



ANTH826

Social Movements, Knowledge and Development

S2 Evening 2019

Dept of Anthropology

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General Information

Unit convenor and teaching staff

Lecturer

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Level 2 North Wing AHM (Hearing Hub)

Tuesday 3-5

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Credit points

4

Prerequisites

Admission to MDevStud or MGlobalHlthDevStud or GradCertGlobalHlthDevStud or MDevStudGlobalHlth or GradCertDevStudGlobalHlth or MAppAnth or MDevCult or GradDipSIA or GradCertSIA or MSusDev or GradDipSusDev or MPPPMDevStud or MPASRMDevStud or 4cp in ANTH units at 800 level

Corequisites

Co-badged status

Unit description

This unit trains students to use anthropology in re-examining the taken-for-granted categories of knowledge used in development and modernisation projects that seek to intervene in the lives of others who are less privileged. Students are introduced to three critical theorists (Foucault, Gramsci, de Certeau), as well as to a range of ethnographies. But the unit takes its perspective primarily from groups for whom development is part of a contested present. We re-examine the reform of childbirth and maternal health schemes, for example, from the perspective of 'traditional' midwives and rural women who are used to a range of therapies. We examine the hybrid knowledge systems used in agricultural practices by farmers and by healers. The later part of the unit examines social movements among women, slum dwellers, as well as religious movements, with a special focus on the role of intellectuals in non-government organisations, media and middle class professions in the consolidation of new forms of knowledge related to social movements.

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:

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Assessment Tasks

Name	Weighting	Hurdle	Due
Class discussion preparation	30%	Yes	Continuous
Essay	35%	No	Week 5
Essay 2	35%	No	Week 12

Class discussion preparation

Due: **Continuous**

Weighting: **30%**

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

This component looks at the overall contribution that students make to the class discussion, showing evidence of having read, considered and reflected on the key reading for the week. The evidence will be based on your contribution to discussion as well as the Discussion Preparation Guide provided on ILearn for downloading. You will use a Discussion Preparation Guide as evidence of preparing for the session, Note that this is a hurdle assignment - you must have attended, participated and submitted a DPG for every week - unless special permission has been obtained from me.

On successful completion you will be able to:

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Essay

Due: **Week 5**

Weighting: **35%**

Start Reading Early to make most of course.

Essay 1: Use your readings in the first half of this course and the readings listed here to consider how modern categories such as superstition, beliefs, tradition, dirt and ignorance have played a part in the politics of midwifery. How have midwives variously responded to this challenge? You can address this question at one or two of the following levels:

- adaptations at the level daily practices - at the level of organisation
- at the level of organised discourse, eg. feminist arguments as critique of biomedical birth
- else as just plain old 'talking back' to authority

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Essay 2

Due: **Week 12**

Weighting: **35%**

Topic: You can choose any one of the types of social movements discussed in this course. In doing so, 1. Trace the different ways in which the movement contests dominant representations and forms of knowledge (use Gramsci's concept of 'hegemony' to think about this), and attempts to produce new styles of discourse, new forms of knowledge.

2. In thinking about organisation and social movements, consider the transnational flows of theories, concerns and their re-localisation in particular places.

3. How do different kinds of understand 'rub up' in 'friction' (cf. Anna Tsing) against one another in the course of a coalition and mobilisation over specific issues?

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Delivery and Resources

I learn

Power point Images

Lecture short presentation

Seminar style discussion

E Reserve

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

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 outcome

- This unit trains students to use anthropology in re-examining the taken-for-granted categories of knowledge used in development and modernisation projects that seek to intervene in the lives of others who are less privileged. Students are introduced to three critical theorists (Foucault, Gramsci, de Certeau), as well as to a range of ethnographies. But the unit takes its perspective primarily from groups for whom development is part of a contested present. We re-examine the reform of childbirth and maternal health schemes, for example, from the perspective of 'traditional' midwives and rural women

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Assessment tasks

- Essay
- Essay 2

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 outcome

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Assessment tasks

- Class discussion preparation
- Essay
- Essay 2

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 outcome

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Assessment tasks

- Class discussion preparation
- Essay
- Essay 2

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 outcome

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Assessment tasks

- Essay
- Essay 2

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 outcome

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Assessment tasks

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- Essay
- Essay 2

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 outcome

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Assessment tasks

- Essay
- Essay 2