

DEAKIN UNIVERSITY

Faculty of Arts

Unit Guide



Semester 1, 2007

ASS101

**Anthropology 1A:
Culture and Imagination**

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Handbook entry

ASS101 Anthropology 1A: Culture and Imagination (G, X)

[Unit fee rate](#)

Semester 1, 1 credit point

Unit chair: R Bastin

Note: Online teaching methods require internet access. Please refer to the most current computer specifications at www.deakin.edu.au/its/about/computer-specs.php.

Content

Anthropology asks the ultimate question for human beings: what does it mean to be human? Because of this, anthropology is the science that must understand both the physical and the metaphysical dimensions of human existence: how we both create and relate to our environment. The subject commences with an examination of the foundational issues for anthropologists including the nature of human culture, the nature of humans as an evolved species, and the critical importance of human rationality and belief. Examples of human societies and cultures are drawn from Africa, Asia, Europe, the Americas, Australia and the Pacific.

Assessment

Tutorial presentation and participation (Off campus DSO based on-line quizzes and discussions) 20%, short essay 500 words 20%, essay 1500 words 30%, closed book examination 30%.

Online learning for this unit

Please note that the Unit Chair and teaching staff for the unit will not commence teaching, including using DSO, until the first week of the Semester.

Deakin Studies Online (DSO) is Deakin University's online teaching and learning environment which aims to enhance both on and off-campus learning. DSO delivers web-based course material and assessment tasks and facilitates communication and collaboration between staff and students.

The level of online activity for this unit is: **EXTENDED**

Students will be able to download the following materials via DSO

- lecture notes
- audio stream lectures
- electronic readings (held in the Library)

Students will be able (if ON campus) and required (if OFF campus):

- to participate in on-line discussions and quizzes

Students will be able

- to submit electronic files of essays.

DSO will be an important part of your studies in this unit. It is your virtual class room; a place where you will find, useful resources, web links and online communication for the unit.

Important information from your Unit chair, including changes to lecture locations or due dates for essays will be posted here.

Further notes from your Unit Chair regarding DSO

It is vital that you access DSO regularly if you wish to complete this unit. By Deakin University's definition, the level of usage is EXTENDED. However, ASS101 is almost WHOLLY on-line because the student does not receive any printed materials. In addition, OFF campus students are required to complete an on-line assessment component.

A note from your Unit Chair

Welcome to Anthropology 1A: Culture and Imagination, the first semester, introductory level unit in anthropology at Deakin. The Unit Guide, which you are reading now, is for both on and off-campus students. Therefore, you will find that some sections or instructions are not applicable to you. Where not specified, information is for everyone. The Unit Guide is designed to help you gain maximum value from the unit materials and it is well worth your time reading it carefully before you begin the Study Guide. It will assist you in tutorial preparation, planning your assignments, organizing your reading and avoiding wasted effort.

On campus students please consult the main timetable near the Arts Staff Support Office for times and places of lectures and tutorials. Don't rely on early information as both times and places are sometimes changed at short notice.

Some tutorial times are more popular than others and the roll is taken from the first class so don't wait around to enrol in a tutorial. Please put both your name and your ID number on the sheet.

Off-campus students are most welcome to attend tutorials. Please indicate your off-campus status when signing up for a tutorial as on-campus students have priority.

We also run an electronic discussion group for both on and off campus students. This can be found in the ASS101 site on DSO (Deakin Studies Online). Note though, that the on-line discussions and quizzes are assessable components for OFF campus students.

How to go about things

For many of you this will be the first unit that you are attempting to do at Deakin University. Some explanation will help the fluttering nerves that are inevitable when starting something new. It is easiest to think of this unit as consisting of a number of sets of material.

The first is the **Unit Guide** that you are reading now. It can best be summarized as the rules and regulations of the unit and you need to become familiar with those as your first step. Important additional information is also given such as reading lists, the lecture and tutorial program and the assessment guide.

This Unit Guide explains the aims of the unit, describes the assessment requirements and gives details of the assignments. You should always read this Unit Guide first and check it frequently when preparing to study or embarking on assignment work.

The second set of material consists of the **Lecture Modules** that have been written by the unit chair for 2007. The Lecture Modules can be found on DSO in the folder **Unit Resources**.

There are four lecture modules that will be successively released onto DSO over the course of the semester. Each one relates to a substantive topic areas whose broad contents are listed below.

The third set of materials consists of the **Required Readings**. These electronic readings are kept on the Deakin University Library and can be accessed through the Library homepage. You will

find a link to the relevant area on DSO, but it is worth noting that you get there through the following steps:

- Deakin University homepage (www.deakin.edu.au)
- Library (on the side menu)
- “Electronic Readings” (under Databases and eJournals – Online resources)
- Type in the Unit Code “ASS101” and you will find the list of readings.

The required readings are essential for participation in the tutorial and on-line discussions.

The fourth (and last) item is the **Textbook**. It is the abridged edition (1976) of the famous study of Zande witchcraft beliefs by E. E. Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*. All students will need to read this book over the course of the semester. The main essay will be based on this text.

Lecture Module 1: What Anthropologists Study

The lecture module covers only two weeks at the start of semester. In this module we gently ease students into the field of study called anthropology.

This is how you proceed. You read the Lecture Module notes on DSO, then download the lecture notes and listen to the audio stream lecture if you did not attend it yourself. You are then directed to further reading available via the Library electronic readings. You are asked to comment on or answer questions on these further readings either in the tutorial the following week if you are ON campus or in the DSO discussion if you are OFF campus.

Lecture Module 2: The Origins and Nature of the Human Species

The second lecture module is much more substantial and covers five separate topics over a three week period. These topics will be listed separately within the lecture module, but each topic will not have a corresponding audio-stream lecture. The broad theme of the module is the question of human origins and the elements of evolutionary theory. In introducing the ideas of Darwinism, we also consider the way in which Darwin’s ideas were taken up in the interests of racism and the subjugation of certain humans on the basis of perceived biological differences.

Lecture Module 3

The third lecture module is also big. It covers the question of human rationality and establishes a comparison between the ideas and practices of a central African people called the Zande and the ideas and practices of modern Western intelligence testers. The main theme of this module is to explore how people act in terms of their perceptions and ideas about the nature of the world.

Lecture Module 4

The final lecture module explores the question of change. In what ways do our understandings of the world change according to circumstance? Are we better and more intelligent than other humans from other times and other places? In what ways have we modern rational scientists think we’ve got it right while others have got it wrong?

The course is as straightforward as that. You start reading and we guide you through an Introduction to Social and Cultural Anthropology. The process works cumulatively and goes in stages. All is not revealed instantly. But as you go through the material you will discover that Social and Cultural Anthropology is a way of looking at the world that sheds new light on things that most of us simply take for granted.

We aim at Deakin University to provide a flexible and inclusive program. Any student in this unit who has access or support needs due to a disability or some other reason should contact the Disability Resource Centre or the Unit Chair.

I look forward to getting to know you during this semester.

Contact details

Unit Chair: Associate Professor Rohan Bastin
Room: ic2.211
Telephone: (03) 5227 1366
Email: Rohan.Bastin@deakin.edu.au

[NB PLEASE WRITE 'ASS101' IN THE SUBJECT LINE OF ANY EMAIL REGARDING THIS UNIT. FAILURE TO DO SO COULD RESULT IN YOUR EMAIL NOT BEING ANSWERED.]

Postal: Faculty of Arts, Deakin University (Geelong),
 Pigdons Road, Geelong, Victoria, 3217.

Teaching staff: On campus students will be notified of their tutor at the start of the unit.

Unit overview

Anthropology 1A provides the student with an introduction to Social and Cultural Anthropology. The unit consists of four lecture modules the basic details of which are outlined above. By the end of the semester, you will have a new understanding of what anthropology is and, hopefully, a new insight into the biggest question for human beings: what does it mean to be human?

The unit's sub-title "Culture and Imagination" already answers the question and sets out what you will explore over the next 13 weeks or so. We look at the cultural worlds that humans create and we establish the comparative basis for the examination of these worlds. Importantly, when we use terms like "imaginary" we do not mean "unreal" or "fantastic". What we mean are the products of the human imagination and how these products (whether they be stone tools, or pyramids or Space Shuttles) shape our relations with each other and with the world.

By semester's end, you will also be further down the path of acquiring the kinds of generic skills routinely associated with a university graduate. In the anthropology sequence these skills are taught through the kinds of materials presented at each level and through the graded difficulty of both theoretical and practical issues presented at each level of instruction. Assessment at each level reflects this gradation in skill acquisition.

Generic skills

- time management and effective organisation of study related activities;

- comprehension and critical evaluation of a range of information and informational sources (focused through both essay and examination assessments);
- clear written and oral argument and debate on issues of both theory and practice (through essay, tutorial and email discussion groups – on campus students are assessed for performance);
- utilisation of bibliographic and other databases, primarily through the library and associated internet resources (This should be developed both through assignments and in following up on unit information);
- utilisation of on-line teaching resources through Deakin Studies Online (DSO);
- evaluation of theory and relations between abstract and concrete processes and practices (key skills we expect students to demonstrate through their assignments);

Anthropological Skills

Apart from the skills discussed above, the Anthropology program aims at inculcating a set of skills which are closely intertwined with the content of any anthropological understanding of the world. In the course of studying materials in this unit, you should develop the following skills:

- To understand others in terms of a sense of comparison between humans from different times and places (including oneself), appreciating not only the similarities in individual and communal forms of organisation and experience but also the many differences which, if not recognized, can lead to misunderstanding and confrontation.
- To have a set of practical understandings and activities and forms of interaction for involvement in communities and for examining both individual and communal activity and experience.
- To grasp the significance of relative and absolute understandings of the world, recognizing the cultural specificity of many presumed absolute values.
- To understand the nature of a range of pressing social issues in both Australian communities and internationally.

Learning resources

The materials for this unit include:

1. This Unit Guide (available exclusively via DSO);
2. The Lecture Modules (available exclusively via DSO);
3. The electronic readings (available through the Deakin Library)
4. The textbook;

These materials are described in detail under the heading “How to Go About Things” (above).

On account of the face-to-face teaching component, this unit is **not** a wholly-online unit. However, no paper-based materials will be sent. Materials necessary for studying the unit will be available via the DSO site. If additional resources are used, they will be listed in the Learning resources area of this Unit Guide.

Prescribed texts

E.E. Evans-Pritchard, 1976. *Witchcraft, Oracles and Magic among the Azande* (abridged edition). Oxford University Press.

Recommended texts

In many introductory subjects one finds introductory textbooks. For several reasons, we do not use such textbooks at Deakin. Most importantly, we expect students to read an anthropological monograph such as Evans-Pritchard's famous study. We encourage students to look for other anthropological monographs and we list a few of these works on the DSO site.

Some students may feel more comfortable if they can consult an introductory textbook. Such books are fairly easy to find, but they do vary in their quality. Below is listed a few which we think are OK.

- Gary Ferraro, 2001. *Cultural Anthropology: An Applied Perspective*
- Joy Hendry, 1999. *An Introduction to Social Anthropology: Other People's Worlds*
- Roger M. Keesing and Andrew J. Strathern, 1998. *Cultural Anthropology: a Contemporary Perspective*

In many cases, textbooks appear to become easily dated and so need a new edition. However, this is really more of publishers' sleight of hand than a genuine reflection on the dynamic nature of scientific discovery, and that is another reason why we don't set textbooks. When recommending textbooks, therefore, we are not recommending the latest edition.

Study timetable

Wk	Wk Beginning	
1	26 February	The Quaint and Exotic Nacirema and the Nailartsua.
2	5 March	Culture defined
3	12 March	Human Origins and Human Evolution
4	19 March	Darwinism and Social Darwinism
5	26 March	The Idea of Scientific Paradigms
6	2 April	Zande Witchcraft Beliefs
EASTER / INTRA-SEMESTER BREAK: Friday 6 April to Sunday 15 April		
7	16 April	Contradictory Evidence and Secondary Elaboration
8*	23 April	Western Intelligence Beliefs
9	30 April	Social Darwinism Just Keeps Swinging
10	7 May	Cultural Watershed and Historical Change
11	14 May	Contemporary African Witchcraft
12	21 May	Captain Cook in Hawaii: the Structure of the Conjuncture
13	28 May	Conclusion and Exam Information
STUDY PERIOD: Saturday 2 June to Sunday 10 June		
EXAM PERIOD: Monday 11 June to 22 Friday June		

* ANZAC Day (Wednesday 25 April) is a University recognised holiday.

Assessment schedule

ON CAMPUS

Assessment / Assignment		Length	%	Due Date
1	Tutorial presentation and participation		20%	ongoing
2	Short essay	500 words	20%	Thursday 15 March 2007
3	Essay	1,500 words	30%	Thursday 3 May 2007
4	Exam (Closed Book)	2 hours	30%	Exam period
Total			100%	

OFF CAMPUS

Assessment / Assignment		Length	%	Due Date
1	DSO based on-line quizzes and discussions		20%	ongoing
2	Short essay	500 words	20%	Thursday 15 March 2007
3	Essay	1,500 words	30%	Thursday 3 May 2007
4	Exam (Closed Book)	2 hours	30%	Exam period
Total			100%	

Assessment information

Assessment 1: Tutorial participation and presentation (20%)

(ON CAMPUS ONLY)

The tutorial for each week will focus on the *set readings and related questions*. These are listed below under “Topics for the tutorials and on-line discussions”. To participate in the tutorial effectively, you must:

- 1) do the set readings for that week;
- 2) consider the related questions;
- 3) attend the tutorial;
- 4) contribute in a substantial way to the discussion; and
- 5) make ONE presentation with another student.

It is important to note that attendance alone, without contribution or having read the set readings, does not constitute tutorial participation. While the lectures will be discussed in the tutorials, the main focus will be the set readings. The readings are the foundation of the course, and they will assist you not only in the tutorials, but in the other assessment activities. Therefore it is essential that you complete the set readings each week. The discussions will be based on *but not limited to* the set questions.

<p>The tutorial participation grade will be based on an attendance record kept by the tutor and notes on the performance of individuals and the group as a whole.</p> <p>In addition, at the commencement of tutorials, your tutor will arrange the class into pairs who will each take a turn in presenting a short (5 minute) discussion of the readings and the questions for that week. Students are encouraged to think imaginatively about how they make their ONE presentation for the semester.</p> <p>The overall mark for this component will be judged on the basis of the combination of the following:</p> <ol style="list-style-type: none"> 1. An individual student’s participation over the semester by doing the reading every week and contributing to the group. 2. An individual student’s contribution (with another) to their specific presentation 3. The overall group dynamic as this reflects the extent to which each student worked toward the creation of a team. 	
MARKING CRITERIA	GRADUATE ATTRIBUTE
What the Assessor will be looking for when marking participation and the presentation:	Knowledge and understanding
<ul style="list-style-type: none"> ▪ Critical engagement with the set readings. 	<ul style="list-style-type: none"> ▪ acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research
What the Assessor will be looking for when marking participation and presentation:	Skills
<ul style="list-style-type: none"> ▪ Knowledge of the set readings. 	<ul style="list-style-type: none"> ▪ identifying, gathering, retrieving and working with textual, graphic and numerical information
<ul style="list-style-type: none"> ▪ Engagement in discussions and other tutorial activities. 	<ul style="list-style-type: none"> ▪ communication, orally and in written form, across a range of contexts
<ul style="list-style-type: none"> ▪ Regular attendance and demonstration of knowledge of the readings. 	<ul style="list-style-type: none"> ▪ personal organisation and management
<ul style="list-style-type: none"> ▪ Ability to work in unison with the other members of the tutorial group to create an effective class dynamic. 	<ul style="list-style-type: none"> ▪ collaborative and team working
<ul style="list-style-type: none"> ▪ Ability to explore the tutorial discussion topics and relate them to broader social and cultural issues 	<ul style="list-style-type: none"> ▪ critical analysis, problem solving, and creative thinking

Assessment 1: DSO on-line discussion participation and quizzes (20%)	(OFF CAMPUS ONLY)
<p>The discussion for each week will focus on the <i>set readings and related questions</i>. These are listed below under “Topics for the tutorials and on-line discussions”. To participate in the discussion effectively, you must:</p> <ol style="list-style-type: none"> 6) do the set readings for that week; 7) consider the related questions; 8) log on to the appropriate DSO discussion; and 9) contribute in a substantial way to the discussion. <p>The main focus will be the set readings. The readings are the foundation of the course, and they will</p>	

assist you not only in the discussions, but in the other assessment activities. Therefore it is essential that you complete the set readings each week. The discussions will be based on *but not limited to* the set questions.

The on-line discussion participation grade will be based on a participation record and notes on the performance of individuals and the group as a whole. DSO tracks when and for long students access the site as well as what they download. Thus it is easy to establish a log of a student's interaction with the unit.

Don't panic if you are slow to get going in this area. Learning to engage with others in the virtual classroom environment can be daunting. Some people are used to chat rooms and email. For others, it is still a case of finding the right key on the keyboard, let alone composing their thoughts as words. A major reason you attend university is precisely to develop and enhance these skills. **WE DON'T EXPECT EVERYONE TO BE INSTANTLY AT THE SAME LEVEL.** Some students are pursuing studies after retiring from work or are enhancing their skills and knowledge while holding down jobs that routinely expect highly sophisticated communication across a range of media. Others are fresh from school or feel that the bulk of their interaction has lately only been with people under 3 years (their children (or possibly their partner!)).

IT IS ESSENTIAL THEREFORE, TO OBSERVE THE FOLLOWING:

- read the rules of etiquette (or 'netiquette');
- keep your DSO discussion entries short;
- compose a draft until you get used to it;
- don't be intimidated and above all don't intimidate;
- don't try to be too clever and always remember that your fellow participants come from diverse backgrounds and are at different stages in their lives; and
- keep at it.

IN ADDITION, there will be TWO quizzes posted on the DSO site over the semester to be completed by each student before the end of semester. The quizzes will be in the form of multiple choice questions that will be very similar to what students encounter in the exam. Each quiz will contain five questions.

MARKING CRITERIA	GRADUATE ATTRIBUTE
What the Assessor will be looking for when marking on-line discussions and quizzes:	Knowledge and understanding
<ul style="list-style-type: none"> ▪ Critical engagement with the set readings. 	<ul style="list-style-type: none"> ▪ acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research
What the Assessor will be looking for when marking on-line discussions and quizzes:	Skills
<ul style="list-style-type: none"> ▪ Knowledge of the set readings. 	<ul style="list-style-type: none"> ▪ identifying, gathering, retrieving and working with textual, graphic and numerical information
<ul style="list-style-type: none"> ▪ Engagement in discussions and other online activities. 	<ul style="list-style-type: none"> ▪ communication, orally and in written form, across a range of contexts
<ul style="list-style-type: none"> ▪ Regular attendance and demonstration of knowledge of the readings. 	<ul style="list-style-type: none"> ▪ personal organisation and management
<ul style="list-style-type: none"> ▪ Ability to work in unison with the other members of the discussion to create an effective class dynamic. 	<ul style="list-style-type: none"> ▪ collaborative and team working

- | | |
|---|---|
| ▪ Ability to explore the online discussion topics and relate them to broader social and cultural issues | ▪ critical analysis, problem solving, and creative thinking |
|---|---|

Topics for the tutorials and on-line discussions

Week 1 (26 Feb)

Lecture: Introduction

No tutorials in the first week

Week 2 (5 Mar)

Lecture: Culture defined

General Introduction, arrangement of tutorial presentations for the semester, discussion of the unit guide.

Reading:

Unit Guide

Prior to the tutorial students must read the unit guide carefully.

Each student should pencil in the tutorial topic and week they would like to cover in their oral presentation, and also note any terms or ideas for which they need clarification.

Each tutorial group will divide in half and spend 10 minutes selecting one person for each week to be a presenter. In any week the students making a short presentation should consider **one** (either a or b) question in the light of the readings, while the other students do the readings and come to the tutorial prepared to discuss them. The two groups will then be joined and the pairs of presenters will be identified.

Week 3 (12 Mar)

Lecture: Human origins & evolution

Reading:

Barrow, John D. 1995. *The Artful Universe: The Cosmic Source of Human Creativity*. Penguin Books. Pp 19–24.

Questions

- From John Barrow, what are we to understand is the difference between Lamarck's theory of evolution and Darwin's theory?
- Choose an example of a definitive characteristic of members of a species (e.g. a giraffe's neck) and explain the feature from both a Lamarckian perspective and a Darwinian perspective.

Week 4 (19 Mar)

Lecture: Darwinism & Social Darwinism

Reading:

Gould, Stephen Jay. 1996. *The Mismeasure of Man*. Revised & expanded edition. Penguin Books. Pp 391–412.

Question

- Outline Gould's discussion about the early racialist arguments concerning 1) Jews, and 2) the existence of distinct racial groups. To what extent are these classifications cultural?
- Can the concept of beauty (and the related concept of ugliness) be considered scientific? Your tutor will bring a "beautiful people" magazine for you to demonstrate your argument.

Week 5 (26 Mar)

Lecture: Scientific paradigms

Reading:

Hacking, Ian. 2002. "Making up People" In *Historical Ontology*. Harvard University Press. Pp99–114.

Question

- a. Discuss some of the examples of deviance that Hacking identifies. Is he saying that some of the examples did not exist before scientists identified them?
- b. If reality is socially constructed, does that mean it isn't real?

Week 6 (2 Apr)

Lecture: Zande witchcraft beliefs

Reading:

Evans-Pritchard, E. 1958 [1937]. *Witchcraft, Oracles and Magic Among the Azande*. Oxford: Clarendon Press. (Part 1, Ch. IV 'The Notion of Witchcraft Explains Unfortunate Events').

[NB: This chapter appears in the abridged edition as Chapter 2]

Questions

- a. Consider the extent to which witchcraft explanations are a kind of ordinary non-scientific understanding that might be found in all societies.
- b. Would it be fair to say that where you or I attribute misfortune to no-one in particular, the Zande always see the involvement of another person?

Week 7 (16 Apr)

Lecture: Contradictory evidence and secondary elaboration

Reading:

Evans-Pritchard, E. 1976. *Witchcraft, Oracles and Magic among the Azande* abridged edition Chapter 6 "Training of a novice in the art of a witch-doctor"

[NB For copyright reasons, this reading will not be available as an electronic reading. Students should consult their copy of the textbook. If you have the full edition, it is Part II Chapter 3]

Questions

- a. Describe the incident where Evans-Pritchard exposed the trickery of the witch-doctor. In what ways was Kamanga's response an example of secondary elaboration?

Week 8 (23 Apr)

Lecture: Western intelligence beliefs

Reading:

Gould, Stephen Jay. 1981. *The Mismeasure of Man*. Penguin Books. Chapter 1.

Questions

- a. What does Gould mean by the fallacy of misplaced concreteness
- b. Bringing an example of an IQ test to the class, get your group to assess the value-free nature of its questions.

Week 9 (30 Apr)

Social Darwinism Just Keeps Swinging

Reading:

Cohen, Mark Nathan 2001 "An anthropologist looks at race and IQ." In Jefferson Fish (ed.) *Race and Intelligence: Separating Science From Myth*. Mahwah NJ: Lawrence Erlbaum Associates.
Cohen, Mark Nathan, 2005. "Race and IQ Again: A review of *Race: The Reality of Human Differences* by Vincent Sarich and Frank Miele. Boulder, Colorado: Westview Press, 2004."
Evolutionary Psychology 3: 255-262

Question

- a. Are Sarich and Miele's and Rushton's arguments, as discussed by Cohen, examples of argument by analogy? What then are the analogies and what are the problems with such analogies?
- b. What do we understand race is?

Week 10 (7 May) [NB IF REQUIRED, TWO PAIRS OF PRESENTERS CAN PRESENT IN THIS WEEK AS THERE ARE TWO SUBSTANTIAL READINGS. IF NOT, THEN CONCENTRATE ON ONE READING ONLY AND THE TUTOR WILL DISCUSS THE OTHER READING.]

Cultural watersheds and historical change

Readings

Sanders, A. 1995. *A Deed without a Name: the Witch in Society and History*. Berg Press. Chapter 10, "The Great Witch-Craze."

Ginzburg, C. 1991. *Ecstasies: Deciphering the Witches' Sabbath*. Penguin Books. Chapter 2, 'Jews, Heretics, Witches.'

Questions

- a. Concentrating on the reading by Sanders, what are some of the political and economic factors associated with the Great Witch Craze?
- b. Concentrating on the essay by Ginzburg, what does the evidence suggest for the view that the Great Witch Craze primarily targeted women?

Week 11 (14 May) [NB IF REQUIRED, TWO PAIRS OF PRESENTERS CAN PRESENT IN THIS WEEK AS THERE ARE TWO SUBSTANTIAL READINGS. IF NOT, THEN CONCENTRATE ON ONE READING ONLY AND THE TUTOR WILL DISCUSS THE OTHER READING.]

Contemporary witchcraft and sorcery

Readings:

Bastin, Rohan 2003. "Sorcerous Technologies and Religious Innovation in Sri Lanka." In Bruce Kapferer (ed) *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery* New York and Oxford: Berghahn Books. Pp. 155–174.

Telle, Kari G. 2002. "The Smell of Death: Theft, Disgust and Ritual Practice in Central Lombok, Indonesia." *Social Analysis* 46(3): 75–104.

Questions

- a. In what ways does Bastin's argument about the social scientific study of sorcery resonate with Ian Hacking's argument about deviance and making people up?
- b. In what ways does Telle's account of smell and disgust resonate with Gould's discussion of the notion that Jews smell?

Week 12 (21 May)

Captain Cook in Hawaii

Reading:

Sahlins, Marshall. 1985. "Captain James Cook; or The Dying God". In *Islands of History*, London and New York: Tavistock. Pp. 104–135.

Question

- a. What is the evidence that Cook was thought to be Lono and was therefore destined to die?

Week 13 (28 May)

Conclusion

Reading:

Sahlins, M. 2005. “Structural Work: How Microhistories become Macrohistories and vice versa.” *Anthropological Theory* Vol 5 No 1 pp.5–30.

Questions

- a. What does Sahlins mean by the term “structural amplification”? What examples does he give?
- b. What example might you give of a microhistory that becomes a macrohistory? You need to think about something that occurred in the local press, for example.

Assignment 2: Short Essay (20%)	
<p>Length: 500 words Due Date: 15 March 2007 Topic: Students are required to read the piece by Barrow (see Tutorial Topic Week 3 for the reference to the extract from <i>The Artful Universe</i>) and answer the following question in no more than 500 words. Feel free, but in no way obliged, to consult other sources such as introductory textbooks in anthropology or biology.</p> <p>Question: Compare and contrast Lamarck’s theory of acquired characteristics and Darwin’s theory of evolution by natural selection. What feature is common to their arguments and in what ways do they differ?</p> <p>Hint: The issue will be discussed in lectures and tutorials. As indicated below, the main point about this assessment is ensuring that everyone is clear about formal writing skills, how to submit their essays, submission dates, etc.</p> <p>Note: The short essay counts as the FIRST formal assessment item in the Level 1 unit. Students who submit an essay AND fail will be presented with the opportunity to revise and resubmit their work and have it marked on a pass/fail basis.</p>	
MARKING CRITERIA	GRADUATE ATTRIBUTE
What the Assessor will be looking for when marking this assignment:	Knowledge and understanding
<ul style="list-style-type: none"> ▪ While, the main assessment criteria relate to formal writing skills, the essay should demonstrate a good grasp of the contents of the set reading. 	<ul style="list-style-type: none"> ▪ acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research
What the Assessor will be looking for when marking this assignment:	Skills
<ul style="list-style-type: none"> ▪ Ability to express ideas through written communication. THIS IS THE MOST IMPORTANT COMPONENT OF THE ASSESSMENT FOR THIS ITEM. The short essay is primarily a writing exercise designed to make students aware of the requirements of formal essay writing and submission at university. 	<ul style="list-style-type: none"> ▪ communication in written form, across a range of contexts
<ul style="list-style-type: none"> ▪ Ability to submit assignment on due date. 	<ul style="list-style-type: none"> ▪ personal organisation and management
<ul style="list-style-type: none"> ▪ Ability to present the assignment in format that conforms to academic standards of presentation. 	<ul style="list-style-type: none"> ▪ harnessing information and communication technology

Assignment 3: Essay (30%)	
Length: 1,500 words Due Date: 3 May 2007 Topic: Essay questions will be posted on DSO by the end of Week 3 (ending 16 March 2007). Students will be asked to write an essay on one of the questions. All students will need to demonstrate a thorough knowledge of the prescribed text by Evans-Pritchard as well as other readings drawn from the weekly readings.	
MARKING CRITERIA	GRADUATE ATTRIBUTE
What the Assessor will be looking for when marking this assignment:	Knowledge and understanding
<ul style="list-style-type: none"> ▪ Comprehension of and critical engagement with the literature. 	<ul style="list-style-type: none"> ▪ acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research
What the Assessor will be looking for when marking this assignment:	Skills
<ul style="list-style-type: none"> ▪ Ability to understand the literature and apply the ideas explained in the set readings and the lectures. 	<ul style="list-style-type: none"> ▪ identifying, gathering, retrieving and working with textual, graphic and numerical information
<ul style="list-style-type: none"> ▪ Ability to express ideas through written communication. 	<ul style="list-style-type: none"> ▪ communication, orally and in written form, across a range of contexts
<ul style="list-style-type: none"> ▪ Ability to submit assignment on due date. 	<ul style="list-style-type: none"> ▪ personal organisation and management
<ul style="list-style-type: none"> ▪ Ability to complete assignment as a group. 	<ul style="list-style-type: none"> ▪ collaborative and team working
<ul style="list-style-type: none"> ▪ Ability to present the assignment in format that conforms to academic standards of presentation. 	<ul style="list-style-type: none"> ▪ harnessing information and communication technology
<ul style="list-style-type: none"> ▪ Ability to critically assess the literature. 	<ul style="list-style-type: none"> ▪ critical analysis, problem solving, and creative thinking

Assignment 4: Exam (30%)	
Type: Closed Book Duration: 2 hours Date: University Exam Period (check Student Connect for the Exam Timetable when it becomes available).	
The exam will consist of THREE sections each worth equal marks. <ol style="list-style-type: none"> 1. Section A contains 40 multiple choice questions that cover topics dealt with in lectures and tutorials/on-line discussions. They will draw heavily on the concepts and data in the set readings. 2. Section B is an essay question based on the set-text by Evans-Pritchard. 3. Section C is an essay question based on one of the major topics for the unit. 	
Further information on the exam including sample questions will be provided in the final weeks of the teaching semester. These will be available via DSO.	
MARKING CRITERIA	GRADUATE ATTRIBUTE
What the Assessor will be looking for when marking the exam:	Knowledge and understanding

<ul style="list-style-type: none"> ▪ Demonstrated understanding of the relevant set readings and the lecture materials across the full breadth of the unit as well as in two major topics of the unit. 	<ul style="list-style-type: none"> ▪ acquisition of, and ability to work with, a systematic body of knowledge, based on the highest standards of scholarship and research
What the Assessor will be looking for when marking the exam:	Skills
<ul style="list-style-type: none"> ▪ Ability to write clearly and persuasively. 	<ul style="list-style-type: none"> ▪ communication in written form
<ul style="list-style-type: none"> ▪ Ability to complete the exam within the time limit. 	<ul style="list-style-type: none"> ▪ personal organisation and management
<ul style="list-style-type: none"> ▪ Ability to reflect upon and assess critically the set readings, further readings, and wider research undertaken for the unit. 	<ul style="list-style-type: none"> ▪ critical analysis, problem solving, and creative thinking

Assessment criteria

The following are the marking criteria used to decide the grades for all written assessment in the anthropology major. Students will receive a marked copy of the Anthropology marking sheet when their essays are returned.

NOTE: the criteria below pertain much more closely to the main 1,500 word essay than to the short 500 word essay. This is because the short essay is largely designed to introduce all students to the formal writing skills needed for a BA.

Assignment Marking Criteria — Anthropology

Formal Attributes (20%)

Grammar	5% (grammar checkers are useful but fallible)
References	5% (consistent use of the referencing system)
Reference List	5% (all authors referred to and cited and only those authors)
Presentation	5% (title page, page numbers, margins, double space between lines, spelling: remember, spell checkers do not pick homonyms)

Stylistic Attributes (40%)

Structure	10% (consistent and correct use of paragraphs in a logical order)
Introduction/Conclusion	10% (a sensible beginning that outlines the basic issue and the plan, a firm ending that restates the key point)
Answering Question	10% (not simply by restating it, but by making an argument)
Expression	10% (clearly expressed ideas within the set word limit)

Substantive Attributes (40%)

Research	10% (appropriate use of the set readings. Students who make an extra effort with recommended readings and library resources will be rewarded)
Sense of Issue	10% (what are we talking about and why are we talking about it?)
Evidence	10% (Are your claims supported? Is your comprehension of the literature correct?)
Argument	10% (Have you made a case? Consistency, reasoning, persuasiveness).

The criteria illustrate what examiners look for when assessing work, and in particular the sorts of factors or qualities which differentiate the various grades. Please examine the material carefully.

Work assessed at the respective levels typically shows some or all of the features outlined in each case.

For written work:

	Pass (50% to 59%)	Credit (60% to 69%)	Distinction (70% to 79%)	High Distinction (80% to 100%)
Fulfilment of overall task intent	Broadly completed but some parts are superficially treated, misunderstood or nearly overlooked.	All parts dealt with satisfactorily. Some isolated examples of excellence.	Some parts done excellently. Material presented is strongly linked to task; comprehension of task is high.	All parts done very well. Exceeds or refines the basic task requirements.
Use of information (including evidence and examples)	Generally accurate and appropriate; some incomplete, unsupported or inconsistent information. Requires greater effort at substantiation and wider research.	Well researched with good use of material. Most information is appropriate, consistent and supportive of the conclusions drawn. Sources of information acknowledged.	Conclusions are fully supported by appropriate and well-organised data. May be some minor omissions. Sources fully referenced.	Evidence of critical or thoughtful sorting and selection. Comprehensive and accurate. Conclusions fully supported by the evidence.
Application of theories and/or concepts dealt with in the topic or unit	Generally very limited application; some misunderstanding or quite superficial treatment.	Relevant concepts, etc. applied in a generally appropriate and thoughtful way. No major misunderstandings; logical connections between ideas; no serious omissions.	Critical or evaluative thinking about how concepts/ theories are applied; little inaccuracy or misunderstanding.	Creative or reflective processing of theories; understanding of how and why they are used; critical and evaluative thinking.
Structure and organisation	Well enough structured to make sense; could be better organised and more tightly focused on the topic. Instances of irrelevance or confusion.	Sequence and structure are logical and easy to follow. Introductory and concluding sections used effectively.	Ideas are sequenced in a logically satisfying way; connections between different themes or sections are well made.	Structure and sequence are used effectively to help integrate ideas or support logical argument. Soundly structured throughout.
Language use	Clear enough to be understood; some confused or unclear expression. Spelling, punctuation & grammar generally satisfactory but likely to need attention.	Language is generally sound and clear throughout.	Language use demonstrates precision and expressiveness as well as clarity.	Powerful, confident and precise use of language; mastery of style and tone.

Put Simply:

- Demonstrate that you’ve done the basic reading – PASS
- And demonstrate that you’ve thought about it – CREDIT
- And demonstrate some formal writing skills – DISTINCTION
- And demonstrate some insight – HIGH DISTINCTION

Some students get angry when their brilliant insights don’t earn them high marks. While we’re very happy that students can be so brilliant, we nevertheless expect a certain standard of communication. Poorly expressed brilliance is rather like breaking a world record in swimming or track and field without a witness. You might know you’ve done it, or at least suspect that you have, but it’s of little value if nobody else does.

Appealing Results

If you feel that you have not received the marks you deserve then put it down to one of the following:

- the feedback was inadequate to your level of understanding;
- the mark was incorrect; or
- both.

If this occurs, contact your Unit Chair by email, telephone or in person. The Unit Chair will (1) review the assessment by checking the grading sheet, and (2) if requested by the student, have clean copy of the essay marked by a second marker.

Please note that the second mark will be the final mark irrespective of whether it is higher or lower.

Please note as well that all Fail marks are automatically subjected to a second marking to ensure both the veracity of the mark and the appropriateness of the marker's comments. Appealing a fail result will, therefore, constitute a request for a THIRD opinion rather than a second.

Submission of assignments

Referencing

All work submitted should be properly referenced as outlined in the Faculty Arts Assignment Preparation and Style Guide http://www.deakin.edu.au/arts/student_resources.php

Assignment submission and collection

ON campus students:

Assignments can be submitted via the Assignment Box at (or near) the Faculty of Arts Student Support Centre on your campus. An Assignment Cover Sheet must accompany each assignment and can be collected from the above location.

Please check the Faculty of Arts Student Support noticeboards, for any specific assignment submission and Assignment Cover Sheet instructions.

Assignments should be collected from your Faculty of Arts Student Support Centre, using your Student ID card as proof identity. (Some assignments may be returned to you in your tute.)

OFF campus students:

Send assignments to:
Assignments – DSA
Deakin University
GEELONG VIC 3217

Specific Assignment Cover Sheets can be printed via StudentConnect http://studentconnect.deakin.edu.au/connect_PROD/webconnect and must accompany each corresponding assignment submitted.

Assignments will be returned to you by postal mail.

Online assignment submission:

If you have been given the option by your Unit Chair to submit some or all of your assignments online please follow the instructions provided on the DSO site for the unit.

Assignment Cover Sheets must accompany each assignment and are normally available as part of the online assignment submission process.

REMEMBER

Always make a backup copy of your assignment!

Late submission of assignments

Meeting the submission deadlines

To avoid clashes with deadlines in other units, you are urged to submit your work on or before the due dates. Early submission is strongly encouraged. We recognise however that for various reasons individual students may need to vary their timetable for submitting assignments.

Assignment extensions

If you wish to seek an extension for an assignment, you should apply by email directly to your Unit Chair (or where directed, Campus Coordinator) as soon as you become aware that you will have difficulty in meeting the scheduled deadline. Please attach the response to your assessment when submitting.

Special Consideration

You should approach your Unit Chair and the Faculty of Arts Student Support Centre to discuss the problem in the first instance. In many circumstances an Extension may be able to assist you through your particular difficulty.

For information on how to apply for Special Consideration please refer to the DSA website:
http://www.deakin.edu.au/dsa/students/assessments/special_consideration_how_to_apply.php

Late submission

Late submission will be penalised as follows: (as approved by the Arts Faculty Board FBM04/608)

1. Assessment tasks submitted after the advertised date of submission, without an approved extension being granted, shall receive a penalty of two percent (2%) of the allocated mark per day for each working day late: meaning for example, that if the assignment is graded 15 out of 20, but is submitted 2 working days late, the final mark is 14.4 (i.e. 15 - 4%).
2. No assessment task shall be accepted more than four (4) weeks after the advertised date of submission, unless an extension has been granted or an application for Special Consideration has been submitted.

Academic misconduct - cheating, plagiarism and collusion

Plagiarism and collusion are academic offences. They are forms of cheating, and severe penalties are associated with them, including cancellation of marks for a specific assignment, for a specific unit or even exclusion from the course. The university's definitions of plagiarism and collusion are as follows.

- Plagiarism occurs when a student passes off another student's own work, or copies without acknowledgement of its authorship, the work of any other person.
- Collusion occurs when a student obtains agreement of another person for a fraudulent purpose with the intent of obtaining an advantage in submitting an assignment or other work.

Whenever you refer to another person's research or ideas (whether by directly quoting or by paraphrasing them) you **MUST** acknowledge the source. If you are ever in doubt about how to properly cite a reference, consult your lecturer or check the Faculty Arts Assignment Preparation and Style Guide available from the Faculty of Arts student website.

The University policy of plagiarism and collusion is available from the Guide. Regulation 4.1 (1) Student Discipline also contains important information regarding academic misconduct.

Unauthorised collaboration

Unauthorised collaboration is a related form of cheating. It involves working with others with the intention of deceiving your markers about who actually completed the work. If you have collaborated with others in preparing an individual assessment item, you should disclose this to your lecturer. Even with group work you will generally have to write up your own report.

If you have any doubts as to what constitutes authorised or unauthorised collaboration consult with your lecturer.

Penalties

The Faculty Academic Progress and Discipline Committee (FAPDC) will impose a penalty on any student who is found to have committed an act of academic misconduct such as plagiarism, collusion, examination cheating or unauthorised collaboration. The penalties can include:

- a reprimand
- a fine not exceeding \$500;
- allocation of a zero mark in the relevant task (or another such mark as appropriate);
- allocation of a zero mark in the relevant unit (or another such mark as appropriate);
- allocation of a zero mark in such other units in which the student is enrolled;
- suspension of the student for up to one year;
- exclusion of the student for a minimum of one year.