



# ANTH225

## PACE: Field School in Anthropology

S2 Day 2019

*Dept of Anthropology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Anna-Karina Hermkens <a href="mailto:anna.hermkens@mq.edu.au">anna.hermkens@mq.edu.au</a>
Credit points 3
Prerequisites (24cp at 100 level or above) and permission by special approval
Corequisites
Co-badged status
Unit description This unit provides students with the opportunity to practice ethnography in a real setting by doing applied or community-based anthropological research through preparation, participation in, and reflection on a PACE placement. Students will have the opportunity to complete a placement in an on or off-campus setting. The unit includes practical skill building in hands-on environments, and reflection on anthropological practice, including the ethics of doing ethnographic research, research techniques and dissemination strategies. During the unit, students will develop skills in inter-cultural communication, research design, and mixed methods research. When possible, the unit will involve the production of publicly available outputs so that students can include the work in their pre-professional portfolios.

## 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 practical, methodological and ethical dimensions of ethnographic research and representation

Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice

Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context

Demonstrate independent research and synthesis of acquired knowledge and skills

## Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	25%	No	ongoing
Placement reports	25%	No	weeks 4-12
Placement Essay	25%	No	week 11
Poster presentation	25%	No	week 13

### Participation

Due: **ongoing**

Weighting: **25%**

You must attend and participate in seminars and interviews (with convenor). You will be required to take a leadership role in the seminars in week 1- 3 and week 13 and present work based on the literature, questions and activities to the rest of the group. During your placement (in weeks 4-12), each week you will share your experiences of your placement in relation to the weekly readings via the Discussion link on the iLearn site (see details posting under Assessment task 2), and respond to the postings of your colleagues with comments or suggestions. Your participation in these discussions will be noted and assessed.

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- Demonstrate independent research and synthesis of acquired knowledge and skills

### Placement reports

Due: **weeks 4-12**

Weighting: **25%**

Active attendance and participation in museum activities under supervision of museum staff. Every week (from week 4-12) you will spend one day at either the Australian Museum (AM) in Sydney, the Macleay Museum at the University of Sydney, or at the Macquarie University Art

Gallery (MUAG). Here you will participate in various museum activities, such as doing a research survey of material (including objects, literature, documents and images in museum archives) to be used in and for the development of exhibitions; develop education resources around objects that are, or will be displayed; and develop education resources around specific themes, such as climate change, for use in a variety of on-site museum and outreach contexts.

During these weekly placements, you will make observational notes and write up a weekly report about what you observed as a piece of ethnography, resulting at the end of your placement in a fieldwork diary that will inform your final essay. In observing, consider the practical, methodological and ethical dimensions of ethnographic research and representation in museum contexts. What are the ethical issues involved in the creation, representation, curating, and dissemination of anthropological information in the museum you work in? How are these issues addressed? How would you address these issues? How does the museum engage with the specific issues addressed in the weekly readings?

**Your weekly report (500 words)**, which contains your observations and experiences of your weekly placement-day in relation to the week's literature, needs to be posted **within 2 days of your placement** via the Discussion link on the iLearn site (see also 'Assessment Task 1'). **These reports will be marked!** Late submissions will be penalised.

On successful completion you will be able to:

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- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

## Placement Essay

Due: **week 11**

Weighting: **25%**

Review of your placement work-experience in a 2,500-word reflective essay that generates creative, thoughtful and practical suggestions and solutions for the exhibition, and interpretation of indigenous material heritage. You will choose one particular topic, or (group of) object(s) to address these issues of representation. You are encouraged to draw together the findings of the readings, your assignments and 'fieldwork diary', building on feedback and further analysis/ evidence, with your experience of the placement.

On successful completion you will be able to:

- Understand the practical, methodological and ethical dimensions of ethnographic

research and representation

- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

## Poster presentation

Due: **week 13**

Weighting: **25%**

Create a poster presentation featuring a museum object or museum dilemma of your choice, which you will use to visualise your oral presentation, which explains a. your chosen poster topic, b. what you did while undertaking your internship, and c. summarises your personal goals and experiences. So, each presentation should have a poster display (either powerpoint presentation or a printed out poster (size A1), a title (topic), and have an oral presentation of circa 10 minutes (between 9 and 11 minutes).

The poster is usually a mixture of a brief text mixed with tables, graphs, pictures, and other presentation formats. In making a poster presentation consider the following questions:

1. What is the most important/interesting/astounding finding from my placement?
2. How can I visually share my observations and experiences? Should I use charts, graphs, photos, images?
3. What kind of information can I convey during my talk that will complement my poster?

What makes a good presentation?

1. Timing (between 9 and 11 minutes)
2. Clear articulation
3. Demonstrated ability to reflect critically on your own experiences
4. Demonstrated ability to synthesise your research, observations and experience

On successful completion you will be able to:

- Understand the practical, methodological and ethical dimensions of ethnographic research and representation
- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival

work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context

- Demonstrate independent research and synthesis of acquired knowledge and skills

## Delivery and Resources

Dr Anna-Karina Hermkens is convenor for ANTH225 Email: [anna.hermkens@mq.edu.au](mailto:anna.hermkens@mq.edu.au)

**PLACEMENT:** ANTH225 is a PACE unit that requires 60hrs of off-campus activity in weeks 4-12. For enrolment procedures see below. For help with placements or PACE related resources, visit the Faculty PACE site and contact the Faculty of Arts PACE team at at: [http://www.arts.mq.edu.au/current\\_students/undergraduate/pace](http://www.arts.mq.edu.au/current_students/undergraduate/pace); at [arts.pace@mq.edu.au](mailto:arts.pace@mq.edu.au) or telephone 02 9850 8745.

The university PACE site can be found at: [http://students.mq.edu.au/courses/professional\\_and\\_community\\_engagement/](http://students.mq.edu.au/courses/professional_and_community_engagement/)

**SEMINARS:** There will be 4x 3hr group seminars beginning on **Tuesday** in Week 1 (30th of July), in Week 2, Week 3 and in Week 13, from **12.00-3.00pm**; Location **8 Sir Christopher Ondaatje room 117**.

**iLEARN:** You are expected to contribute by regularly visiting and creating postings on the unit's iLearn site. The site will give you another way of staying in touch, so you don't feel isolated in your research and placement process. Sharing experiences via iLearn will also give you an opportunity to try out ideas for your weekly online postings, review essay and poster presentation.

**READINGS:** The ANTH225 unit readings are accessed via the library's multisearch system - you should have the first week done by the start of Week 1 (tutorials start in week 1, on Tuesday the 30th of July). The readings are essential preparation for your seminar activities, your assignments and your placement and research practice/documentation.

### Required and recommended resources:

You are advised to purchase and read:

\* Cara Krmpotich and Laura Peers 2014. *This Is Our Life Haida Material Heritage and Changing Museum Practice*. UBC Press

\* Bouquet, Mary 2012. *Museums: A Visual Anthropology*. Berg, London.

Other required texts are available via the library. Journal articles can be found through the Journal Finder of the library (<https://apps.library.mq.edu.au/journalfinder/index.php>) or by simply entering the title in the library's search engine.

**Recommended works** (available in Co-op bookshop and/or in the library)

\*Ames, Michael M. 1992 *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. University of British Columbia Press, Vancouver.

\* Keri Smith 2011. *How To Be An Explorer Of The World: Portable Life Museum*. Penguin Books

## Unit Schedule

**Week One: Introduction and outline of Pace unit; Doing anthropology in ethnographic museums and art galleries** We will begin by outlining the outline of the unit and its assignments, followed by an exploration of doing ethnography. One thing that makes ethnographic methods unique is that the ethnographer is one of the primary research instruments, inserting her- or himself into the culture, group, site, or process that is the subject of research. Participant-observation is the core of anthropological research, one of its distinctive contributions to the social sciences. But the method poses its own challenges, both theoretical and practical; even the two terms ‘participation’ and ‘observation’ seem opposed. And how can we do ethnography in museums? Developed as part of the empirical traditions of anthropology and sociology, ethnography has grown to encompass a variety of methods and forms — digital, media, self and more — but still retains its focus on the performance and representation of people’s everyday activities and experiences. We will explore some of the limits of ethnography as a form of contemporary reflexive storytelling in relation to objects. Students will work in small groups to devise short ethnographic accounts that creatively engage with issues such as representation and voice. In doing so we will explore questions such as: What sorts of information might be accessible through participant-observation? What role does the identity of the researcher play? What kinds of ethical dilemmas occur in participant observation research? What can objects tell us? What can anthropologists do in ethnographic museums?

### **Required Readings:**

-Ames, Michael M. 1992. *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. Ch. 4 What Could a Social Anthropologist Do in a Museum of Anthropology? *The Anthropology of Museums and Anthropology*, Pp. 38-48; University of British Columbia Press, Vancouver.

-Bouquet, Mary 2012. *Museums: A Visual Anthropology*. Ch. 4, *The Ethnography of Museums*, pp. 93-116.

- Gupta, Akhil & James Ferguson. 1997. “Discipline and Practice: ‘The Field’ as Site, Method, and Location in Anthropology.” In Gupta and Ferguson, eds., *Anthropological Locations: Boundaries and Grounds of a Field Science*. University of California Press, pp.1-18.

### **Activities**

-Visit the website for the Council for Museum Anthropology, (Section of the American Anthropological Association): <http://museumanthropology.org/>

-Bring to the seminar an object that relates to your research interest and/ or has significance to you.



**Week Two: Anthropology and colonial collecting; history of ethnographic museums** This week, we will discuss collecting activities of early explorers, missionaries and anthropologists and the development of curiosity cabinets and museums in the Western World. In the early modern age more people traveled farther than at any earlier time in human history. Many returned home with stories of distant lands and at least some of the specimens and objects they acquired during their journeys. And those who did not travel eagerly acquired wondrous materials that arrived from faraway places. Objects traveled various routes—personal, imperial, missionary, or trade—and moved not only across space but also across cultures. The majority of objects collected at the end of the 19th century ended up in museums in Europe, Australia and the USA.

We will focus on a case-study detailing colonial collecting activities and local people's responses, and look at ethnographic and biological anthropology exhibitions, revealing various Western ideologies that informed both collecting and display.

**Required readings:**

-Ames, Michael M. 1992 *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. Ch. 2, *The Development of Museums in the Western World: Tensions between Democratization and Professionalization*, pp. 15-24; University of British Columbia Press, Vancouver.

- Bouquet, Mary 2012. *Museums: A Visual Anthropology*. Ch. 3, *A History of Ethnographic Museums* pp.63-92.

-“Rethinking Pitt-Rivers, analyzing the activities of a nineteenth century collector” at: <http://web.prm.ox.ac.uk/rpr/index.php/article-index/12-articles/287-pitt-rivers-andtypology/index.html>

-Visit the Field Museum's World Fair of 1893 website: <http://worldsfair.fieldmuseum.org/visit>

-Visit the Pitt Rivers website at: <https://www.prm.ox.ac.uk/pittrivers>

**Week Three: The Museum as Contact zone; engagements with community and artists; 'Curating objects in Australia' (presentation by Rhonda Davis)**

The first part of the seminar will focus on the topic of 'The Museum as contact zone. How can and do museums involve local diverse communities? We will discuss various possibilities and projects followed by a discussion of how museums engage with artists, focusing on Art/Artifact debates. Rhonda Davis (curator MUAG), will give a historical overview of critical exhibitions produced in Australia since 1968. She will elucidate the different approaches and methodologies of curatorship, with a focus on interdisciplinary and co-production models; focusing on a recent exhibition titled “Into Abstraction 11” that brings together Indigenous and non-Indigenous looking at the cross-overs.

**Required readings:**

-Cara Krmpotich and Laura Peers 2014. *This Is Our Life Haida Material Heritage and Changing Museum Practice*. Ch. 1 *The paths bringing us together*, pp. 1-46. Ch 2. *Preparations for the visit*. UBC Press.



-Klarich, Elizabeth A. 2014 Crafting, Community, and Collaboration: Reflections on the Ethnographic Sala Project at the Pukara Lithic Museum, Peru. *Museum Anthropology* 37(2): 118-132.

### **Week 4-12 – Placement in Sydney Museum**

*Practical placements at the Australian Museum (AM), the Macleay Museum at the University of Sydney, or the Macquarie University Art Gallery (MUAG). During this period, students will continue their weekly readings and participate in the online discussion forum. Every week, after their placement day, students will need to write a short account (500 words), which is to be uploaded via I-learn.*

### **Week 4- Anthropological representations of cultural and biological artefacts in museums**

#### **Required readings:**

-Bouquet, Mary 2012. Museums: A Visual Anthropology. Ch. 6, Object and Image Repatriation, pp.151-179.

-Brown, Michael 2012. Safeguarding the Intangible. *Museum Anthropology Review* 6(2): 93-97.

-Hole, Brian 2007. Playthings for the Foe: The Repatriation of Human Remains in New Zealand. *PUBLIC ARCHAEOLOGY*, vol. 6, No. 1, 5–27.

-Hopi Tribe 2013 Press Release: The Hopi Tribe Opposes Auction of Sacred Objects in France, April 4, 2013. *Museum Anthropology* 36(2): 102.

-Read about the London Marble sculpture controversy, and visit BBC's summary at: [http://www.bbc.co.uk/history/ancient/greeks/parthenon\\_debate\\_01.shtml](http://www.bbc.co.uk/history/ancient/greeks/parthenon_debate_01.shtml)

-Campaign to return the marbles website: <http://www.parthenonuk.com/>

-Visit British Museum's defense of retaining the marbles: [http://www.britishmuseum.org/about\\_us/news\\_and\\_press/statements/parthenon\\_sculpture.s.aspx?fromShortUrl](http://www.britishmuseum.org/about_us/news_and_press/statements/parthenon_sculpture.s.aspx?fromShortUrl)

-Visit the The Karanga Aotearoa Repatriation Programme at: <https://www.tepapa.govt.nz/about/repatriation/karanga-aotearoa-repatriation-programme>

#### **Activities**

-Does your museum have human remains on display and or in its collection? How are these displayed or curated? Have they ever dealt with repatriation requests? If so, what was the museum's response? What is the museums' official policy? Seek for answers (do research) and present and discuss your findings on the online discussion forum in relation to this week's readings and resources.

### **Week 5- Collections: What to seek, what to accept, what to keep?**

In the first weeks we discussed how museum collections became established in the colonial era. But museums still continue to collect and acquire objects. These collections are the very core of a museum's role and existence. The readings of this week discuss how collections are established and revised, detailing the roles of the curator, collection manager and conservator in this process. These museum professionals must care for the museum's existing collections and, where relevant, acquire material for their development in accordance with a properly researched, approved, and regularly updated collection management policy.

### ***Required readings***

-Ames, Michael M. 1992. *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. Ch. 3 and 4. University of British Columbia Press, Vancouver.

-Bauman, Richard 2011. "Better than any Monument": Envisioning Museums of the Spoken Word. *Museum Anthropology Review* 5(1-2): 1-13.

-Clarke, Alison 2014. Theories of Material Agency and Practice: A Guide to Collecting Urban Material Culture. *Museum Anthropology* 37(1): 17–26.

### ***Activity***

-Scan as an example the Collection Policy of the museum you are placed in and interview a curator, collection manager and or conservator in your museum on the guidelines they use for establishing the museum's collection. Present and discuss your findings in relation to this week's readings on the online discussion forum.

## **Week 6- The Museum in Society: Outreach and inreach**

Following up on week 3, this week's readings and activity continue to reflect upon how museums can and should involve local diverse communities in the museum at all levels. For example, through staffing, consultants, exhibitions, public programs, and informal education for all ages, museums can ensure good outreach and inreach.

### ***Required readings***

-Cara Krmpotich and Laura Peers 2014. *This Is Our Life Haida Material Heritage and Changing Museum Practice*. Ch. 3 Moments of Encounter, pp. 1-46. Ch 4. Reflecting on the visit. Ch. 6 Museums as they are and might be. UBC Press.

-Simon, Nina 2010. *The Participatory Museum*. Ch. 1, Principles of Participation, pp. 1-31. MUSEUM, Santa Cruz. Online at: <http://www.participatorymuseum.org/read/>

### ***Activity***

What does your museum do to create more outreach and inreach and to work towards multiculturalism? What are the Museum's roles, responsibilities, and opportunities? Seek for answers (do research) and present and discuss your findings on the online discussion forum.

## **Week 7- Anthropological Exhibitions in Different Settings**

### **Required readings**

-Bouquet 2012, Ch. 5 Practices of Object Display, pp. 119-150. Berg, London.

-Vogel, Susan 1991. Always True to the Object, in our Fashion. In Ivan Karp and Steven D. Lavine (eds.) Exhibiting Cultures: The Poetics and Politics of Museum Display. Smithsonian Institution Press, Washington, DC. Pp. 191-204.

**Activity** In what ways does your museum display ethnographic artifacts? What is the rationale behind these kinds of displays? Seek for answers (do research) and present and discuss/ compare your findings with the other students' findings on the online discussion forum.

## **Week 8- Anthropology in museums: Evolving and adapting in a changing world**

### **Required readings**

-Ames, Michael M. 1992 .Cannibal Tours and Glass Boxes: The Anthropology of Museums. Ch. 14.

-Janes, Robert R. 2010. The Mindful Museum. Curator 53(3): 325-338.

### **Activity**

-In what ways does your museum engages with the concept of a more responsible museum? What role do museums and anthropology play in these endeavors? Seek answers (do research) and present and discuss/ compare your findings and opinions with the other students' findings on the online discussion forum.

## **Week 9- Digital Anthropology**

### **Required readings**

-Coleman, Gabriella. 2010. Ethnographic approaches to Digital Media. Annu. Rev. Anthropol.: 487- 505.

-Were, Graeme 2014. Digital Heritage, Knowledge Networks, and Source Communities: Understanding Digital Objects in a Melanesian Society. Museum Anthropology 37(2): 133-143.

-Whitney, Katherine 2011. Going Virtual to Engage a Global Museum Community. Journal of Museum Education, Volume 36, Number 3, Fall 2011, pp. 289–296.

-Visit Museums and the Web: <http://www.museumsandtheweb.com/>

-Visit the Louvre Museum website: <http://www.louvre.fr/en>

### **Activity**

Does your museum use social media, online datebases etc.? In what ways? What is their rationale behind the use of digital media? Do you think they succeed in engaging a local and global community? Seek answers (do research) and present and discuss/ compare your findings with the other students' findings on the online discussion forum.

## **Week 10- The Object: its transition from original locus, new roles, and new contexts**

### ***Required readings***

-Kirshenblatt-Gimblett, Barbara 1998. Destination Culture: Tourism, Museums, and Heritage, Ch. 1 Objects of Ethnography, pp. 17-78. University of California Press, Berkeley.

-Simon, Nina 2010 The Participatory Museum. Ch. 4, Social Objects, pp. 127-182. MUSEUM, Santa Cruz. Online at: <http://www.participatorymuseum.org/read/>

-Visit this wonderful website "Objects Have Stories. Tell Us Yours." <http://objectstories.org>

-Visit BBC Radio A History of the World in 100 Objects, look at a selection of the objects, no need to do all: <http://www.bbc.co.uk/ahistoryoftheworld>

### ***Activity***

-Engage with this week's readings and your museum experience while answering the questions posed above (what is lost in translation? Is there anything gained? What new stories are being told?) and present them on the online discussion forum.

-Use this week's resources and online discussions, as well as the group activity we did in week 1 (Object Ethnography), as a starting point for your virtual exhibition/poster presentation, which is due in week 13.

## **Week 11- Review Essay due**

No readings

## **Week 12- Last day of placement!**

Present your review essay to your host and do not forget to thank them for their hospitality and support!

## **Week 13 – Post-placement Review, consolidation, and student presentations**

Student experiences of 'Anthropology in museums'. During this week's seminar, student groups will present their virtual exhibitions (see under assignment "Poster Presentations").

## **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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

- Understand the practical, methodological and ethical dimensions of ethnographic research and representation
- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

### Assessment tasks

- Participation
- Placement reports
- Placement Essay
- Poster presentation

### 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**

- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

## **Assessment tasks**

- Participation
- Placement reports
- Placement Essay
- Poster presentation

## **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**

- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

## **Assessment tasks**

- Participation
- Placement reports
- Placement Essay
- Poster presentation



## 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 practical, methodological and ethical dimensions of ethnographic research and representation
- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

### Assessment tasks

- Participation
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- Placement Essay
- Poster presentation

## 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

- Understand the practical, methodological and ethical dimensions of ethnographic research and representation
- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice

- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

## **Assessment tasks**

- Participation
- Placement reports
- Placement Essay
- Poster presentation

## **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**

- Understand the practical, methodological and ethical dimensions of ethnographic research and representation
- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

## **Assessment tasks**

- Participation
- Placement reports
- Placement Essay
- Poster presentation

## **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**

- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

## **Assessment tasks**

- Participation
- Placement reports
- Placement Essay
- Poster presentation

## **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 practical, methodological and ethical dimensions of ethnographic research and representation
- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Demonstrate independent research and synthesis of acquired knowledge and skills

## **Assessment tasks**

- Participation
- Placement reports
- Placement Essay
- Poster presentation

## 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

- Participate in discussions of anthropological and other scholarly literature on the subjects of ethnography; representation; curating; and museum practice
- Acquire practical knowledge and skills with regard to making inventories, doing archival work, doing research, curating and representation and related museological dilemmas in a museum/ art gallery context
- Demonstrate independent research and synthesis of acquired knowledge and skills

### Assessment tasks

- Participation
- Placement reports
- Placement Essay
- Poster presentation

## Enrolment Procedures

**Enrolment Procedures:** Entry into this unit is by application prior to the start of the relevant session as there are only limited places. To express your interest in applying for this unit, please contact the ARTS PACE office at: [arts.pace@mq.edu.au](mailto:arts.pace@mq.edu.au)

***Below is a summary of the steps required:***

1. Proposal form Completed by the student – If a student wants to enrol, they need to complete an online application form (EOI) before **8 July 2019** in which they detail why they want to enrol in this unit. For the link to the form, please contact the ARTS PACE office at: [arts.pace@mq.edu.au](mailto:arts.pace@mq.edu.au)

2. Activity approval Completed by Dr Anna-Karina Hermkens - The suitability of your application and preferred placement can only be assessed by the unit convenor.

Students will be notified as soon as application form and preferred placement are approved.

3. Student Undertaking Completed by Student Once enrolments and placements are approved, a link to the on-line Student Undertaking will be forwarded to students. All PACE students are required to complete an on-line Student Undertaking, which asks them to agree to roles and responsibilities while undertaking their placement.

4. Enrolment. After students have completed all aspects of the unit paperwork and requirements\*

they will be given instructions on submitting a waiver to enrol in the relevant ANTH225 Session.

\*If a student fails to complete any aspect of the unit requirements, they will not be granted a waiver to enrol.

## **CONTACT US**

If you have further questions, please contact the Faculty of Arts PACE team at **arts.pace@mq.edu.au** or telephone **02 9850 8745**.