

**SCHOOL:** SOCIAL AND POLITICAL SCIENCES  
**DEPARTMENT:** ANTHROPOLOGY  
**UNIT OF STUDY:** ANTH 2654: FORMS OF FAMILIES  
**SESSION:** SEMESTER 2, 2015

## UNIT OF STUDY OUTLINE



Photograph of a *rākau whakapapa*, a Māori genealogy staff. An orator would recite a genealogy holding the staff, working down the length, using each notch as a memory aid (Taonui 2013).

**Unit Coordinator:** Ryan Schram  
**Office:** R. C. Mills (Level 1), Room 169 (A26)  
**Email address:** ryan.schram@sydney.edu.au  
**Office Hours:** Wednesday 9-9:50 a.m. in Mills 169, or by appointment.  
**Anthro Cafe:** Monday 9-9:50 a.m. at Tra Baci (Manning, Ground Floor).

### 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 2654: FORMS OF FAMILIES

## UNIT OF STUDY DESCRIPTION

Where does nature stop and culture begin? This is why anthropologists study kinship. In this unit we will survey the development of this field from its origins to its contemporary form as a critical investigation of how culture shapes the way we think about personhood, relationships, sex, gender and the body. We will compare various types of kinship systems and discuss controversies over kinship - same-sex marriage, single-parent households, cloning, in-vitro fertilization, and alternative forms of family - from a cross-cultural perspective.

## OBJECTIVES AND LEARNING OUTCOMES

The topic of the unit is to examine people's families and kin relationships but the main purpose is to learn to think like an anthropologist.

Kinship, at first glance, appears to be a human universal, yet in each society, it has a different meaning and purpose. To understand it, we have to question our own assumptions and preconceived ideas about family relationships and social relationships in general. Also, as anthropology has dwelt on these questions for so long, we will also think about what the study of kinship says about the study of culture in general. What kind of knowledge are we creating when we inquire into kinship as a system? What we will find is that, like any aspect of human life, kinship can be seen from multiple perspectives and is subject to interpretation.

There are no right answers in this class. Everything in this class is based on someone's interpretation. To learn about kinship is, then, to learn how to make your own interpretation, explain it, and defend it. Students have to develop their own relationship to what scholars say about kinship by reflecting critically on their perspectives and assumptions, and considering questions from many points of view.

## HOW THIS CLASS WORKS

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.
- **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 me.
- Lather, rinse, repeat...

In other words, all of parts of the class—lecture, tutorial, readings, and your ideas—all 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.

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*"Everything in this class is based on someone's interpretation. To learn about kinship is, then, to learn how to make your own interpretation, explain it, and defend it."*

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## WHERE TO GET THE READINGS

There are required and recommended readings for every week. There are two readers available for purchase: (1) required and recommended readings, (2) a copy of a short, recommended book by David Schneider entitled *American Kinship: A Cultural Account*, 2nd ed. (1980). (Two chapters of this book are assigned as required reading.)

You can buy each of the three readers at the Copy Centre or online through Publish Partner at <https://www.publishpartner.com.au/>. Required and recommended readings are also available on the Library eReserve system, except Schneider. The Schneider book is also available on 2-hour loan.

There is also a required text for this class, an ethnographic monograph by Peggy Sanday. It is available in the Co-Op Bookstore on campus. It is:

Sanday, Peggy Reeves. 2003. *Women at the Center: Life in a Modern Matriarchy*. Ithaca, N.Y.: Cornell University Press.

This and several other recommended books are available on two-hour loan. Students are required to have access to all of the required readings. **See page 5 for a class bibliography.**

## ASSESSMENTS

There are three types of assessment in this unit. The first is the two essays in which you will state a claim in response to a problem and defend it with an argument. Second, in Weeks 2 through 7, you will submit a short response to the week's reading on the class LMS ("Blackboard") site. Third, in Weeks 10 through 13, you will submit exercises you will use to prepare to develop your argument in the second essay.

The short responses and the essay drafting exercises are not graded. You receive credit for submitting them

on time, before lecture, on the weeks they are assigned. They are meant to encourage you to think about the reading and prepare for the class discussion each week. By doing these short assignments on time, you can be sure you are preparing for each step in the weekly cycle.

The other assignments for this class are essays. These essays each ask you to formulate a claim – a thesis statement which answers an open-ended, debatable question. For most if not all students in this class, this is the first time to write this kind of essay. This class is designed to guide you each step of the way. If you start early and seek advice along the way, you will be surprised what you can do. You can always get help by emailing the lecturer and asking for a meeting, or coming to office hours.

For all of your work for this class, 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.

### 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 2654 from the list of your units of study.

You will be using the Blackboard site every week. 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/2654>. 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. Terry will post slides from her lectures under the module for those weeks, usually after her lectures.

### Mobile Learn

You can also access your LMS sites via the Sydney Uni App for iPhone and Android. The full set of features available on the mobile app for the University LMS can be found in detail in this PDF document: [Features in the mobile App for the University LMS \(PDF\)](#)

To download the University of Sydney mobile app directly to your phone or mobile device you need to be able to access the marketplace associated with your device's operating system.

- **iTunes store** on your iPhone/ iPod touch or iPad
- **Play Store** or the Android Marketplace (depending on the phone's OS)
- **BlackBerry App World®** on your BlackBerry® smartphone device
- **Palm App Catalog** on your HP webOS device

Once you are at the marketplace or app store:

1. Search for *University of Sydney*
2. Install the app
3. Open the app and click on the icon 'Bb Learn' to access the LMS
4. Login to the LMS with your UniKey and password.

**Important:** due to the limitations of mobile devices you cannot submit assignments using the assignment tool. You should not complete graded tests (quizzes) using your mobile device due to the possibility of Internet drop out.

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.

## ASSESSMENTS AT-A-GLANCE

Assessment	Due	Length	Worth
Weekly writing assignments	Wednesdays 11:59 p.m. in Weeks 2-7 on Blackboard.	50-100 words	10%
First essay	September 23 at 11:59 p.m. online.	1500 words	40%
Essay drafting exercises	Wednesdays 11:59 p.m. in Weeks 10-13.	50-100 words	10%
Second essay	November 12 at noon online.	2000 words	40%

## THE WEEKLY PLAN

Week	Date	Lecture topics
1	July 30	Why study kinship?
2	August 6	Parents Read: de Matos Viegas
3	August 13	Marriage Read: Wardlow, chapter 3.
4	August 20	Groups Read: Evans-Pritchard, Fortes*
5	August 27	Blood Read: Schneider, chapters 1-2.
6	September 3	Care Read: Carsten
7	Sept. 10	Women at the center, I Read: Sanday, Ortner*
8	Sept. 17	Women at the center, II Read: Sanday, Yanagisako and Collier*
9	Sept. 24	Brothers and sisters Read: Harkness
--	Sept. 29	<b>Midterm break</b>
10	October 8	Homeland Read: Rytter, McIntosh*
11	October 15	Ancestors Read: Gilberthorpe, Golub*
12	October 22	Other mothers Read: Vora, Deomampo
13	October 29	The ethics of kinship Read: Sahlins (2011a, 2011b)
14	November 2	<b>Reading period</b>
15	November 9	<b>Finals week</b>

Nb. A bibliography for the class follows. 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.

## 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, except for Schneider and Sanday, which are on 2-hour loan.

- Carsten, Janet. 1995. "The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi." *American Ethnologist* 22 (2): 223–41. doi:10.2307/646700.
- De Matos Viegas, Susana. 2003. "Eating with Your Favourite Mother: Time and Sociality in a Brazilian Amerindian Community." *The Journal of the Royal Anthropological Institute* 9 (1): 21–37. doi:10.2307/3134752.
- Deomampo, Daisy. 2013. "Transnational Surrogacy in India: Interrogating Power and Women's Agency." *Frontiers: A Journal of Women Studies* 34 (3): 167–88.
- Evans-Pritchard, E. E. 2002. "Nuer Politics: Structure and System." In *The Anthropology of Politics: A Reader in Ethnography, Theory, and Critique*, edited by Joan Vincent, 34–38. Oxford: Blackwell Publishers.
- \*Fortes, Meyer. 1953. "The Structure of Unilineal Descent Groups." *American Anthropologist* 55: 17–41.
- Gilberthorpe, Emma. 2007. "Fasu Solidarity: A Case Study of Kin Networks, Land Tenure, and Oil Extraction in Kutubu, Papua New Guinea." *American Anthropologist* 109 (1): 101–12. doi:10.1525/aa.2007.109.1.101.
- \*Golub, Alex. 2007. "Ironies of Organization: Landowners, Land Registration, and Papua New Guinea's Mining and Petroleum Industry." *Human Organization* 66 (1): 38–48. doi:10.17730/humo.66.1.157563342241q348.
- Harkness, Nicholas. 2015. "Basic Kinship Terms: Christian Relations, Chronotopic Formulations, and a Korean Confrontation of Language." *Anthropological Quarterly* 88 (2): 305–36.
- \*McIntosh, Janet. 2015. "Autochthony and 'Family': The Politics of Kinship in White Kenyan Bids to Belong." *Anthropological Quarterly* 88 (2): 251–80.
- \*Ortner, Sherry B. 1974. "Is Female to Male as Nature Is to Culture?" In *Woman, Culture, and Society*, edited by Michelle Zimbalist Rosaldo and Louise Lamphere, 67–88. Stanford, Calif.: Stanford University Press.
- Rytter, Mikkel. 2010. "'The Family of Denmark' and 'the Aliens': Kinship Images in Danish Integration Politics." *Ethnos* 75 (3): 301–22. doi:10.1080/00141844.2010.513773.
- Sahlins, Marshall. 2011a. "What Kinship Is (part One)." *Journal of the Royal Anthropological Institute* 17 (1): 2–19. doi:10.1111/j.1467-9655.2010.01666.x.
- . 2011b. "What Kinship Is (part Two)." *Journal of the Royal Anthropological Institute* 17 (2): 227–42. doi:10.1111/j.1467-9655.2011.01677.x.
- Sanday, Peggy Reeves. 2003. *Women at the Center: Life in a Modern Matriarchy*. Ithaca, N.Y.: Cornell University Press.
- Schneider, David M. 1968. *American Kinship: A Cultural Account*. Chicago: University of Chicago Press.
- Vora, Kalindi. 2009. "Indian Transnational Surrogacy and the Commodification of Vital Energy." *Subjectivity* 28 (1): 266–78. doi:10.1057/sub.2009.14.
- Wardlow, Holly. 2006. *Wayward Women: Sexuality And Agency in a New Guinea Society*. University of California Press.

### KEY WORKS ON KINSHIP

- Morgan, Lewis Henry. 1870. *Systems of Consanguinity and Affinity of the Human Family*. Washington, D.C.: Smithsonian Institution.
- Durkheim, Emile, and Marcel Mauss. 1963 [1901]. *Primitive Classification*. Rodney Needham, trans. Chicago: University of Chicago Press.
- Rivers, W. H. R. 1914. *The History of Melanesian Society*. Cambridge: Cambridge University Press.
- Radcliffe-Brown, A. R. 1965 [1924]. "The Mother's Brother in South Africa." In *Structure and Function in Primitive Society*, pp. 15–31. New York: The Free Press.
- Malinowski, Bronislaw. 1930. "17. Kinship." *Man* 30: 19–29.
- Evans-Pritchard, E. E. 1940. "The Nuer of Southern Sudan." In *African Political Systems*, Meyer Fortes and E. E. Evans-Pritchard, eds., pp. 272–296. Oxford: Oxford University Press.
- Radcliffe-Brown, A. R. 1965 [1940]. "On Joking Relationships." In *Structure and Function in Primitive Society*, pp. 90–104. New York: The Free Press.
- Levi-Strauss, Claude. 1969 [1949]. *The Elementary Structures of Kinship*. Boston: Beacon Press.
- Richards, Audrey I. 1950. "Some Types of Family Structure amongst the Central Bantu," in A.R. Radcliffe-Brown and D. Forde, eds. *African Systems of Kinship and Marriage*, pp. 297–351. London: Oxford University Press.
- Schneider, David. 1980 [1968]. *American Kinship: A Cultural Account*, 2nd. ed. Chicago: University of Chicago Press.

Bloch, Maurice. 1973. "The Long Term and the Short Term: The Economic and Political Significance of the Morality of Kinship." In *The Character of Kinship*, J. Goody, ed., pp. 75-87. Cambridge: Cambridge University Press.

Strathern, Andrew J. 1973. "Kinship, Descent and Locality: Some New Guinea Examples." In *The Character of Kinship*. In *The Character of Kinship*, J. Goody, ed., pp. 21-34. Cambridge: Cambridge University Press.

Rubin, Gayle. 1975. "The Traffic in Women: Notes on the 'Political Economy' of Sex." In *Toward an Anthropology of Women*, Rayna Reiter, ed., pp. 157-210. New York: Monthly Review Press.

Wagner, Roy. 1977. "Analogic Kinship: A Daribi Example." *American Ethnologist* 4(4): 623-642.

Yanagisako, Sylvia and Jane Collier. 1987. "Toward a Unified Analysis of Gender and Kinship." In *Gender and Kinship: Essays Toward A Unified Analysis*, Jane Collier and Sylvia Yanagisako, eds., pp. 14-50. Stanford: Stanford University Press.

Strathern, Marilyn. 1988. *The Gender of the Gift: Problems With Women and Problems With Society in Melanesia*. Berkeley, Calif.: University of California Press.

Viverios de Castro, Eduardo. 2009. *The Gift and The Given: Three Nano-essays on Kinship and Magic*. In *Kinship and Beyond: The Genealogical Model Reconsidered*, Sandra Bamford and James Leach, eds., pp. 237-268. New York: Berghahn Books.

## SUPPLEMENTAL TEXTS

These books on kinship 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.

Carsten, Janet. 2000. *Cultures of Relatedness: New Approaches to the Study of Kinship*. Cambridge: Cambridge University Press.

———. 2004. *After Kinship*. Cambridge: Cambridge University Press.

Franklin, Sarah, and Susan McKinnon. 2002. *Relative Values: Reconfiguring Kinship Studies*. Durham, N.C.: Duke University Press.

Holy, Ladislav. 1996. *Anthropological Perspectives on Kinship*. London: Pluto Press.

Parkin, Robert. 1997. *Kinship: An Introduction to the Basic Concepts*. Malden, Mass.: Wiley & Sons.

Parkin, Robert and Linda Stone, eds. 2004. *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishers.

Sahlins, Marshall. 2012. *What Kinship Is--And Is Not*. Chicago: University of Chicago Press.

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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/>.

**AusAnthrop Kinship Tutorial**, an introduction to the study of kinship by Laurent Dousset:  
<http://www.ausanthrop.net/research/kinship/>.

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

**Ryan Schram's Anthrocyclopaedia**, with ANTH 2654 lecture outlines, supplemental notes and more:  
<http://anthro.rschram.org/>.

### Anthropology: People Are Talking...

People are talking about the manifold diversity and dynamics of society, culture, and change at the University of Sydney anthropology department seminars. Please join us for a Thursday afternoon presentation and discussion of the latest research in anthropology and allied fields.

Seminars are held on most Thursdays during the teaching term from 3:00 p.m. to 5:00 p.m., followed by a light reception. All are welcome!

See <http://sydney.edu.au/arts/anthropology/events/> for the schedule for Semester 2, 2015. (Nb. Seminars are not held every week, so check the department's calendar for the dates of seminars.) For more information, contact the 2015 symposium convener, Luis Fernando Angosto-Ferrandez at [luis.angosto-ferrandez@sydney.edu.au](mailto:luis.angosto-ferrandez@sydney.edu.au).

# IMPORTANT INFORMATION AND POLICIES FOR THIS UNIT

## LEARNING STRUCTURE

The class consists of one two-hour lecture on Thursday and several tutorial sections on Thursday and Friday. Students should attend the lecture on Thursday, and attend their assigned tutorial section once a week from Week 2.

## ASSESSMENT CRITERIA

For the ungraded writing assignments, you receive credit for submitting a good effort on time. These assignments are meant to let me see your thinking process and your ideas as they are developing. They are not meant to test knowledge. They are meant to encourage you to prepare for class, reflect on your own ideas, and take a stand on a question even when you're not sure what you think. That's part of the process of developing an argument.

The essays are meant to be finished products in which you present an argument. They should be revised and proofed for clarity of expression, as well as spelling and grammar. You will be graded based on the following criteria:

The essay has

- a clearly stated and relevant thesis which answers a question,
- a developed argument and reasoning which supports this claim,
- evidence and examples which support and substantiate the claim, showing that you've explored facts and ideas in detail, and
- prose which explains and clarifies the ideas and arguments.

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 Academic Dishonesty and Plagiarism Policy.

The format of the compliance statement will differ depending on the method required for submitting your work (see "Assessment Submission" below). Depending on the submission method, the statement must be in the form of:

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

### Assessment Submission

The essays must be submitted **online only via the Blackboard site for this Unit of Study**.

Weekly writing assignments must be completed **by 11:59 p.m. on the due date (before Thursday lectures) and submitted online**.

When submitting your essay to the Turnitin dropbox on Blackboard, you must first complete a 'compliance quiz' (asking if you agree with the Faculty's policies on plagiarism, true or false). This reveals the link to the dropbox.

Essays and assignments not submitted on or before the due date are subject to penalty. Refer to

### 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).

[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. You lose two points out of 100 for every weekday that your essay is late. Weekly writings cannot be submitted late.

## 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).

## USE OF SIMILARITY DETECTION SOFTWARE

Students should be aware that written assignments submitted in this Unit of Study will be submitted to similarity detecting software known as Turnitin. The detection and identification of work that may be suspected of plagiarism is an academic judgment for the unit coordinator, and similarity detecting software is one of the tools that an examiner or marker may

use to inform a decision that plagiarism has occurred.

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. It produces an originality report showing matches with various sources, and an overall level of match or similarity index.

There will always be some degree of text-matching when using Turnitin. These are caused by the use of direct quotations, technical terms and phrases, and the listing of bibliographic material. This does not mean you will automatically be accused of plagiarism.

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

You can get a simple extension, or apply for special consideration or special arrangements, for the two essays, and if you need, any of the weekly assignments.

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 (SC)** for serious illness or misadventure
- **Special Arrangements (SA)** for essential community commitments
- **Simple Extension (SE)**, 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](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/](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

**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.** My 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 lecturer 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 lecturer 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 WriteSite 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 **undergraduate 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](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/).

## REFERENCES

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- Taonui, Rāwiri. 2013. "Whakapapa – Genealogy." *Te Ara: The Encyclopedia of New Zealand*. July 1. <http://www.teara.govt.nz/en/whakapapa-genealogy>.