION AND ECO-TOURISM: PROTECTION AND EXCLUSION (Sophie Chao)

This lecture explores the emergence and transformation of principles and practices of biodiversity conservation. How do these processes entail both protection and exclusion, of whom, and to what ends? In a context of widespread ecological destruction and the concomitant need for socio-economic development, to what extent can eco-tourism sustain ecologies while also benefiting those living within them?

Required reading:

- West P 2006 'Environmental Conservation and Mining: Between Experience and Expectation in the Eastern Highlands of Papua New Guinea' in *The Contemporary Pacific*. Volume 18(2). Pp. 295 – 313.

- Honey M 2006 'Treading Lightly? Ecotourism's Impact on the Environment' in Haenn N, A Harnish and R Wilk (eds) 2016 *The Environment in Anthropology: A Reader in Ecology, Culture and Sustainable Living*. Second Edition. New York University Press. Pp. 449-457).

Further reading:

- Davidov V 2013 'Introduction' and 'Discussion and Conclusion' in *Ecotourism and Cultural Production: An Anthropology of Indigenous Spaces in Ecuador*. Palgrave Macmillan. London. Pp. 1 – 16 and 195 – 206.
- West P 2006 'The Practices of Conservation-as-Development' in *Conservation is Our Government Now*. Duke University Press. Durham, NC and London. Pp. 183 – 214.

WEEK 12: WASTE AND TOXIC EXCESS (Eve Vincent)

Public awareness of and interest in the vast amount of waste produced by contemporary consumer societies, and the build up of plastics in the world's oceans is steadily growing. This lecture explores anthropological perspectives on waste, excess and leakage, using case studies such as fast fashion and toxic disasters.

Required reading:

- Reno J 2016 'The Life and Times of Landfills' in *Journal of Ecological Anthropology*. Volume 18(1).
- Fortun K 1998 'The Bhopal Disaster: Advocacy and Expertise' in *Science as Culture*. Volume 7(2). Pp. 193 – 216.

Further reading:

- Boarder Giles D 2014 'The Anatomy of a Dumpster: Abject Capital and the Looking Glass of Value' in *Social Text*. Volume 32(1 118). Pp. 93 – 113.

WEEK 13: CONCLUDING REFLECTIONS AND LOOKING FORWARD (Sophie Chao)

This week draws together the themes and theories explored over the course of the unit, raising questions about the future of the planet and its human and other-than-human lifeforms in the context of the Anthropocene. It also highlights the relevance of the unit for applied anthropology and activist research in the contemporary era.

Required reading:

- Davis H 2015 'Toxic Progeny: The Plastisphere and Other Queer Futures' in

PhiloSOPHIA. Volume 5(2). Pp. 232 – 250.

- Rose DB 2013 'Anthropocene Noir' in *Arena Journal*. No 41 – 42: 206 – 219.

Further reading:

- Kirksey ES 2015 'Possible Futures' in *Emergent Ecologies*. Duke University Press. Durham, NC and London. Pp. 190 – 216.
- Todd Z 'Fish, Kin and Hope: Tending to Water Violations in *amiskwaciwâskahikan* and Treaty Six Territory' in *Afterall*, Volume 43. Pp. 102 – 107.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Please note: ALL ASSESSMENT ITEMS MUST BE ATTEMPTED IN ORDER TO PASS THIS UNIT

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

- Gain insight into current theoretical discussions concerning humans' relations with other species

- Use the anthropological method of immersion and ethnographic description to analyse an inter-species encounter

Assessment task

- Encountering Another Species

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

- Apply anthropological analysis to contemporary issues to do with environmental degradation, Indigenous rights, and resource extraction
- Use the anthropological method of immersion and ethnographic description to analyse an inter-species encounter

Assessment tasks

- Tutorial Participation
- Encountering Another Species
- Research 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 outcome

- Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

- Critical Summary
- Research Essay

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

- Understand the concept of the 'Anthropocene' and critical perspectives on its usage
- Gain insight into current theoretical discussions concerning humans' relations with other species
- Apply anthropological analysis to contemporary issues to do with environmental degradation, Indigenous rights, and resource extraction

Assessment tasks

- Tutorial Participation
- Encountering Another Species
- Research 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 outcome

- Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

- Critical Summary
- Research 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 outcome

- Gain insight into current theoretical discussions concerning humans' relations with other species

Assessment task

- Encountering Another Species

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

- Enhance communication and interpersonal skills through oral discussion and written work that focuses on conveying understanding, argument and information in a clear and concise fashion
- Use the anthropological method of immersion and ethnographic description to analyse an inter-species encounter
- Cement critical analysis and creative thinking skills through research assignments.

Assessment tasks

- Tutorial Participation
- Critical Summary
- Encountering Another Species
- Research 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

- Understand the concept of the 'Anthropocene' and critical perspectives on its usage
- Gain insight into current theoretical discussions concerning humans' relations with other species
- Apply anthropological analysis to contemporary issues to do with environmental degradation, Indigenous rights, and resource extraction
- Use the anthropological method of immersion and ethnographic description to analyse an inter-species encounter

Assessment tasks

- Tutorial Participation
- Encountering Another Species
- Research Essay

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

- Understand the concept of the 'Anthropocene' and critical perspectives on its usage
- Gain insight into current theoretical discussions concerning humans' relations with other species
- Apply anthropological analysis to contemporary issues to do with environmental degradation, Indigenous rights, and resource extraction
- Use the anthropological method of immersion and ethnographic description to analyse an inter-species encounter

Assessment tasks

- Tutorial Participation
- Encountering Another Species
- Research Essay

Changes since First Published

Date	Description
25/01/2018	Please note: The due date for the final essay is Sunday June 10. Tutorial participation is a hurdle requirement in this course.