



# ANTH701

## Core Issues in Anthropological Theory I

S1 Day 2019

*Dept of Anthropology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Chris Houston

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Hearing Hub

Tuesdays 3.00pm - 5.00pm

Payel Ray

[payel.ray@mq.edu.au](mailto:payel.ray@mq.edu.au)

Payel Ray

[payel.ray@mq.edu.au](mailto:payel.ray@mq.edu.au)

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

The core unit in the Master of Research specialisation in anthropology provides a grounding in theoretical, methodological and interpretive issues that are currently being debated by anthropologists. These issues will vary from year to year according to contemporary developments in anthropology and the interests of the course convenor. Others may be more enduring, such as the theoretical issues related to kinship, to politics and power, the "writing culture" debate, "Orientalism" the problem of the "other," cultural relativism, and the relationship between individual and society. This year the ANTH 701 seminar will focus on the last of these 'enduring' issues. The works of Bourdieu, Jackson, Castoriadis and Rapport focus on different aspects of this relationship: on social reproduction and domination; on the creation of subjectivity through intercultural encounter; on the self-institution of society; and on the individual as creator of their world beyond their conditioning by pre-existing cultural frameworks.

## 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 who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.

Students will be able to utilize and reflect 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.

Students will be able to synthesize and analyze information from a variety of sources.

Students will be able to articulate clearly a coherent argument in written and oral form to a variety of audiences. Students will develop a high level of oral and written skills, with specialisation for the specific needs of a discipline.

Students will be ethically aware and capable of confident transformative action in relation to their and the wider community. They will have a sense of connectedness with others and have a sense of mutual obligation. They will be able to appreciate the impact of their ethnographic writing for social justice and inclusion related to national and global issues.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Major Essay</a>	60%	No	Friday, June 7th.
<a href="#">Seminar Participation</a>	30%	No	Weeks 1-13
<a href="#">Seminar Introduction</a>	10%	No	Weeks 1-13

### Major Essay

Due: **Friday, June 7th.**

Weighting: **60%**

This essay counts for 100% of your grade and is required to be approximately 5,000 words in length. The essay should relate, compare and critically assess the work of two or more of the authors to the major themes of the unit – cultural creativity, agency (agents), and world-making. In your essay, critically focus on where the authors identify sources of creativity or change, and how the texts articulate society and the individual – or in what terms. This essay is due on *Friday, June 7th*. One typed copy must be submitted on this date.

On successful completion you will be able to:

- Students who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.
- Students will be able to utilize and reflect 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.
- Students will be able to synthesize and analyze information from a variety of sources.
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## Seminar Participation

Due: **Weeks 1-13**

Weighting: **30%**

ANTH 701 class seminars will run from the first week of the first semester (February 26<sup>th</sup>) until the 4<sup>th</sup> of June. The seminar will be devoted to a discussion of course readings, but we will consider essay and thesis research strategies as well. Students are expected to read the set readings and to participate in discussion.

Equally importantly, to facilitate tutorial discussion, non-presenting students are required to submit a one page response to the readings each week, structured according to the three 'Is' – **Insight**, **Interest**, and **Incomprehension**. Find in the article what you thought was the author's main *insight*; something of particular *interest* to you; and something that seemed confusing or even *incomprehensible* that you would like to discuss in the class. Responses can only be submitted at the seminar in which the reading is to be discussed. The seminar mark will be awarded on the basis of the written work, as well as on seminar participation.

The seminar is designed to provide a supportive environment in which students can assist each other in discussing their ideas and interpretations of the readings, in conceptualising their essay and in clarifying their thesis topic.

On successful completion you will be able to:

- Students who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.

- Students will be able to utilize and reflect 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.
- Students will be able to synthesize and analyze information from a variety of sources.
- Students will be able to articulate clearly a coherent argument in written and oral form to a variety of audiences. Students will develop a high level of oral and written skills, with specialisation for the specific needs of a discipline.
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## Seminar Introduction

Due: **Weeks 1-13**

Weighting: **10%**

Over the duration of the seminar each student will give a brief introduction to the week's reading(s), drawing out its main themes and selecting a number of questions or puzzles for the seminar to discuss. These introductory remarks are intended merely to get the seminar rolling – students might wish to focus on something interesting, maddening or confusing about the reading for example.

On successful completion you will be able to:

- Students who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.
- Students will be able to utilize and reflect 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.
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## Delivery and Resources

Lecture/meeting: Tuesday, 1.00-3.00, in 14-16, in 23 Wally's Walk, Tutorial Room 204.

There will be a required list of reading and recommended resources that will be made available in iLearn

The ANTH 701 Convenor in 2013 is Christopher Houston. I am available on extension 8471 and the email address is [chris.houston@mq.edu.au](mailto:chris.houston@mq.edu.au). Please contact me about problems of any nature that affects your studies this year.

## Unit Schedule

ANTH 701 class seminars will run from the first week of the first semester (February 26) until early-June. The seminar will be devoted to a discussion of course readings, but we will consider essay and thesis research strategies as well. Students are expected to follow the set readings and to participate in discussion. Over the duration of the seminar, each student will give a brief introduction to the week's reading(s), drawing out its main themes and selecting a number of questions or puzzles for the seminar to discuss. These introductory remarks are intended merely to get the seminar rolling – students might wish to focus on something interesting, maddening or confusing about the reading for example. The seminar is designed to provide a supportive environment in which students can assist each other in conceptualising their essay and thesis, and in planning their study.

### SEMINAR SCHEDULE & CONTENT

#### Session One: Creativity and Agency

**Reading:** 'Agent and Agency'; 'Classification' 'Individuality', 'Interpretation'; in N. Rapport and J. Overing (2000) *Social and Cultural Anthropology: The Key Concepts*.

#### Session Two: Structuring Society, Making Individuals

**Reading:** Bourdieu, P. (1962) *The Algerians*

#### Session Three: Gendered Subjects

**Reading:** Bourdieu, P. (2001) *Masculine Domination*

#### Session Four: A Theory of Practice as a Middle Way

**Reading:** Bourdieu, P. (1972) *Outline of a Theory of Practice*, Chapters One and Two

#### Session Five: Structuring Dispositions

**Reading:** Bourdieu, P. (1972) *Outline of a Theory of Practice*, Chapters Three and Four

### Session Six: Phenomenology in Anthropology I.

Reading: Jackson, M. (1996) 'Introduction', in *Things As They Are: New Directions in Phenomenological Anthropology*.

### Session Seven: Phenomenology in Anthropology II.

**Reading:** Desjarlais R. and Throop C.J. (2011) 'Phenomenological Approaches in Anthropology', in *Annual Review of Anthropology* 40: 87–102.

Ram, K. and Houston, C. (2015) 'Introduction: Phenomenology's Methodological Invitation' in *Phenomenology in Anthropology: A Sense of Perspective*. Christopher Houston & Kalpana Ram (eds.), Indiana University Press, Bloomington.

### Session Eight: Writing Ethnography and Using Theory

**Reading:** Jackson, M. (1998) 'Preamble', 'Returns' & 'Here/Now', in *Minima Ethnographica: Intersubjectivity and the Anthropological Project*.

### Session Nine: Instituting Society

**Reading:** Castoriadis, C. (1997) 'The Imaginary: Creation in the Social-Historical Domain', in *World in Fragments: Writings on Politics, Society, Psychoanalysis and the Imagination*.

(1991) 'Power, Politics and Autonomy', in *Philosophy, Politics, Autonomy*.

### Session Ten: Individuality

**Reading:** Rapport, N. (1997) 'Manifesto' & Chapters One-Five, in *Transcendent Individual: Towards a Literary and Liberal Anthropology*.

### Session Eleven: Society and Subjects

**Reading:** Rapport, N. (2001) 'Random Mind: Towards an Appreciation of Openness in Individual, Society and Anthropology',

Replies and Response by Friedman, Gray, Kapfarrer, Samuel, Sokefeld, Toren, and Rapport, in *Australian Journal of Anthropology*, 12: 2.

### Session Twelve: Events and Subjects

**Reading:** Humphrey, Caroline. 2008. Reassembling Individual Subjects: Events and Decisions in Troubled Times. *Anthropological Theory* 8 (4):357–380.

Veena Das, 'On Singularity and the Event: Further Reflections on the Ordinary'

[<https://www.academia.edu/8237494/>

On\_Singularity\_and\_the\_Event\_Further\_Reflections\_on\_the\_Ordinary.

Session Thirteen: TBC.

## 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](https://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](http://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

### 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 who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.
- Students will be able to utilize and reflect 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.

- Students will be able to synthesize and analyze information from a variety of sources.
- Students will be able to articulate clearly a coherent argument in written and oral form to a variety of audiences. Students will develop a high level of oral and written skills, with specialisation for the specific needs of a discipline.
- Students will be ethically aware and capable of confident transformative action in relation to their and the wider community. They will have a sense of connectedness with others and have a sense of mutual obligation. They will be able to appreciate the impact of their ethnographic writing for social justice and inclusion related to national and global issues.

## **Assessment tasks**

- Major Essay
- Seminar Introduction

## **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 who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.
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## Assessment tasks

- Major Essay
- Seminar Participation
- Seminar Introduction

## 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 will be able to synthesize and analyze information from a variety of sources.
- Students will be able to articulate clearly a coherent argument in written and oral form to a variety of audiences. Students will develop a high level of oral and written skills, with specialisation for the specific needs of a discipline.
- Students will be ethically aware and capable of confident transformative action in relation to their and the wider community. They will have a sense of connectedness with others and have a sense of mutual obligation. They will be able to appreciate the impact of their ethnographic writing for social justice and inclusion related to national and global issues.

## Assessment tasks

- Major Essay
- Seminar Participation
- Seminar Introduction

## 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 who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.

- Students will be able to utilize and reflect 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.
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## **Assessment tasks**

- Major Essay
- Seminar Participation

## **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 who have successfully done this unit will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in the field of social theory.
- Students will be able to utilize and reflect 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.
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ethnographic writing for social justice and inclusion related to national and global issues.

## **Assessment tasks**

- Major Essay
- Seminar Participation