

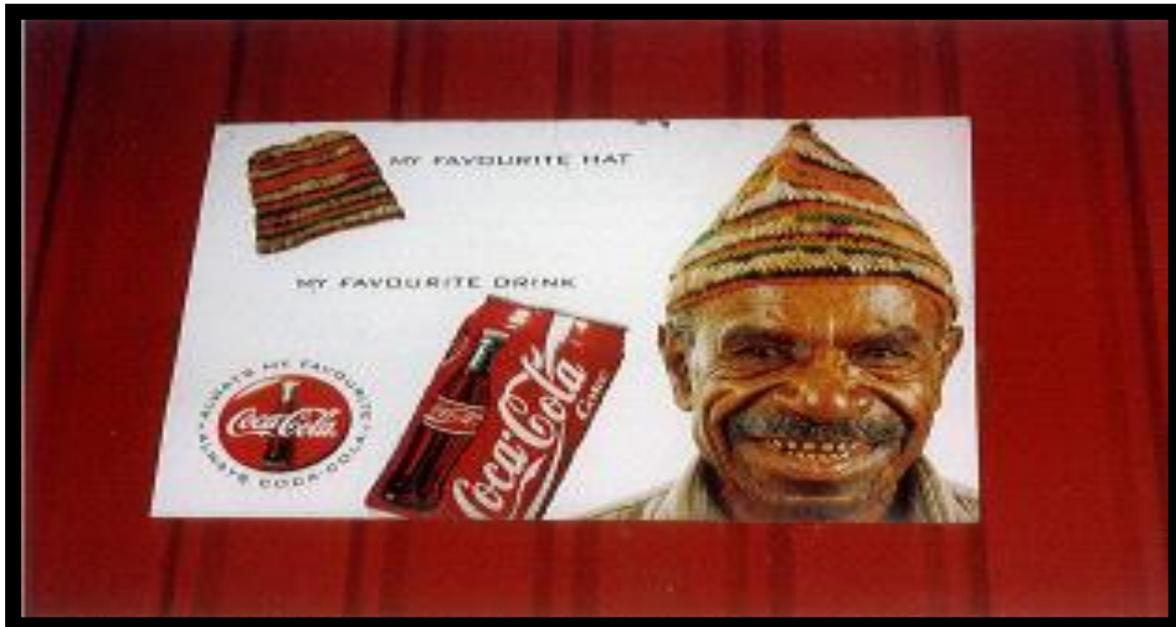


ANTH1002

ANTHROPOLOGY AND THE GLOBAL

Semester 2, 2014

UNIT OF STUDY OUTLINE



Unit Coordinators

Unit coordinators are listed on undergraduate and postgraduate coursework semester timetables, and can be consulted for help with any difficulties you may have. Unit coordinators (as well as the Faculty) should also be informed of any illness or other misadventure that leads students to miss classes and tutorials or be late with assignments.

Unit Coordinators:

Dr Terry Woronov
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Dr Emma Young
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Unit Teachers:

Dr Terry Woronov (contact details above)

Dr. Ryan Schram
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Tutors:

Please see the ANTH1002 contact list on the Blackboard site for all the tutors' names, contact details, and consultation hours for tutors, lecturers, and coordinators. Feel free to email us for appointments as well.

This Unit of Study Outline **MUST** be read in conjunction with the Faculty of Arts and Social Sciences Student Administration Manual (http://sydney.edu.au/arts/current_students/student_admin_manual.shtml) and all applicable University policies. In determining applications and appeals, it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures.

ANTH1002: Unit Description

As ANTH1001 students learned last semester, the anthropological method is particularly well-suited to exploring cultural difference. In its focus on the concept of culture, ANTH1001 stressed local coherence and continuity within communities. In general, materials in first semester focused on face-to-face relationships, and the ways culture produces persons embedded in relations with culturally-related others.

In ANTH1002 we look at a different set of relationships, based in processes of contemporary (and historical) globalisation. We are interested instead in movements across boundaries and borders, and in interactions among different groups of people. We look at the ways that in today's world, persons are being produced as they are embedded in new kinds relations with others, both in their local communities and around the world. We will read extensively on how these relations are mediated by the global economy, state policies, and new forms of communications.

A central argument of this semester's unit of study is that globalisation is producing new forms of coherence above and beyond the coherence of small, local communities. This coherence forms around new ways of constituting similarity and difference: globalisation, we will argue in the next thirteen weeks, does not wipe out difference (whether it is cultural, racial, or based in class or gender differences), but instead produces new dynamics that sustain difference and enable the ongoing reproduction of difference.

Several themes will be explored throughout the semester, including the concept of *circulation* and the movement of people, things, ideas and historical transformations across the globe – and how these circulations produce new kinds of connections within local spaces and across far-flung groups of people. While the long history and enduring import of such connections is clear, it is also apparent that there are particular elements to today's era of globalisation. This unit will explore these through the themes of commodification, modernity and postmodernity, and parallel modernities. The critique of commodification addresses the tension between the expansion of economic rationality and money as a universal measure of value, and human and cultural value. Postmodern perspectives were developed as a critique of the progressive certainties of modernism and highlight rather issues of displacement, difference and fragmentation. The concept of parallel modernities questions the assumption of western culture as the point of reference of the global, explores the increasing importance in global contexts of representing our identity to others and using the experiences and representations of others to think about ourselves.

Unit of Study Objectives and Outcomes

With full participation in this Unit of Study, students can aspire to the following outcomes:

- An appreciation of the dynamic interplay of culture, power and economy in the contemporary context;
- An anthropological appreciation of the mutual implication of people of different cultures in the making of the global;
- An appreciation of the foundational significance of the varied forms of exchange in anthropological analyses of culture;
- An understanding of the cultural significance of the commodity (money) form of value;
- An understanding of the ways that human relationships are both moral and instrumental;
- An understanding of the central and contested significance of marriage and romance in modernity;
- An ability to comprehend the diverse ways in which people become conscious of their own identity within the system of global relationships;
- A capacity to critically evaluate the rhetoric of globalisation;
- An appreciation of the specific value of the anthropological method of participant observation as a perspective on globalising processes.

Learning Structure:

LECTURES:

Mon, 10-11 am Bosch Lecture Theatre 2
OR Mon, 4-5 pm Bosch Lecture Theatre 2

AND

Wed, 10-11 am Bosch Lecture Theatre 2
OR Wed, 4-5 pm Bosch Lecture Theatre 2

Note: Students must attend lectures on both Monday and Wednesday. The 10:00 am and 4:00 pm lectures on both days are identical, so students may choose either time to attend.

TUTORIALS:

Your tutorial schedule is available at "MyUni" (<http://myuni.sydney.edu.au>). If you want to change your tutorial, you may do so online.

You will have until the end of Week 1 to make changes. After this tutorial changes will be locked.

If you need help in finding your tutorial room ask the lecturer or go to the School of Social and Political Sciences counter in the RC Mills Building lower ground floor.

Class Attendance

This unit is composed of two one-hour lectures and one tutorial per week. Log on to “MyUni” at <http://myuni.usyd.edu.au/> to check your tutorial enrolment.

The Faculty has asked us to include this reminder:

The Faculty requires satisfactory attendance at classes as a minimum condition of completion of a Unit of Study. Attendance below 80% of tutorials/seminars without written evidence of illness or misadventure* may be penalised with loss of marks.

Attendance at less than 50% of classes, regardless of the reasons for absences, will automatically result in the student’s case being referred to a Department examiners’ meeting for a determination as to whether the student should pass or fail the unit, or, if a pass is awarded, the level of penalty that should be applied.

**Examples of misadventure may include but are not limited to accident, sudden bereavement, transport strikes, natural disasters and so on.*

What this means in real terms is that you must attend tutorials. There are 11 tutorials in this semester. It is reasonable that you may miss one or two without documentation, but anything more than this may be penalised. It is a good idea to show documentation (such as a medical certificate) if you have to miss a tutorial and you have a valid excuse such as illness or misadventure.

Tutorial Participation

Students are required to participate in tutorials, and tutorial participation will be worth **20%** of your total mark for the class.

The Tutorial Program

The lectures, tutorials, and readings in this unit are designed to complement each other. This means that your reading will help you understand the lectures, the lectures will help you understand the readings and the combination will help you participate productively in tutorials. The unit assessments have been designed with this in mind; students who attend the lectures, complete the assigned reading, and participate in the tutorial activities will be in a position to do well on the course assessments.

Every week you must complete several tasks **BEFORE** your tutorial meets: class reading, a journal assignment, and a tutorial exercise. All these tasks are co-ordinated through the unit’s Blackboard site.

1. Class Reading:

Do the assigned reading. Before you read, go to the course Blackboard site. Click on “learning modules” on the left side of the screen, then select the appropriate week. You will see a list of guided reading questions to think about as you read. When you are done with the reading, complete task 2:

2. Definition Assignment

Most weeks, we will post TWO definition/explanation/key concept questions on the Blackboard site. You are required to define the meaning and significance of each term, in 40-50 words each. You must do this **IN YOUR OWN WORDS** although you may use a maximum of TEN words of particularly apt quotation directly from the reading. Our advice is for you to put away the readings before you sit down to write. The aim is that the act of writing in your own words forces you to clarify key terminology for yourself.

The weekly definition assignment WILL BE MARKED by your tutor. You must complete the journal entry BEFORE your weekly tutorial meets. The strengths and weaknesses of the class’ overall approach will be reviewed in class.

There will be NINE definition assignments over the course of the semester (weeks 3-12, with a break for Week 7) We recognize, however, that completing this task every week may be difficult for some, because of illness, misadventure, or simply conflicts with other classes. Therefore, at the end of the semester the tutors will calculate the marks on the **SEVEN BEST** of your assignments. Therefore, you may miss up to two of these assignments without penalty, and it is not necessary to apply for Special Consideration for time extensions on this assignment.

Note that writing these definitions are important, but they are not an end in themselves. The aim is to turn those definitions to a better understanding of the readings and case studies themselves.

3. Tutorial Assignment

BEFORE your tutorial, read the “Tutorial Assignment” on the Blackboard site, and complete the assigned task.

There are four possible types of assignments:

- We will select a key passage from one of the reasons and ask you to (a) make sure you have clear understanding of the passage; (b) discuss the key concepts in the passage, and (c) identify the significance of the passage for the overall argument of the article.
- You will be asked to locate an important passage in the week’s reading, and bring that passage to tutorial. In small groups, each student will have to

explain why s/he chose that particular passage, and how and why it is significant for the overall argument of the article.

- You will be asked to bring to tutorial a news report (from a newspaper, magazine, or TV) or other forms of social commentary material that is relevant to the week's readings. In groups, you must explain why you chose this news report, and how it is relevant.
- You will be asked to identify thematic connections between the week's readings and other readings already covered in the course.

This aspect of the tutorial program **will not be assessed**. The aim is rather to promote a habit of regular discussion that develops a sense of the main arguments and themes of the unit and the broader relevance of those themes. This should be reflected in your ability to respond to the essay and exam questions.

In addition to these three tasks required by ALL students before EVERY tutorial, two students per week will be assigned to open the tutorial with a summary of the assigned reading, using no more than 80 words. It has to be short, sharp and to the point, and couched in the following terms: "*Author X argues that...*" The class will then discuss this summary for the first 5 minutes of each tutorial. **This summary will be assessed as part of your final tutorial participation mark.**

A final important note - This tutorial structure is intended to develop a habit of reading, writing, discussing and critical thinking, and an understanding of the themes that run through the course. As such it should also provoke questions that fall outside the set structure of the class. The structure is not intended as a straightjacket – if you have questions ask them.

ONLINE COMPONENT

This unit requires regular use of the University's Learning Management System (LMS), also known as BlackBoard Learn. You will need reliable access to a computer and the Internet to use the LMS.

The University's Privacy Management Plan governs how the University will deal with personal information related to the content and use of its web sites. See <http://sydney.edu.au/privacy.shtml> for further details.

The easiest way to access is through MyUni (click on the 'MyUni' link on the university home page, <http://sydney.edu.au> or link directly to the service at <https://myuni.sydney.edu.au/>). There is a 'BlackBoard LMS' icon in the QuickLaunch window on the left hand side of the screen.

Alternatively, you can bookmark the login page directly at <https://elearning.sydney.edu.au/>

If you have any difficulties logging in or using the system, visit the Student Help area of the LMS site, <http://sydney.edu.au/elearning/student/help/>

You can also access your LMS sites via the Sydney Uni App for iPhone and Android.

You **MUST** check the Blackboard site every week. This site provides links to: (1) your weekly written and oral assignments for your tutorial; (2) guides on essay writing and style; (3) centres and resources that can help in developing specific academic skills and resolving difficulties; (4) information on student policy including special consideration and plagiarism, (5) lecture outlines and/or PowerPoint (posted the week after the lecture); (6) assessment related advice; (7) answers to frequently asked questions; (8) the essay question.

As discussed above under “Learning Structure”, the online component is an essential part of the learning structure of the course every week.

You **will** be assessed on the online components of the course. See “assessments”, below.

LECTOPIA/ECHO360 (Lecture recordings)

The lectures will be recorded, *but will not be available for downloading except at the end of the semester*. Remember: we offer every lecture TWICE: at 10:00 AND at 4:00 on both Mondays and Wednesdays. Anyone seeking permission to download the recorded lectures must provide written evidence that they cannot attend either lecture for the entire duration of the semester.

We developed this policy after researching online learning. None of the research we found indicates that listening to a recording of a lecture is the equivalent to attending the lecture in person. Although some units may be delivered (and attended) online, successful learning requires materials that are specifically designed for students who are not attending the class in person. This class, ANTH1002, is not designed as an online or distance-learning unit, and the materials are intended for students who are present at the lectures and tutorials. To the best of our knowledge, all current research indicates that with the exception of specially-designed online classes, the best learning takes place among students, instructors and tutors who are physically present for the unit of study.

UNIT SCHEDULE

Week	Week beginning	Lecture [content]	Tutorial
1	28 July	Introduction, Basic Concepts	See Blackboard
2	04 August	Globalisation, circulation, exchange	See Blackboard
3	11 August	Exchange	See Blackboard
4	18 August	Commodities	See Blackboard
5	25 August	Circulation and Power	See Blackboard
6	01 September	Becoming Global	See Blackboard
7	08 September	Morality	See Blackboard
8	15 September	Global Families	See Blackboard
9	22 September	Parallel Modernities	See Blackboard
BREAK	29 September	SESSION BREAK	
10	06 October*	Alternate Modernities	See Blackboard
11	13 October	Mobility	See Blackboard
12	20 October	Gender and Globalisation	See Blackboard
13	27 October	REVIEW	See Blackboard
STUVAC	03 November	STUVAC	
EXAMS	10 November	EXAM PERIOD commences	

Guide to Weekly Lecture Topic and Readings

Below is a timetable for the topics that will be covered in the lectures and below them are the readings that you should do in preparation for both the lecture and the tutorial that week. Below those are the questions that you need to think about as you read.

Reading Requirements

You are strongly advised to purchase a copy of the tutorial readings from the University Copy Centre (next to the University Sports Centre). Alternatively, one hard copy of the reader will be available at the Reserve Desk in the Fisher Library. You may read this copy within the library. Some of the readings will be available electronically from the Library ANTH1002 unit of study page which can be accessed through the 'Reserve' tab on the main search page. However, for copyright reasons, electronic access to all readings cannot be guaranteed. REMEMBER: we will be referring to previous readings all through the semester, so keep the readings so that you can refer back to them!!

Week 1	Mon 28 July	Introduction to the class
	Wed 30 July	Basic concepts of globalisation
Reading Week 1	<p><i>No tutorials during Week 1.</i></p> <p><u>READ for lecture:</u></p> <p>*Schultz, Emily and Robert H. Lavenda. 2005. A global world. In <i>Cultural Anthropology: A Perspective on the Human Condition</i>, pp. 359-366. 6th ed. Oxford: Oxford University Press.</p>	

Week 2	Mon 04 Aug	Globalisation, circulation, exchange
	Wed 06 Aug	Globalisation, circulation, exchange
Reading Week 2	<p>*Inda, Jonathan Xavier and Renato Rosaldo. 2002. Introduction: a world in motion. In J.X. Inda and R. Rosaldo (eds) <i>The Anthropology of Globalization: A Reader</i>, pp. 1-34. Malden, MA: Blackwell Publishers.</p> <p>*Xiang, Biao. 2007. The global niche for body shopping. In <i>Global 'Body Shopping'</i>, pp. 1-12. Princeton, NJ: Princeton University Press.</p>	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. Familiarise yourself with the layout of the course on this site.</p> <p>You will also find a list of questions to consider while you’re doing this week’s reading, and a list of goals for this week’s class.</p> <p>In tutorial, you will meet your classmates and tutors, be assigned to “presentation groups” to write and present reading summaries for the rest of the semester, and you will complete a “citation” exercise. Attendance is mandatory.</p>	

Week 3	Mon 11 Aug	Exchange
	Wed 13 Aug	Exchange
Reading Week 3	<p>*Mauss, Marcel. 1990. Selections from <i>The Gift</i>. W.D. Halls, trans. London: W. W Norton.</p> <p>*Piot, Charles. 1999. Exchange. In <i>Remotely Global: Village Modernity in West Africa</i>, pp. 52-75. Chicago: University of Chicago Press.</p>	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> <i>before</i> your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

Week 4	Mon 18 Aug	Commodities
	Wed 20 Aug	Commodities
Reading Week 4	<p>*Christen, Kimberly. 2006. Tracking properness: repackaging culture in a remote Australian town. <i>Cultural Anthropology</i> 21(3): 416-446.</p> <p>*Kopytoff, Igor. 1986. The cultural biography of things: commodification as process. In A. Appadurai (ed.) <i>The Social Life of Things: Commodities in Cultural Perspective</i>, pp. 64-91. Cambridge: Cambridge University Press.</p> <p>*Download the “Notes on Commodities” document from the Blackboard site.</p>	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> before your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

Week 5	Mon 25 Aug	Circulation and power
	Wed 27 Aug	Circulation and power
Reading Week 5	<p>*Scheper-Hughes, Nancy. 2000. The global traffic in human organs. <i>Current Anthropology</i> 41(2): 191-211.</p>	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> before your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

Week 6	Mon 01 Sept	Becoming Global
	Wed 03 Sept	Becoming Global
Reading Week 6	*Dunn, Elizabeth. 2004. Niche marketing and the production of flexible bodies. In <i>Privatizing Poland: Baby Food, Big Business, and the Remaking of Labor</i> , pp. 58-93. London: Cornell University Press.	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> before your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

Week 7	Mon 08 Sept	Morality
	Wed 10 Sept	Morality
Reading Week 7	<p>*Yan, Yunxiang. 1996. The culture of <i>guanxi</i> in a North China village. <i>The China Journal</i> 35: 1-25.</p> <p>*Download “Theorising Modernity” document from the Blackboard site</p>	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. There is NO DEFINITION WRITING TASK assigned this week.</p> <p>You have <u>one</u> assignment to complete for this week:</p> <ul style="list-style-type: none"> • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

****FIRST ASSESSMENT DUE****
WEDNESDAY, 10 SEPTEMBER BY 4PM
RC MILLS BUILDING, GROUND FLOOR

Week 8	Mon 15 Sept	Global Families
	Wed 17 Sept	Global Families
Reading Week 8	<p>*Cohen, Shellee. 1995. 'Like a mother to them': stratified reproduction and west Indian childcare workers and employers in New York. In F. Ginsburg and R. Rapp (eds) <i>Conceiving the New World Order</i>, pp. 78-102. Berkeley: University of California Press.</p> <p>*Masquelier, Adeline. 2009. Lessons from Rubi: love, poverty and the educational value of televised dramas in Niger. In J. Cole and L. Thomas (eds) <i>Love in Africa</i>, pp. 204-228. Chicago: University of Chicago Press.</p>	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on "weekly learning modules" on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> before your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you're doing this week's reading, and a list of goals for this week's class.</p>	

Week 9	Mon 22 Sept	Parallel modernities
	Wed 24 Sept	Parallel modernities
Reading Week 9	<p>*Larkin, Brian. 1997. Indian films and Nigerian lovers: media and the creation of parallel modernities. <i>Africa</i> 67(3): 406-440.</p>	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on "weekly learning modules" on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> before your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you're doing this week's reading, and a list of goals for this week's class.</p>	

September 29 – October 05: COMMON WEEK NO CLASSES

Week 10	Mon 06 Oct	NO CLASS
	Wed 08 Oct	Alternate modernities
Reading Week 10	*Brenner, Suzanne. 1996. Reconstructing self and society: Javanese Muslim women and ‘the veil’. <i>American Ethnologist</i> 23(4): 673-697.	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> <i>before</i> your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

Week 11	Mon 13 Oct	Mobility
	Wed 15 Oct	Mobility
Reading Week 11	*Ong, Aihwa. 1999. The pacific shuttle: family, citizenship, and capital circuits. In <i>Flexible Citizenship: The Cultural Logics of Transnationality</i> , pp. 110-136. Durham, NC: Duke University Press.	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> <i>before</i> your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

Week 12	Mon 20 Oct	Gender and Globalization
	Wed 22 Oct	Gender and Globalization
Reading Week 12	*Biao, Xiang. 2005. Gender, dowry and the migration system of Indian information technology professionals. <i>Indian Journal of Gender Studies</i> 12(2-3): 357-380.	
<u>Assignment</u>	<p>Go to the course Blackboard site. Click on “weekly learning modules” on the left side of the screen. You have <u>two</u> assignments to complete for this week:</p> <ul style="list-style-type: none"> • The site lists two terms/concepts that you must define/explain <u>online</u> before your tutorial meets; • You must prepare a response to a question posed online, based on the reading. Bring your response to tutorial. <p>You will also find a list of questions to think about while you’re doing this week’s reading, and a list of goals for this week’s class.</p>	

Week 13	Mon 27 Oct	REVIEW for final exam
	Wed 29 Oct	REVIEW for final exam

ASSESSMENT TASKS AND DUE DATES

Task	Weighting	Length	Due date
1) Tutorial exercises	20%	Ongoing	Ongoing
2) Essay	40%	1750 words	Wednesday 10 September, 2014
3) Exam	40%	2 hours	Exam period

TUTORIAL EXERCISES

Weighting: 20%

Due: Ongoing

Please see above for a detailed description of the tutorial assignments. You will be marked on your online (Blackboard) journal responses to definition questions posed weeks 3-12. You also have a tutorial task to prepare for your tutes every week. See the description of these tasks above, and on the Blackboard site.

Essay

Weighting: 40%

Word limit: 1750 words

Due: 10 September 2014, 4pm

The details of the essay assignment will be posted on the Blackboard site during the first few weeks of the semester. You will have ample time to discuss the assignment in your tutorials.

The essay should be submitted by placing it (with a signed cover sheet) into the anthropology first year essay drop box at the SSPS office. The office is on the lower ground floor of the RC Mills Building, A26.

This unit uses standards referenced assessment for award of assessment marks.

Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.

(essay instructions continued on the next page...)

For reference to criteria and standards, please consult grade descriptors at http://sydney.edu.au/arts/teaching_learning/academic_support/interpretation_of_grades.shtml

Essay writing and style tips can be found at:

Anthropology: <http://www.arts.usyd.edu.au/departs/anthro/undergrad/style.shtml>

The Write Site: <http://writesite.elearn.usyd.edu.au/>

You may also consult with your tutor, or with the lecturer before or after a lecture, or during their designated office hours.

NOTE: BE SURE TO MAKE BACK-UP COPIES OF YOUR WORK ON YOUR COMPUTER HARD DRIVE AND A USB DRIVE. WE WILL NOT GRANT EXTENSIONS TO STUDENTS WHO “LOSE” THEIR ESSAYS BECAUSE OF COMPUTER OR HARD DRIVE FAILURES!

<i>Final Exam</i>

Weighting: 40%

Length: 2 hours

The exam will be assessed on the basis of

- the recognition of the themes that run through and unify the unit of study;
- the ability to connect a number of unit readings in terms of those themes;
- the ability to link concepts and cases studies appropriately and economically;
- clarity of expression and argument;
- the ability to convey a broad grasp of an argument and to work with it in your own words;
- the ability to link the direction and focus of the lectures to the readings.

The exam will take place in during the exam period at the end of semester. The exam timetable will be announced several weeks before the exam period. In the exam you will be asked to respond to three essay-style questions.

ASSESSMENT CRITERIA

This unit uses standards referenced assessment for award of assessment marks.

Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.

For reference to criteria and standards, please consult grade descriptors at http://sydney.edu.au/arts/sociology_social_policy/undergrad/grades.shtml

CHANGES TO GRADE CODES IN 2014

As the University moves to adopt a new online student management system in 2014, there will be some changes to the grade codes that are used to report on your results. This will not affect the standards you are expected to meet in order to achieve a Pass, Credit, Distinction or High Distinction grade, but your academic transcript may look a little different from mid-year onwards.

The University will keep students updated on the timing of these changes throughout the year. You can also check in with the Ask Sydney website for help with understanding the common grade codes that appear on your academic transcript.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic honesty is a core value of the University. The University requires students to act honestly, ethically and with integrity in their dealings with the University, its members, members of the public and others. The University is opposed to and will not tolerate academic dishonesty or plagiarism, and will treat all allegations of academic dishonesty or plagiarism seriously.

The University's Academic Dishonesty and Plagiarism Policy 2012 and associated Procedures are available for reference on the University Policy Register at <http://sydney.edu.au/policies/> (enter "Academic Dishonesty" in the search field). The Policy applies to the academic conduct of all students enrolled in a coursework award course at the University.

Under the terms and definitions of the Policy,

- "academic dishonesty" means "seeking to obtain or obtaining academic advantage (including in the assessment or publication of work) by dishonest or unfair means or knowingly assisting another student to do so.
- "plagiarism" means "presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source."

The presentation of another person's work as one's own without appropriate acknowledgement is regarded as plagiarism, regardless of the author's intentions. Plagiarism can be classified as negligent (negligent plagiarism) or dishonest (dishonest plagiarism).

An examiner who suspects academic dishonesty or plagiarism by a student must report the suspicion to a nominated academic in the relevant faculty. If the nominated academic concludes that the student has engaged in **dishonest plagiarism** or some other sufficiently serious form of academic dishonesty, the matter may be referred to the Registrar for further

disciplinary action under the terms of the *Academic Dishonesty and Plagiarism Policy 2012* and Chapter 8 of the *University of Sydney By-Law 1999* (as amended).

SUBMISSION OF WRITTEN WORK

Compliance Statements

All students are required to submit an authorised statement of compliance with all work submitted to the University for assessment, presentation or publication.

A statement of compliance certifies that no part of the Work constitutes a breach of Academic Dishonesty and Plagiarism Policy, and must be in the form of:

- a. a University assignment cover sheet;
- b. a University electronic form; or
- c. a University written statement.

The format of the compliance statement will differ depending on the method required for submitting your work (see “Assessment Submission” below).

Assessment Submission

Written work must be submitted in hard copy at The SSPS Offices in the basement of the RC Mills Building by 4:00 pm on the due date.

You must complete, sign and attach a cover sheet/compliance statement to any written work handed in for assessment.

Essays and assignments not submitted on or before the due date are subject to penalty, Refer to http://sydney.edu.au/arts/current_students/late_work.shtml for the Policy on Late Work.

SPECIAL CONSIDERATION

The Faculty of Arts and Social Sciences assesses student requests for assistance relating to completion of assessment in accordance with the regulations set out in the University Assessment Policy 2011 and Assessment Procedures 2011. Students are expected to become familiar with the University’s policies and Faculty procedures relating to Special Consideration and Special Arrangements.

Students can apply for:

- **Special Consideration** - for serious illness or misadventure
- **Special Arrangements** - for essential community commitments
- **Simple Extension** – an extension of up to 5 working days for non-examination based assessment tasks on the grounds of illness or misadventure.

Further information on special consideration policy and procedures is available on the Faculty website at http://sydney.edu.au/arts/current_students/special_consideration.shtml

OTHER POLICIES AND PROCEDURES RELEVANT TO THIS UNIT OF STUDY

The Faculty's Student Administration Manual is available for reference at the "Current Students" section of the Faculty Website (http://sydney.edu.au/arts/current_students/). Most day-to-day issues you encounter in the course of completing this Unit of Study can be addressed with the information provided in the Manual. It contains detailed instructions on processes, links to forms and guidance on where to get further assistance.

STAYING ON TOP OF YOUR STUDY

For full information visit http://sydney.edu.au/arts/current_students/staying_on_top.shtml

The Learning Centre assists students to develop the generic skills, which are necessary for learning and communicating knowledge and ideas at university. Programs available at The Learning Centre include workshops in Academic Reading and Writing, Oral communications Skills, Postgraduate Research Skills, Honours, masters Coursework Program, Studying at University, and Workshops for English Language and Learning. Further information about The Learning Centre can be found at http://sydney.edu.au/stuserv/learning_centre/

The Write Site provides online support to help you develop your academic and professional writing skills. All University of Sydney staff and students who have a Unikey can access the WriteSite at <http://writesite.elearn.usyd.edu.au/>.

The Faculty of Arts and Social Sciences has units at both an Undergraduate and Postgraduate level that focus on **writing** across the curriculum or, more specifically, writing in the disciplines, making them relevant for all university students. To find out more visit http://sydney.edu.au/arts/teaching_learning/writing_hub/index.shtml and http://sydney.edu.au/arts/teaching_learning/pg_writing_support/index.shtml

In addition to units of study on writing, The FASS Writing Hub offers drop-in sessions to assist students with their writing in a one-to-one setting. No appointment is necessary, and this service is free of charge to all FASS students and/or all students enrolled in WRIT units. For more information on what topics are covered in a drop-in session and for the current schedule, please visit http://sydney.edu.au/arts/teaching_learning/writing_hub/drop_in_sessions.shtml.

Pastoral and academic support for **Aboriginal and Torres Strait Islander students** is provided by the STAR Team in Student Support services, a dedicated team of professional Aboriginal people able to respond to the needs of students across disciplines. The STAR team can assist with tutorial support, mentoring support, cultural and pastoral care along with a range of other services. More information about support for Aboriginal and Torres Strait Islander students can be found at http://sydney.edu.au/current_students/student_services/indigenous_support.shtml.

The Koori Centre also provides a culturally safe space for Aboriginal and Torres Strait Islander students and staff. It is a facility where students can enjoy culture identity and in which they can engage their fellow students and colleagues in a respectful and honest conversation about the issues, values and pride and place of Aboriginal and Torres Strait Islander culture in contemporary Australian identity and life. The Centre provides access to computers, common room, study space, an Indigenous Research Library, and an orientation program at the beginning of the year.

The **Library** offers students free, online tutorials in library skills at sydney.edu.au/library/skills. There's one designed especially for students studying in the

Humanities and Social Sciences at sydney.edu.au/library/subjects/subject.html. And don't forget to find out who your Faculty Liaison Librarians are.

OTHER SUPPORT SERVICES

Disability Services is located on Level 5, Jane Foss Russell Building G20; contact 8627 8422 or email disability.services@sydney.edu.au . For further information, visit their website at <http://sydney.edu.au/stuserv/disability/> .

Counselling and Psychological Services (CAPS) are located on Level 5, Jane Foss Russell Building G20; contact 8627 8433 or email caps.admin@sydney.edu.au. For further information, visit their website at http://sydney.edu.au/current_students/counselling/ .