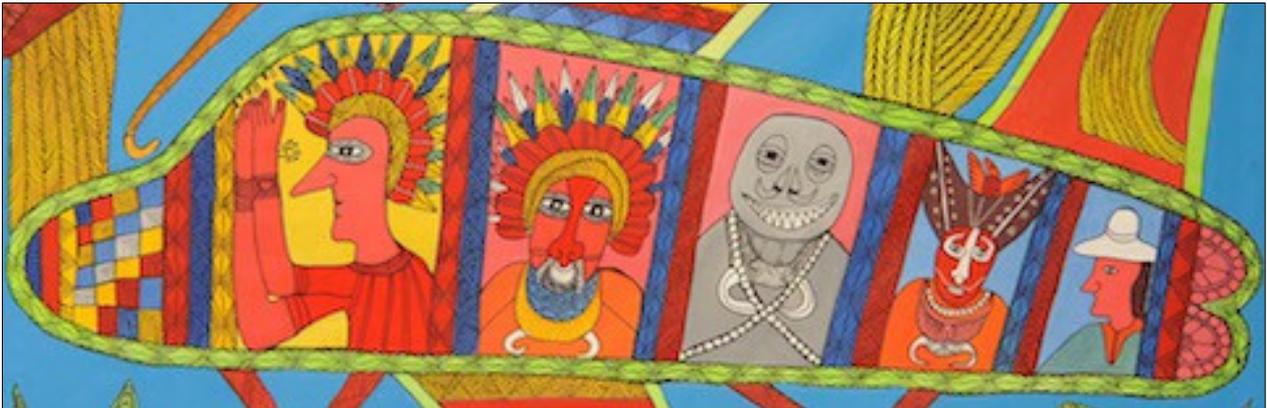


**SCHOOL:** SOCIAL AND POLITICAL SCIENCES  
**DEPARTMENT:** ANTHROPOLOGY  
**UNIT OF STUDY:** ANTH 1002: ANTHROPOLOGY AND THE GLOBAL  
**SESSION:** SEMESTER 2, 2016

## UNIT OF STUDY OUTLINE



Detail from *Dispela air bas bilong PNG i save karim ol turis bilong PNG i go aut long kainkain kantri long wol* [This PNG jet carries tourists from PNG to many different countries in the world] (Kauage 2001).

**Unit Coordinator and Lecturer:** **Ryan Schram**  
**Office:** R. C. Mills (Level 1), Room 169 (A26)  
**Email address:** ryan.schram@sydney.edu.au  
**Office hours:** Mondays and Tuesdays, 11 a.m. to noon, or by appointment.

**Unit Lecturer (Weeks 6-7):** **Neil Maclean**  
**Office:** R. C. Mills (Level 1.5), Room 231 (A26)  
**Email address:** neil.maclean@sydney.edu.au  
**Office hours:** By appointment.

**Unit Lecturer (Weeks 8-10):** **Linda Connor**  
**Office:** R. C. Mills (Level 1.5), Room 235 (A26)  
**Email address:** linda.connor@sydney.edu.au  
**Office hours:** By appointment.

### KNOW YOUR UNIT COORDINATORS! THEY CAN HELP!

Unit coordinators are listed on undergraduate 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.

### READ YOUR UNIT OF STUDY OUTLINE! IT HELPS!

This unit of study outline explains how this class works, and what you need to know in order to succeed. Many policies and procedures are here, as well as answers to common questions. Also, the Unit of Study Outline refers to the Faculty of Arts and Social Sciences Student Administration Manual ([http://sydney.edu.au/arts/current\\_students/student\\_admin\\_manual.shtml](http://sydney.edu.au/arts/current_students/student_admin_manual.shtml)) and all applicable University policies. We expect you know the general policies on attendance, late work, plagiarism, and other matters.

# ANTH 1002: ANTHROPOLOGY AND THE GLOBAL

Welcome to anthropology! Anthropology is unlike any other social science. It is part science, and part art. Anthropologists wish to observe human beings and their social patterns, but we also want to step into the shoes of another person and see the world from that person's point of view. Today, there are many problems and issues which affect all societies and people everywhere. We can say that the most important social problems are global in nature. If that's true, then they also affect people in different cultures, each of whom sees the world and other people in a distinct way. Therefore, you cannot understand contemporary trends from a single culture's point of view. The world needs anthropology and anthropologists, namely you. In this class, Ryan, Neil and Linda want to argue that cultural differences not only inform how people confront global problems, but global systems of interaction and interconnection also produce forms of difference. When you look at the world as an anthropologist does, you learn to question everything you thought you knew about society and social change.

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*"[C]ultural differences not only inform how people confront global problems, but global systems of interaction and interconnection also produce forms of difference."*

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## HOW THIS CLASS WORKS

The class consists of two one-hour lectures on Monday and Wednesday (at 10 a.m. and repeated at 4 p.m.) and several tutorial sections. Students should attend the lecture on Monday and on Wednesday every week, and attend their assigned tutorial section once a week from Week 2. It is also a good idea to make a habit of attending the same lecture (either morning or afternoon) each week so you get to know other people in class.

This class is based on a weekly cycle we will follow for the whole semester. The steps in the weekly cycle are:

- **Read** the required readings (and, if you want to know more, read recommended readings)
- **Think** about what they say and what you think of them.
- **Write** something about what you've read, and **submit it to your tutor**.
- **Eat some brain candy**. Explore the topic of the week through new media, and see how the week's issues enter into contemporary cultures.
- **Ask** questions, **discuss**, and **listen** in lecture and tutorial.

- **Receive feedback** from tutors about your ideas.
- Lather, rinse, repeat...

In other words, all the parts of the class—lecture, tutorial, readings, and your ideas—fit together. By completing this cycle each week, you can be sure that each week builds to the next, and by the end you will have constructed an edifice of knowledge rather than collected bits and pieces of information. For all the pieces to come together, **you have to do something for this class every week** for the whole semester. You can read more about what we do in lecture and tutorial in **"What we do in class" on page 6**.

## WHERE TO GET THE READINGS

There are required and recommended readings for every week. Readings are generally scholarly articles presenting a single 'case study' of a society, community, or type of population, or an excerpt from a classic text of anthropological or social theory. Rarely, we also point you to selections from textbooks, just to orient you to key terms and concepts. Required readings are available as a unit reader and on Fisher Library eReserve. In the few cases where digital copies are not available, we will place a print copy on 2-hour loan at Fisher Library. You can buy a copy of the required readings at the Copy Centre or online through Publish Partner at <https://www.publishpartner.com.au/>.

## ONLINE COMPONENTS

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 easiest way to access Blackboard Learn is by opening a web browser and going to <http://elearning.sydney.edu.au>. Log in with your Unikey and password, and select ANTH 1002 from the list of units of study.

You will be using the Blackboard site every week. You will be using it to submit your weekly writing assignments, to read the study modules for each week's topics, to get the slides, notes or outlines that accompany each lecture, and to find the instructions for the essay. Also on the site are (1) guides on essay writing and style; (2) links to campus centres and resources that can help you improve your writing, notetaking, and other study skills; and (3) links to places to get academic advice and resolve problems.

You have to make sure that you have regular, reliable access to this site on a desktop or laptop computer. 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/>.

Ryan also posts outlines of his lecture and some supplemental information about key topics on his own independent teaching site at <http://anthro.rschram.org/1002>. This site is for your reference and enrichment; all the required information

will be posted on Blackboard. Links to lecture outlines will be posted under each week's module on Blackboard online. Neil and Linda will post slides from their lectures under the module for those weeks, usually after their lectures.

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.

### ATTENDANCE IN TUTORIAL AND LECTURE

It's a proven fact that the more time you spend in class, the better you do, the more you understand, and the more fun the whole class is. We want you to come to lecture and tutorial every week. For more on this, see **"What we do in class" on page 6.**

**If your tutorial meets at an inconvenient time or clashes with another class, you have a limited amount of time in which to change it.** *Run, don't walk...* to MyUni at <http://myuni.sydney.edu.au/> before **Friday, July 29**. In MyUni, you can block off the times when you cannot attend class. This can force a change in your tutorial, if your schedule otherwise permits it. However, just because there is a tutorial that

fits your schedule, this does not mean you will be allowed to go to that tutorial. After **July 29**, Ryan cannot help you switch tutorials.

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.*

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.

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## ASSESSMENTS AT-A-GLANCE

Weekly writing assignments	before Monday lecture from Week 2 (min. 10) on Blackboard	50-100 words	10%
Tutorial participation	weekly	–	10%
Essay	September 7, 2016 online	1750 words	40%
Final	Exam period	2 hours	40%

## THE WEEKLY PLAN IN BRIEF

1	July 25, 27	Introduction to the class and key ideas	No tutorial this week
2	August 1, 3	Reciprocity and the system of total services Read: Mauss, Bohannan*	See Blackboard for the assignment and guide to the readings.
3	August 8, 10	Gifts and commodities Read: Piot, Sahlins*	See Blackboard
4	August 15, 17	Capital and community Read: Dunn, Marx*	See Blackboard
5	August 22, 24	The moral economy Read: Prentice	See Blackboard
6	August 29, 31	The city as global microcosm Read: Colen	See Blackboard
7	Sept. 5, 7	Global networks Read: McIntosh	<b>Essay due this week.</b> See Blackboard.
8	Sept. 12, 14	Environment and environmentalism Read: Milton, Brosius	See Blackboard
9	Sept. 19, 21	The Anthropocene epoch Read: Crutzen and Stoermer, Crate	See Blackboard
--	Sept. 26	<b>Midterm break</b>	
10	October 5	Consumer culture and ecological modernisation Read: Wilk, Graham	See Blackboard
11	October 10, 12	Multiple modernities Read: Brenner	See Blackboard
12	October 17, 19	World-making and world-breaking Read: Haynes	See Blackboard
13	October 24, 26	Review for the exam	See Blackboard
14	October 31	<b>Reading period</b>	No tutorials
15	November 7-19	<b>Finals period. (The ANTH 1002 final will be during this period.)</b>	No tutorials

Nb. A [bibliography of required readings is on page 8](#). You can look up the full reference by the author's last name. Recommended readings are marked with an asterisk (\*). Check the weekly learning module every week on Blackboard for in-depth guide to the readings, topics and assignments for the week.

# ASSESSMENTS

There are four forms of assessment in this unit:

- (1) a comparative and analytical essay of about 1750 words worth 40%,
- (2) a two-hour comprehensive final examination worth 40%,
- (3) 10 ungraded weekly writing assignments, collectively worth 10%, and
- (4) tutorial participation (including tasks assigned by your tutor) worth 10%.

The **essay** is due on **September 7, 2016 at 4:00 p.m.** both on Blackboard/Turnitin. We will post a supplemental reading and instructions for the essay several weeks before the deadline. Basically what we want you to do is to consider a key claim made by many anthropologists: Social forces that bind communities also constitute the ways people engage with contemporary conditions. You will then defend this claim by doing a comparative analysis of at least three different ethnographic descriptions, including the supplemental reading, revealing this common pattern across different contexts. The essay asks to you find evidence from specific ethnographic examples, analyze it, and use this analysis and evidence to support an argument. We will be discussing strategies for making an argument in an essay leading up to the due date.

The **final examination** will consist of a series of different kinds of questions, some of which ask you to demonstrate your understanding of key ideas from the class, and others which ask you to synthesize the different ideas and arguments we have read in terms of unifying themes. It will be held at the designated time and place for this unit's final exam. We will announce more information about this toward the end of the semester. As this is an exam, if you are ill or otherwise unable to attend the scheduled time, you will have to get special consideration to sit a different exam. You should plan on being available over the whole finals period, and get in touch with Ryan if any problems come up.

**Every week, we will post a question for discussion on Blackboard.** You submit a response on Blackboard before Monday's lecture in the week's module. These are not graded assignments. We will not be checking if you have the right answer, because in fact, these questions are open to debate, and everyone could answer them differently. Instead you will receive one point for submitting a good faith effort on time (by Sunday at 11:59 p.m.) each week. A good faith effort is something that shows you've done the reading, thought about it, and written something in complete sentences. You only need to write about 50-100 words. **These are not meant to be tests. They are opportunities for you to reflect on your own ideas and get ready to share your ideas in tutorial.**

Your grade is based on how many you submit. You must do at least 10. If you submit 9 out of 10, you get a 90% times 10% or nine marks out of 100 of the final mark. If you submit more than 10, you will still get 10/10 or 100%. Your tutor will give you guidance on how to do this assignment. Each week, tutors will send a digest email summarizing all the different opinions and give general advice.

Finally, your tutor will be noting your **class participation, including preparing an 'Author X argues...'** statement to read to the class. Each week, a student will take a turn presenting the main claim or conclusion made by the author of one of the required readings for the week. Class participation also consists of how much you join in and contribute to the activities and debates of the class. This is why we assign the weekly writings and the tutorial exercises. It helps you get ready for class, and also gives you a reason to go and share your ideas.

For all of your work for this class, especially the essay and weekly writing assignments, be sure to **save a copy** for yourself before you submit it online, and also **regularly back up** your work to a separate disk. **Fun fact:** losing or accidentally deleting your written work is not a 'misadventure' and cannot be used as grounds for an extension or special consideration.

## The Ethnographer's Magic...

If you're enjoying this class, why not major in anthropology and learn the ethnographer's magic...? A major in anthropology consists of two junior units, ANTH 1001 and ANTH 1002, and 36 credit points of senior units, or 6 units, including an advanced 3000-level 'capstone' class on contemporary theory or ethnography. Some of the topics covered in senior units include kinship, religion, Aboriginal societies, development, contemporary China, the body, gender, medical anthropology, Melanesian societies, and more.

Studying anthropology can lead to so much more than an academic career; learning about culture, society and complexity provides valuable experience and knowledge that helps one think creatively, grapple with ambiguity, and see things from multiple points of view. Did you know that the head of the World Bank, the managing editor of the *Financial Times*, the founder of Partners in Health, Paul Farmer, all studied anthropology? Anthropologists are found in advertising, at tech companies, and consulting for big business too. Everybody wants to acquire "the ethnographer's magic" (Malinowski 1922, 6).

## WHAT WE DO IN CLASS

The goal of this class is to learn how to think like an anthropologist. In lectures and readings, we present a bunch of ideas and arguments. We don't simply want you to accept this as gospel. We want you to learn how to use these ideas to ask questions, challenge common sense, and figure out new perspectives for yourself.

If there was one part of class that was most important, it would be tutorial. Tutorials are weekly meetings of a group of 25 students with a tutor. Each week, you read about another culture or a new idea, then write some thoughts on the readings, then prepare for class discussion, and then meet in class to discuss what we can conclude about the topic of the week.

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*This class tells a story.... Yet, just because we have a message does not mean that we are the only voice you'll hear in the lecture hall. We want you to react... We want you to talk about it.*

---

Specifically, each week, you do the required readings, and then respond to an open question for discussion. Each week you will also have a 'tutorial exercise,' or something you prepare for sharing with your tutorial. Finally, each student will take a turn presenting 'Author X argues...', a statement in which you summarize the main claim or conclusion made by the author of one of the required readings in one sentence. So, for example, if you've been given Week 9, you would say, "Hello. In this week's reading, the author Susan Crate argues..." Your tutor will also have more specific instructions on that. Along with class discussion, 'Author X argues...' also counts toward your participation mark.

Why would tutorial be the most important part of class? Well, for one thing, this is where you get to

know your tutor and other students the best. Also this is where you practice the skills you need to write an essay, and to synthesize all the big ideas and theories of anthropology for the final essay exam. We do want you to be familiar with the basics of anthropology, but this class will also go beyond that. By the end, you should be able to explain these big ideas to someone else, in your own words, with your own examples from class readings. That's how you know you really understand something.

Lectures are important too. In lecture, Ryan, Neil and Linda will give you a broad overview of big ideas in anthropology which people have been debating for decades. We connect these to one of several themes of the class, so the parts fit together. Overall, we are telling a story. We are describing what makes anthropology different, and how anthropology itself came to question its own core ideas and adapt to new situations no one had considered before. In the end, we suggest that there is no such thing as modernity or progress at all. Cultural differences are enabled and sustained by global interconnections, and global forms of capitalism actually depend on maintaining cultural, social and political boundaries for some, while removing them for a select few.

Yet, just because we have a message does not mean that we are the only voice you'll hear in the lecture hall. What we discuss in this class can be shocking, upsetting, weird and wild. We want you to react. We want you to talk about it with the person sitting next to you. We want you to get up, move around and shake off all the assumptions that you've grown up with. Ryan, Linda and Neil all firmly believe that one learns by talking. We often are told that only experts and authorities should speak, and others should listen. But in fact, when you express yourself, even if you are not sure what you think yet, it gets the gears of the brain going. Likewise, when you listen to someone with whom you don't agree, you come to realize what you really think. So in both lecture and tutorial, we give you a chance to react, to comment and to participate. Whatever a lecture is, it ain't boring!

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### The worldwide web of anthropology

Because anthropology is the study of everything humans do, anthropologists are everywhere, including online. Here are some places to find them at work:

**Savage Minds**, a web log on cultural anthropology and the anthropological profession:  
<http://savageminds.org/>.

**Anthropology of This Century**, a web review of new work in social and cultural anthropology, and occasional papers: <http://aotcpress.com/>.

**Cultural Anthropology**, an academic journal which publishes multimedia from its articles online:  
<http://www.culanth.org/>.

**Material World**, a web log devoted to museum anthropology and material culture:  
<http://materialworldblog.com/>.

**Sarah Kendzior** is a columnist for *Al Jazeera English* and other news sites with a PhD in anthropology. Her web site is: <http://sarahkendzior.com/>.

**Anthropology News** is the newsletter of the American Anthropological Association:  
<http://www.anthropology-news.org/>.

**Ryan Schram's Anthrocylopaedia**, with ANTH 1002 lecture outlines, supplemental notes and more:  
<http://anthro.rschram.org/>.

# STAYING ON TOP OF YOUR STUDY

**Learning means doing something new**, so everyone in this class will be doing something that they have never done before. **It is OK to ask for help and advice along the way; it's not a sign of failure to ask for help.** Our best advice for students is that whenever you have any concerns about what you are doing, or your progress in the unit, you should immediately get in touch with your tutor or the lecturers and ask to discuss the class. Consultation times (see cover) are open for students to drop in and talk about anything that interests them. You can also write an email to the lecturers or your tutor to make an appointment. Send three blocks of time when you are available, so they can pick a good time when you can both meet.

**Help is most useful when you seek it early, so don't wait till the last minute.** This also applies to all the different resources the university and faculty of arts and social sciences offers for staying on top of your work.

For full information visit [http://sydney.edu.au/arts/current\\_students/staying\\_on\\_top.shtml](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/](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 Write Site at <http://writesite.elearn.usyd.edu.au/>.

Another Learning Centre site, **Clearer Writing**, provides a variety of different concepts for thinking about how you make your own writing clearer and what to look for when you revise your drafts. It can be found here: [http://learningcentre.usyd.edu.au/clearer\\_writing/](http://learningcentre.usyd.edu.au/clearer_writing/).

The Faculty of Arts and Social Sciences has **under-**

**graduate units 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](http://sydney.edu.au/arts/teaching_learning/writing_hub/index.shtml) and [http://sydney.edu.au/arts/teaching\\_learning/pg\\_writing\\_support/index.shtml](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/writing\\_hub/writing\\_support/index.shtml](http://sydney.edu.au/arts/writing_hub/writing_support/index.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](http://sydney.edu.au/current_students/student_services/indigenous_support.shtml).

The **Library** offers students free, online tutorials in library skills at <http://sydney.edu.au/library/skills>. There's one designed especially for students studying in the Humanities and Social Sciences at <http://libguides.library.usyd.edu.au/>. 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](mailto: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](mailto:caps.admin@sydney.edu.au). For further information, visit their website at [http://sydney.edu.au/current\\_students/counselling/](http://sydney.edu.au/current_students/counselling/).

### *Anthropology: People are Talking*

Everyone's welcome **at the University of Sydney anthropology department seminars**. Please join us for a presentation and discussion of recent research. Seminars are held on most Thursdays during the teaching term from 3:00 p.m. to 5:00 p.m., followed by a reception.

See <http://sydney.edu.au/arts/anthropology/events/> for the schedule for Semester 2, 2016. For more information, contact the 2016 symposium convener, Luis Fernando Angosto-Ferrandez at [luis.angosto-ferrandez@sydney.edu.au](mailto:luis.angosto-ferrandez@sydney.edu.au).

## BIBLIOGRAPHY OF REQUIRED AND RECOMMENDED READINGS

Required readings are found in the reader in the order they are assigned. Recommended readings are marked with an asterisk (\*). These and the required readings are also available on eReserve.

- \*Bohannon, Paul. 1959. "The Impact of Money on an African Subsistence Economy." *The Journal of Economic History* 19 (04): 491–503.  
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- Piot, Charles. 1999. "Exchange: Hierarchies of Value in an Economy of Desire." In *Remotely Global: Village Modernity in West Africa*, 52–75. Chicago: University of Chicago Press.
- Prentice, Rebecca. 2015. "'Is We Own Factory:' Thieving a Chance on the Shop Floor." In *Thieving a Chance: Factory Work, Illicit Labor, and Neoliberal Subjectivities in Trinidad*, 87–110. Boulder, Colo.: University Press of Colorado.
- \*Sahlins, Marshall. 1992. "The Economics of Development Man in the Pacific." *RES: Anthropology and Aesthetics*, no. 21 (April): 12–25.
- Wilk, Richard R. 2006. "The Ecology of Global Consumer Culture." In *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, edited by Nora Haenn and Richard R. Wilk, 418–29. New York: NYU Press.

### FOR MORE ON ANTHROPOLOGY

These textbooks are on 2-hour loan. They are useful references for basic concepts and surveys of many of the main concepts we will discuss in class.

- Cheater, Angela P. 2003. *Social Anthropology: An Alternative Introduction*. 2nd ed. London: Routledge.
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# IMPORTANT INFORMATION AND POLICIES FOR THIS UNIT

## UNIT DESCRIPTION

Anthropology's long-term ethnographic method, within a specific cultural setting, allows for a particularly intimate understanding of people's experiences of the social worlds they inhabit. This unit shows the importance of this experiential intimacy for understanding some of the key issues associated with globalisation: the culturally diverse forms of global capitalism, the transnational communities emanating from global population movements, the transformations of colonial and post-colonial cultures, the rise of global movements and the corresponding transformation of Western nationalism.

## PREREQUISITES

This is a junior-level class in anthropology, and has no prerequisites. If students wish to go on to senior anthropology classes, ANTH 1001 and 1002 are required

## LEARNING OUTCOMES

This class is an introduction to anthropology as a distinct way of thinking about societies, social change, and cultural differences. We examine several different kinds of contemporary situations in which people live as a way to introduce the key concepts and methods by which anthropologists draw conclusions and explain people's behavior, values and ideas. If you participate fully in the class, by the end of the semester, you can expect to:

- Know what makes anthropology different from other social sciences.
- Understand the key concepts with which anthropologists define society, social form, and social change.
- Understand how anthropologists apply these key concepts to contemporary situations, and what kinds of competing explanations they debate.
- Be able to identify ethnographic description and analysis and see how anthropologists draw conclusions from it.
- Be able to find ethnographic evidence and use it to develop your own argument in an essay.
- Understand why anthropologists reject simple, universal claims about human life in terms of 'human nature' and 'progress' (or 'modernity'), and how instead they use their in-depth, immersive study of sociocultural worlds to unsettle and critique these grand, general explanations.

## 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 the grade descriptors for the School of Social and Political Sciences at [http://sydney.edu.au/arts/sociology\\_social\\_policy/undergrad/grades.shtml](http://sydney.edu.au/arts/sociology_social_policy/undergrad/grades.shtml).

## 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 the Academic Honesty in Coursework Policy 2016.

The format of the compliance statement will be in the form of:

- a University assignment cover sheet; or
- a University electronic form.

### Assessment Submission

Submission of assessment tasks will be required by the due date. Written assessments must be submitted online through the LMS. Other assessments, for example visual or oral assessments, must be submitted according to the assessment instructions.

Work not submitted on or before the due date is subject to a penalty of 2% per day late. Refer to [http://sydney.edu.au/arts/current\\_students/late\\_work.shtml](http://sydney.edu.au/arts/current_students/late_work.shtml) for the Policy on Late Work.

## ACADEMIC DISHONESTY AND PLAGIARISM

Academic honesty is a core value of the University, so all students are required to act honestly, ethically and with integrity. This means that the University is opposed to and will not tolerate academic dishonesty or plagiarism, and will treat all allegations of academic dishonesty and plagiarism seriously. The consequences of engaging in plagiarism and academic dishonesty, along with the process by which they are determined and applied, are set out in the Academic Honesty in Coursework Policy 2016. You can find these documents University Policy Register at <http://sydney.edu.au/policies> (enter "Academic Honesty" in the search field).

### Definitions

According to the Policy, plagiarism means representing another person's work (i.e., ideas, findings or words) as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Academic dishonesty means seeking to obtain or obtaining academic advantage for oneself or others (including in the assessment or publication of work) by dishonest or unfair means. Academic dishonesty includes, but is not limited to:

- Resubmission (or recycling) of work that is the

same, or substantially the same as work previously submitted for assessment in the same or in a different unit of study. Every unit of study expects each student to produce new material based upon research conducted in that unit;

- Dishonest plagiarism;
- Engaging another person to complete or contribute to an assessment in your place; and
- Various forms of misconduct in examinations (including copying from another student and taking prohibited materials into an examination venue).

### Use of Similarity Detection Software

Students should be aware that all written assignments submitted in this unit of study will be submitted to similarity detecting software known as Turnitin. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works, and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes. Further information about Turnitin is available at [http://sydney.edu.au/arts/current\\_students/plagiarism\\_and\\_turnitin.shtml](http://sydney.edu.au/arts/current_students/plagiarism_and_turnitin.shtml).

### SPECIAL CONSIDERATION

If you are getting behind, it is a good idea to **keep coming to class, and talk to your tutor (or the lecturers)**. We want everyone to complete the class and do the best they can. **We are here to help**, so please reach out to us. (**See "Staying on top of your studies" on page 7**)

You can get a simple extension, or apply for special consideration or special arrangements, for the essay or the final exam.

Students can apply for special consideration for serious illness or misadventure. You can also apply for a special arrangement to help you meet your cultural, community, civic, military, religious, or family commitments. An application for special consideration or arrangement does not guarantee the application will be granted.

Further information on applying for special consideration or arrangement is available at [http://sydney.edu.au/arts/current\\_students/special\\_consideration.shtml](http://sydney.edu.au/arts/current_students/special_consideration.shtml).

You can ask for an informal simple extension by emailing your tutor before the deadline. Documentation is not needed, and extensions will be given based on your work in class at the time (i.e. weekly assign-

ments, and attendance in lecture and tutorial).

### OTHER POLICIES AND PROCEDURES RELEVANT TO THIS UNIT

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/](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.

### YOUR FEEDBACK IS IMPORTANT

#### The Unit of Study Survey

The University conducts an online survey for units of study every semester. You will be notified by email when the survey opens. You are encouraged to complete the survey to provide important feedback on the unit just before the end of semester. You can complete the survey at <http://www.itl.usyd.edu.au/surveys/complete>

#### How we've used student feedback

Past students of this class have wanted more emphasis on cultural diversity and a broader range of contemporary topics, and less emphasis on debates about globalisation. This revised plan for the class resulted from many discussions with students about the class, and our own desire to make the class a fun and interesting introduction to everything anthropologists study.

### REFERENCES

- Kauage, Mathias. 2001. *Dispela Air Bas Bilong PNG I Save Karim Oi Turis Bilong PNG I Go Aut Long Kainkain Kantri Long Wol [This PNG Jet Carries Tourists from PNG to Many Different Countries in the World]*. Painting.
- Malinowski, Bronislaw. 1922. *Argonauts of The Western Pacific*. London: George Routledge and Sons, Ltd.