ANTH307

Culture Myth and Symbolism

S1 Day 2019

Dept of Anthropology

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Disclaimer

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General Information

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Convenor
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Contact via email
after and before lecture

Credit points
3

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

Corequisites

Co-badged status

Unit description
All our social practices have a cultural dimension that is as profound as anything we would usually consider to be an imperative such as earning a livelihood. In the twentieth century anthropologists concerned with the study of culture came to focus on systems of symbols and meaning. In this course we will ground the study of symbols and meaning in three dimensions of human existence: our understanding of the world around us as specific kinds of meaningful places rather than as a neutral backdrop to meaning; our own bodies and sensory bodily practices as the vehicle and means for this capacity to make the world meaningful; our capacity to experience ourselves as creatures who inhabit time, but in quite varied and distinctive ways. Throughout the emphasis will be on allowing us as students of culture with our own experiences of place, of embodiment, of ritual, of symbol and myth, of death, and of happier experiences such as music and song. While as is usual in anthropology we will read broadly from rich ethnographies of other places and people, we will create spaces to explore our own experiences as cultural beings through story telling. Where possible we will create a degree of shared experiences even of other cultures, for example, by visiting a Hindu temple.

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:

Participate in group discussion and formulate discussion questions relevant to the themes of the unit.

Execute anthropological methods of observation, description and analysis.

Examine and evaluate a range of ethnographic and theoretical texts.

Develop critical analysis and creative thinking skills through both tutorial exercises, field trip and essay writing.

Understand key themes, theories and issues in the anthropology of place, bodily experience, cultural learning, myth, symbol and ritual.

General Assessment Information

Late Submission Penalty

"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."

Any extensions must be requested in writing with valid documentation to support the request (e.g. medical certificate). See under Policies and Procedures below.

Assessment Tasks

Name	Weighting	Hurdle	Due
Class Participation	20%	Yes	Week Assigned
Short Essay	20%	No	March 18, 2018
Task 3:Synopsis of Final Essay	20%	No	May 17, 5pm Friday Turnitin
Assessment 4:Final Essay	40%	No	5pm, Monday June 10

Class Participation

Due: **Week Assigned**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Assessment 1 Class Participation

Due: Continuous

Weighting: 20%

All students who are in this unit are expected to attend all lectures and tutorials. To pass this Assessment student must attend 80% of tutorial sessions. Students must submit a written summary of at least one text assigned for the week. **The submission should be a brief written summary of the main point/s of the text plus a question which the text has raised as a result of reading. To pass this assignment you must submit comments/questions for 80% of tutorial discussions as well as attend. You will submit your summary and question prior to the tutorial via a discussion group thread that will be set up for your tutorial group.**

Below is a guide with some suggestions about how to read the texts:

What is the ethnographic context? What stories is the ethnographer telling you? What is the argument? What kinds of broader theoretical points is the anthropologist making?

What is your opinion about this piece? What are its strengths? Weaknesses? Does it relate to any dimension of your experience? Of other readings?

Take special note of how one theorist or argument relates to others we cover in the course. That is how you build up your essay writing skills as well.

On successful completion you will be able to:

- Participate in group discussion and formulate discussion questions relevant to the themes of the unit.
- Execute anthropological methods of observation, description and analysis.

Short Essay

Due: **March 18, 2018**
Weighting: **20%**

Assessment 2 Short Essay

Due:Submit via TurnItIn by 5pm 18 March, 2019

Weighting: 20%

Length of Essay 1000 words

This essay is designed to test your class preparation for weeks 2-5. It is based on your reading for lectures, tutorials and lecture notes taken in these early weeks. Make sure you have read one or two of the lecture readings as well as of course, tutorial readings.

This essay is to give me a sense of how well you are preparing for classes, how much you are keeping up with the readings, and how you are actually digesting them.

This Assessment Task relates to the following Learning Outcomes:

• Execute anthropological methods of observation, description and analysis.

• Examine and evaluate a range of ethnographic and theoretical texts.

• Understand key themes, theories and issues in the anthropology of place, bodily experience, cultural learning, myth, symbol and ritual.

See the Rubric for Assessment 2 on ilearn for more detail about how this essay is marked.

Essay Topic: Using theoretical definitions of myth and symbol developed by Malinowski and Durkheim analyze the myths and or symbols found in the film *Guardians of the Flutes* the film that we viewed in class in Week 4. Questions you should address are: What are the central myths in traditional Sambia Culture? What are the primary symbols of these central myths?

Alternatively you may choose to look at an object in the EMPIRE exhibit which we visit in Week 2 of the course and address the same topic; What ar the central myths of Empire in a particular cultural context? How does the object chosen reflect this myth?

Unit guide ANTH307 Culture Myth and Symbolism

On successful completion you will be able to:

- Execute anthropological methods of observation, description and analysis.
- Examine and evaluate a range of ethnographic and theoretical texts.
- Understand key themes, theories and issues in the anthropology of place, bodily experience, cultural learning, myth, symbol and ritual.

Task 3:Synopsis of Final Essay

Due: **May 17, 5pm Friday Turnitin**
Weighting: **20%**

The Final Essay will be chosen from a list of Final Essay topics which will be available by Week 6 on ilearn .This assignment is divided into two Assessments: 3 and 4

Assessment 3. worth 20%. Due week 10, Friday 5pm, May17 through TurnItIn.

This component is an A4 Page Essay Outline or Synopsis of your plan for the Final Essay. The outline should include: a Paragraph Synopsis of the essay and a list of references you plan to use. Make sure to include what you envision as the major point/or points of your essay. This should be in your synopsis. This assignment is designed to get you thinking and researching for your final essay and allows me to provide feedback prior to your handing in your Final Essay.

See the Rubric for Assessment 3 on the ilearn site for more detail on how this assessment is marked

On successful completion you will be able to:

- Participate in group discussion and formulate discussion questions relevant to the themes of the unit.
- Develop critical analysis and creative thinking skills through both tutorial exercises, field trip and essay writing.

Assessment 4:Final Essay

Due: **5pm, Monday June 10**
Weighting: **40%**

Assessment 4. Final Essay : worth 40%

Word length 2000 words. Due 5pm Monday 10th June via Turnitin

The essay will be chosen from a list of Final Essay Topics which will be available on ilearn by Week 6

All written work to be submitted through ILearn/Turnitin .

For detail on how the Final Essay will be marked and how these are associated with Learning Outcomes see the Rubric for Assessment 4 on the ilearn site

On successful completion you will be able to:

- Execute anthropological methods of observation, description and analysis.
- Examine and evaluate a range of ethnographic and theoretical texts.
- Develop critical analysis and creative thinking skills through both tutorial exercises, field trip and essay writing.
- Understand key themes, theories and issues in the anthropology of place, bodily experience, cultural learning, myth, symbol and ritual.

Delivery and Resources

All learning resources will be available from your iLearn unit.... ilearn.mq.edu.au

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). 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). 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).

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

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 outcome

- Develop critical analysis and creative thinking skills through both tutorial exercises, field trip and essay writing.

Assessment tasks

- Task 3:Synopsis of Final Essay
- Assessment 4:Final Essay

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 outcome

- Develop critical analysis and creative thinking skills through both tutorial exercises, field trip and essay writing.

Assessment tasks

- Task 3:Synopsis of Final Essay

- Assessment 4:Final 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

- Participate in group discussion and formulate discussion questions relevant to the themes of the unit.

Assessment tasks

- Class Participation
- Task 3:Synopsis of Final 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

- Participate in group discussion and formulate discussion questions relevant to the themes of the unit.
- Execute anthropological methods of observation, description and analysis.
- Examine and evaluate a range of ethnographic and theoretical texts.
- Understand key themes, theories and issues in the anthropology of place, bodily experience, cultural learning, myth, symbol and ritual.

Assessment tasks

- Class Participation
- Short Essay
- Task 3:Synopsis of Final Essay

- Assessment 4:Final 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 outcomes

- Participate in group discussion and formulate discussion questions relevant to the themes of the unit.
- Examine and evaluate a range of ethnographic and theoretical texts.
- Develop critical analysis and creative thinking skills through both tutorial exercises, field trip and essay writing.

Assessment tasks

- Class Participation
- Short Essay
- Task 3:Synopsis of Final Essay
- Assessment 4:Final 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 outcomes

- Execute anthropological methods of observation, description and analysis.
- Examine and evaluate a range of ethnographic and theoretical texts.
- Develop critical analysis and creative thinking skills through both tutorial exercises, field trip and essay writing.

Assessment tasks

- Class Participation
- Short Essay

- Task 3:Synopsis of Final Essay
- Assessment 4:Final Essay

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 outcome

- Participate in group discussion and formulate discussion questions relevant to the themes of the unit.

Assessment tasks

- Class Participation
- Task 3:Synopsis of Final 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 outcome

- Examine and evaluate a range of ethnographic and theoretical texts.

Assessment tasks

- Short Essay
- Assessment 4:Final Essay

Changes from Previous Offering

This semester we will visit the **Empire Exhibit** at the **Macquarie University Art Gallery** on campus in **Week 2** rather than a Hindu Temple as specified in the Unit Guide.