



# ANTH700

## Applied Anthropology: Why Does Culture Matter?

S1 Evening 2018

*Dept of Anthropology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Gabriele Marranci

[gabriele.marranci@mq.edu.au](mailto:gabriele.marranci@mq.edu.au)

Contact via via email

Hearing Hub

TBA

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Co-badged with ANTH800

Unit description

This unit examines the uses of culture in professional settings at various levels, from the management of urban communities and interpersonal conflicts to the international strategies of corporations and governments. The objective of this unit is to train students for situations in a variety of contexts in which decisions have to be made based on contested cultural claims.

## 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 are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.

Students are capable of discussing, debating and evaluating various theories of anthropology concerning cultural issues. They can explain and critically assess the extent to which culture matters in different realities.

The students will be able to employ applied anthropology methods in oral and written

form and present the results of research and work carried out in a detailed and appropriately structured report. They also demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience. Students are aware of ethical issues in professional contexts. They will be engaged with the challenges of contemporary society. They should have a high level of cultural literacy.

Students have emotional intelligence and sound interpersonal skills and demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They can design, implement, manage, monitor and evaluate projects in real-world contexts. They are capable of risk assessment and capable of handling ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

## General Assessment Information

### Late Submission Faculty Policy

Unless a [Special Consideration request](#) has been submitted and approved, (a) a penalty for lateness will be applied - two (2) marks out of 100 will be deducted per day for assignments 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 submission will be accepted for timed assessments-- eg. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Seminar Participation</a>	30%	Yes	Weekly
<a href="#">In Class iLearn Quiz</a>	30%	No	Week 12
<a href="#">Final Essay</a>	40%	Yes	Friday Week 13

### Seminar Participation

Due: **Weekly**

Weighting: **30%**

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

NOTICE: This is a hurdle assessment

Attendance at seminars is compulsory. No student will pass the course if they are missing more than one seminar without an approved Special Consideration.

It is ESSENTIAL that students familiarise themselves with the Special Consideration process.

Students, when required, must take part in Kialo.com platform discussions.

At the end of each seminar, students will be asked to write a short (400-500 word) reflection on the seminar material, including their participation in the seminar. They will also have an opportunity to highlight any difficulties they may have encountered during the seminar or the literature. Students are required to hand this in at the following weekly seminar (worth 15 of the marks out of 30).

On successful completion you will be able to:

- Students are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
- Students are capable of discussing, debating and evaluating various theories of anthropology concerning cultural issues. They can explain and critically assess the extent to which culture matters in different realities.
- The students will be able to employ applied anthropology methods in oral and written form and present the results of research and work carried out in a detailed and appropriately structured report. They also demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience.
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## In Class iLearn Quiz

Due: **Week 12**

Weighting: **30%**

This will be a closed book iLearn Quiz, taken in class, drawing from both readings and lectures. Information and instructions are available on iLearn in the Assessment Section.

Students are required to attend their lecture in Week 12 and bring with them their laptops or iPads (NOTE: no phones will be allowed). They will find a link on iLearn to take the quiz which will test their knowledge of the readings and material of the course.

This closed book quiz will have 30 multiple choice questions including true and false questions to be completed in class within 45 minutes.

Note: According to the new Faculty Submission Penalty policy, no late submission will be accepted for timed assessments (like point quizzes). Quizzes will not be repeated under any circumstances, other than with approved Special Consideration.

On successful completion you will be able to:

- Students are capable of discussing, debating and evaluating various theories of anthropology concerning cultural issues. They can explain and critically assess the extent to which culture matters in different realities.
- Students are aware of ethical issues in professional contexts. They will be engaged with the challenges of contemporary society. They should have a high level of cultural literacy.
- Students have emotional intelligence and sound interpersonal skills and demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They can design, implement, manage, monitor and evaluate projects in real-world contexts. They are capable of risk assessment and capable of handling ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

## Final Essay

Due: **Friday Week 13**

Weighting: **40%**

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

Final Essay

NOTICE: This is a hurdle assessment. You must submit the essay to pass the course!

The final essay consists of 2500 words critical analysis and discussion of one of the course "Parts" and its readings. The student should engage critically with the material of the selected "Part" of the course and show that they can contribute to the discussion by choosing appropriate academic literature on the topic.

The essay should be submitted via Turnitin. Further information about style and format as well as examples of previous works and suggestions to help you to write the essay will be provided on iLearn in due course.

IMPORTANT: You must submit your essay on time according to the Faculty of Arts submission policy to be allowed to pass the course.

Since this is a postgraduate course, plagiarism will not be tolerated or excused, and it will be dealt with according to the University Policy.

## Faculty Policy on Late Submission Penalty

(Note that I cannot do anything about this: it is strictly enforced, so insisting for more time, or requests for no-penalties will not change the outcome!)

"Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will be applied - two (2) marks out of 100 will be deducted per day for assignments 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 submission will be accepted for timed assessments-- e.g. quizzes, online tests."

On successful completion you will be able to:

- Students are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
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## Delivery and Resources

Further information and material will be available through iLearn

## Unit Schedule

### S1: Introduction to the Course and Main Concepts

## **PART 1: Culturalist Approach to Culture and Its Critics**

### **S2 a) *The Concept of Culture in Anthropology***

*Readings:*

- Muller, Adam, ed. *Concepts of culture: Art, politics, and society*. University of Calgary Press, 2005. Introduction
- Ingold, Tim. "Introduction to culture." *Companion encyclopedia of anthropology: Humanity, culture, and social life* (1994): 329-349.

### **S3 b) *Geertz and Interpretative Anthropology***

*Readings:*

- Geertz, Clifford. "*Thick description: Toward an interpretive theory of culture.*" *Turning points in qualitative research: Tying knots in a handkerchief* (1973): 143-168. Harvard

### **S4 c) *Criticism of the Cultural Approach***

*Readings:*

- Brown, Penelope. *Anthropology beyond culture*. Berg, 2002. Introduction

## **PART 2: Evolutionary and Neuro-Anthropological Approaches**

### **S5 a) *The Encultured Brain***

*Readings*

- Downey, G., & Lende, D. H. (2012). *Neuroanthropology and the encultured brain*. *The encultured brain: an introduction to neuroanthropology*, 23-65. Chapter 2
- Dressler, William W., Mauro C. Balieiro, and José Ernesto dos Santos. "14 Cultural Consonance, Consciousness, and Depression: Genetic Moderating Effects on the Psychological Mediators of Culture." *The Encultured Brain: An Introduction to Neuroanthropology* (2012): 363.

### **S6 b) *Theory of Cultural Evolution and its Critics***

*Readings*

- Smith, Eric Alden. "*Agency and adaptation: new directions in evolutionary*

*anthropology. "Annual Review of Anthropology 42 (2013): 103-120.*

- *Ingold, Tim. "Beyond biology and culture. The meaning of evolution in a relational world." Social anthropology 12, no. 2 (2004): 209-221. Harvard*

### **S7 c) Culture Evolution and Religion**

#### *Readings*

- *Boyer, Pascal. "Cognitive predispositions and cultural transmission." P. Boyer, & J. Wertsch, Memory in Mind and Culture (2009): 288-319. Chapter 13*
- *Boyer, Pascal, and Brian Bergstrom. "Evolutionary perspectives on religion." Annual review of anthropology 37 (2008): 111-130.*

## **PART 3: Issues in Cultural Contacts**

### **S8 a) Cultural Relativism and Its Critics**

#### *Readings*

- *Geertz, Distinguished Lecture. "Anti Anti-Relativism, Anthro 263 (1984): 264*
- *Spiro, Melford E. "Cultural relativism and the future of anthropology." Cultural Anthropology 1, no. 3 (1986): 259-286.*
- *Zechenter, Elizabeth M. "In the name of culture: Cultural relativism and the abuse of the individual." Journal of Anthropological Research 53, no. 3 (1997): 319-347.*

### **S9 b) Cultural Appropriation?**

#### *Readings*

- *Cultural Appropriation, Cultural Exploitation, Cultural Genocide: Problems of Neoliberal Diversity Management. By Maximilian C. Forte From Zero Anthropology, 19 December 2017.*
- *Rodriguez, Jason. "Color-blind ideology and the cultural appropriation of hip-hop." Journal of Contemporary Ethnography 35, no. 6 (2006): 645-668*

## **PART 4: Applied Anthropology: The case of Anthro-Criminology**

### **S10 a) Anthropologists, Culture and Crime**



### Readings

- Rhodes, Lorna A. "Toward an anthropology of prisons." *Annual Review of Anthropology* 30, no. 1 (2001): 65-83.
- Schneider, Jane, and Peter Schneider. "The anthropology of crime and criminalization." *Annual review of anthropology* 37 (2008): 351-373.

## S11 b) Fieldwork and Crime

### Readings

- Starr, June. "The Anthropologist Accused." In *Crime's Power*, pp. 77-97. Palgrave Macmillan, New York, 2003.
- Marranci, Gabriele. *Faith, ideology and fear: Muslims identities within and beyond prisons*. A&C Black, 2011. Chapter 4

## S12 Conclusions and Revisions

## S13: In-class quiz

# 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](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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## **Learning outcomes**

- Students are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
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## **Assessment tasks**

- Seminar Participation
- In Class iLearn Quiz
- Final Essay

## **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 are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
- Students are capable of discussing, debating and evaluating various theories of anthropology concerning cultural issues. They can explain and critically assess the extent to which culture matters in different realities.

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## **Assessment tasks**

- Seminar Participation
- In Class iLearn Quiz
- Final Essay

## **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 are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
- Students are capable of discussing, debating and evaluating various theories of anthropology concerning cultural issues. They can explain and critically assess the extent to which culture matters in different realities.
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## Assessment tasks

- Seminar Participation
- Final Essay

## 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 are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
- Students are capable of discussing, debating and evaluating various theories of anthropology concerning cultural issues. They can explain and critically assess the extent to which culture matters in different realities.

## Assessment tasks

- Seminar Participation
- Final Essay

## 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 are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
- Students are capable of discussing, debating and evaluating various theories of anthropology concerning cultural issues. They can explain and critically assess the extent to which culture matters in different realities.
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- Students are aware of ethical issues in professional contexts. They will be engaged with the challenges of contemporary society. They should have a high level of cultural literacy.

## **Assessment tasks**

- Seminar Participation
- Final Essay

## **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 are capable of discussing the role of culture, both from a theoretical perspective and from a practitioners point of view. They can explore and critique the literature and professional practices about relevant theories.
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## **Assessment tasks**

- Seminar Participation

- In Class iLearn Quiz
- Final Essay