

**SCHOOL:** SOCIAL AND POLITICAL SCIENCES  
**DEPARTMENT:** ANTHROPOLOGY  
**UNIT OF STUDY:** ANTH 2654: FORMS OF FAMILIES  
**SESSION:** SEMESTER 2, 2016

## 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:** Mondays and Tuesdays, 11 a.m. to noon, or 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 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.

## PREREQUISITES

This is a senior unit in anthropology. Students must have completed ANTH 1001 and 1002 or received special permission from their faculty to enroll.

## 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.

## LEARNING STRUCTURE

The class consists of both lecture and tutorial discussion over three hours each week. Students should attend the scheduled "lecture" session, and attend their assigned tutorial section once a week from Week 2.

## HOW 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 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:

Brison, Karen J. 2007. *Our Wealth Is Loving Each Other: Self and Society in Fiji*. Lanham, Md.: Lexington Books.

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.

### ATTENDANCE POLICY

If you think about it, the more time you spend in class with other students, the more you learn, the more fun the class is, and the better your grade is. You should come to every lecture and tutorial.

According to Faculty Board Resolutions, students in the Faculty of Arts and Social Sciences are expected to attend 80% of their classes. If you attend less than 50% of classes, regardless of the reasons, you may be referred to the Examiner's Board. The Examiner's Board will decide whether you should pass or fail the unit of study if your attendance falls below this threshold.

If a unit of study has a participation mark, your attendance may influence this mark. For more information on attendance, see [http://sydney.edu.au/arts/current\\_students/policies.shtml](http://sydney.edu.au/arts/current_students/policies.shtml).

### YOUR FEEDBACK IS IMPORTANT

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>.

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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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### ONLINE COMPONENTS

The easiest way to access the LMS 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 top row of the QuickLaunch window on the left hand side of the screen.

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/>.

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.

### Lecture Recording

Lectures delivered in University-owned lecture theatres are recorded and may be made available to students on the LMS. However, you should not rely on lecture recording to substitute your classroom learning experience.

### The Anthrocylopaedia

Lecture notes and a list of suggested readings and resources for each week, plus a guide to the class overall, can be found at Ryan's public teaching site, *Ryan Schram's Anthrocylopaedia*, at <http://anthro.rs-chram.org/2654>.

## 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 28	Why study kinship?
2	August 4	Parents Read: de Matos Viegas, Radcliffe-Brown*, Malinowski*
3	August 11	Marriage Read: Wardlow, chapter 3., <i>U.S. v. Windsor*</i> , Levi-Strauss*, Rubin*
4	August 18	Groups Read: Evans-Pritchard, Fortes*
5	August 25	Blood Read: Schneider, chapters 1-2, 3-5*
6	September 1	Care Read: Carsten, A. Strathern*
7	Sept. 8	Our wealth is loving each other, I Read: Brison, Ortner*
8	Sept. 11	Our wealth is loving each other, II Read: Brison, Yanagisako and Collier*
9	Sept. 18	Family harmony Read: Dent
--	Sept. 25	<b>Midterm break</b>
10	October 6	Homeland Read: Rytter, McIntosh*
11	October 13	Ancestors Read: Gilberthorpe, Golub*
12	October 20	Other mothers Read: Vora, Deomampo
13	October 27	The ethics of kinship Read: Sahlins (2011a, 2011b)
14	October 31	<b>Reading period</b>
15	November 7	<b>Finals period begins</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.

- Brison, Karen J. 2007. *Our Wealth Is Loving Each Other: Self and Society in Fiji*. Lanham, Md.: Lexington Books.
- 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.
- Dent, Alexander Sebastian. 2007. "Country Brothers: Kinship and Chronotope in Brazilian Rural Public Culture." *Anthropological Quarterly* 80 (2): 455–95. doi:10.1353/anq.2007.0023.
- 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.
- \*Malinowski, Bronislaw. 1930. "17. Kinship." *Man* 30: 19–29.
- 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.
- \*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.
- \*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.
- 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.
- Sahlins, Marshall. 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.
- Schneider, David M. 1968. *American Kinship: A Cultural Account*. Chicago: University of Chicago 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.
- \*U.S. v. Windsor, 570 U.S. \_\_\_\_ (2013) No. 12-307. <https://www.law.cornell.edu/supremecourt/text/12-307>
- 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.
- \*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.

### OTHER KEY WORKS ON KINSHIP

- 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.
- Durkheim, Emile, and Marcel Mauss. 1963 [1901]. *Primitive Classification*. Rodney Needham, trans. Chicago: University of Chicago Press.
- 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.
- Levi-Strauss, Claude. 1969 [1949]. *The Elementary Structures of Kinship*. Boston: Beacon Press.
- Morgan, Lewis Henry. 1870. *Systems of*

Consanguinity and Affinity of the Human Family. Washington, D.C.: Smithsonian Institution.

- Radcliffe-Brown, A. R. 1965 [1940]. "On Joking Relationships." In *Structure and Function in Primitive Society*, pp. 90-104. New York: The Free 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.
- Rivers, W. H. R. 1914. *The History of Melanesian Society*. Cambridge: Cambridge 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.
- Wagner, Roy. 1977. "Analogic Kinship: A Daribi Example." *American Ethnologist* 4(4): 623-642.

## 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.

## IMPORTANT INFORMATION AND POLICIES FOR THIS UNIT

### 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 [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, 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).

### **Definition of Plagiarism**

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 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.

Students can apply for Special Consideration for serious illness or misadventure. An application for special consideration does not guarantee the application will be granted.

Further information on applying for special consideration 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 Ryan before the deadline. Documentation is not needed, and extensions will be given based on your work in class at the time (i.e. weekly assignments, and attendance in lecture and tutorial).

### **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\\_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.

Free online Library tutorials are available at <http://sydney.edu.au/library/skills>, with one designed especially for students studying in the Humanities and Social Sciences at <http://libguides.library.usyd.edu.au/>.

**Mobile Learn** is 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 \(PDF\)](#). Search for University of Sydney on the iTunes store or the Android Marketplace, install the app, and you can access the LMS by clicking on the 'Bb Learn' icon. 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.

## 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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