Introduction to Social and Cultural Anthropology
Semester 2 - 2009

Course Co-ordinator: Dr Barry Morris
Room: W348
Behavioural Sciences Building
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Fax: (02) 49216902
Email: Barry.Morris@newcastle.edu.au

Semester: Semester 2 - 2009
Unit Weighting: 10
Teaching Methods: Lecture/Tutorial

Brief Course Description
The course introduces students to Social and Cultural Anthropology. The content of the course covers aspects of the history of anthropology and some of the themes that run through anthropological thought and the nature of anthropological fieldwork. The course will examine some of the main areas of ethnographic specialisation within the School (e.g. the Pacific, Aboriginal Australia, South Asia, Islamic societies, Southeast Asia as well as Western societies); and consider how the study of other cultures and societies can help us deal with urgent problems confronting today's world.

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009

CTS Download Date: 2nd July
Contact Hours
Lecture for 2 Hours per week for the Full Term
Tutorial for 1 Hour per week for the Full Term

Learning Materials/Texts: Book of Readings
A book of readings will be made available.

Course Objectives
1. To provide an introduction to the discipline of social and cultural anthropology as a reflexive, critical mode of research into contemporary society.
2. To further develop students' understanding of the nature of social research.
3. To develop students' systematic, critical and sympathetic understanding of the nature of the contemporary world society, its pattern of inequality and its ongoing transformations.
4. To further enhance students' scholarly skills including capacity for effective research and critical appraisal of relevant literature, and skills in critique, logical debate, oral presentation and written communication.

Course Content
The course introduces the history of anthropology and of anthropological thought and, the nature of anthropological fieldwork. Specific topics vary from year to year, but may include:
1. The historical development of modern social and cultural anthropology.
2. Basic theoretical and analytic models applied in anthropology.
3. The relationship between society and environment.
4. The impact of global economic and cultural processes on societies around the world.
5. The variety and transformations of forms of social and political organisation, and cultural expression among non-western societies.
6. Anthropology of urban societies, the variety and form of ethnic and cultural expression in post-colonial and cosmopolitan settings in a rapidly changing world.
8. The relevance of the study of other cultures to urgent problems confronting today's world, such as the accelerating environmental crisis.

Assumed Knowledge
SOCA1010, SOCA101OC or equivalent

Callaghan Campus
SOCA1020 INTRO. TO SOCIAL & CULTURAL ANTHROPOLOGY
Semester 2 - 2009

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>Wednesday</td>
<td>11.00 AM - 1.00 PM</td>
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<td>3.00 PM - 4.00 PM</td>
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Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

Essential Criteria in Assessment
This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer to: [http://www.newcastle.edu.au/policylibrary/000648.html](http://www.newcastle.edu.au/policylibrary/000648.html)

Assessment Items
To be completed:

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay of 1,500 words (40%) due week 9.</th>
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<tbody>
<tr>
<td>Examination: Formal</td>
<td>Two-hour multiple-choice examination (50%).</td>
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<td>Group/tutorial participation and contribution</td>
<td>(10%). This mark will be based upon a systematic and ongoing evaluation of the student's contributions to tutorial discussion. It may also include the successful completion of tutorial exercises.</td>
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Studentmail and Blackboard: Refer to: [https://blackboard.newcastle.edu.au/webapps/login/](https://blackboard.newcastle.edu.au/webapps/login/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted
towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at:

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of
medical, compassionate, hardship/trauma or unavoidable commitment; or

· whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

· Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

· Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

**To check or change your enrolment online go to myHub:** https://myhub.newcastle.edu.au
STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</tbody>
</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email:</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Ourembah</td>
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<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Phone: 02 4348 4030</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Email:</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>The Dean of Students</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Deputy Dean of Students (Ourimbah)</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>Phone: 02 4921 5806;</td>
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<tr>
<td></td>
<td>Fax: 02 4921 7151</td>
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<td></td>
<td>Email:</td>
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<td></td>
<td><a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer to: https://blackboard.newcastle.edu.au/webapps/login/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of The topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</table>
Essay Questions

An essay of 1500 words is to be submitted by Friday 18th September

You must keep a copy of your essay.

If you use a word processor, always keep at least one backup copy of your work on floppy disk, and update it as you work on the essay. Photocopy hand-written essays

The School will take no responsibility for an essay that goes astray.

The essay is to be referenced in accordance with the Harvard system. (Consult your tutor if you are unfamiliar with this system and refer to the WRITING YOUR ESSAY guide that you were given in Semester I for SOCA1010. If you do not already have a copy of the WRITING YOUR ESSAY guide please obtain one from the School of Humanities and Social Science Office.) The essay is worth 40% of your assessment.

In this course, it is recommended that you use the Harvard system for documenting sources. This involves noting author, date and page number/s for in-text citations that refer readers to a list of references. An in-text citation names the author of the source, gives the date of publication and specifies the page number. Direct quotes are to be indented and also must include author, date and page number. At the end of the essay, a list of references provides publication information about the sources; the list is alphabetised by authors' last names (or by titles for works without authors).

Choose one of the following five topics: N.B. The list of references is merely an initial guide. You do not necessarily need to read all of the references listed, and you are encouraged to find your own references in addition.

| Topic 1 | What do the varying depictions of Captain Cook as the God (Lono) or natural scientist reveal about meaning, history and cultural interpretation. |

Readings:


Sahlins, M. 1986 Ch.4 Captain James Cook, or the Dying God, in Islands of History, London: Tavistock

Whitebread, P. 1969 Captain Cook's Role in Natural History in Australian Natural History, vol. 16, No.8


**Topic 2**

Explore the cultural politics of the various reworkings of western culture that Aborigines have produced.

Readings:


**Topic 3**

To what extent can Rastafarianism be understood as a unique response to the alienation and oppression experienced by Afro-Jamaicans in the context of plantation slavery?

Readings:


Edmonds, E. B. ch. 4 The Ethos of Rastafari: structure, ideology and ritual, in *Rastafari: from outcastes to culture bearers*, Oxford: Oxford University Press

Lewis, W. 1994 The Social Drama of the Rastafari, *Dialectical Anthropology*, 19, 283-294


Owens, J.1976 *Dread: the Rastafarians of Jamaica*, London: Sangster, Ch.2 Dread Rastaman
**Topic 4**  
Critically explore the ways in which ‘the body’ has been addressed in biomedical settings and/or contexts? Please include what these meanings imply with reference to peoples from other cultural backgrounds?

**Readings:**


**Topic 5**  
Please explore in your essay the interrelatedness of the notions of ‘embodiment’ and ‘power’. You may find it useful to illustrate this interrelatedness by using ethnographic examples of your choice.

**Readings:**
Counihan, Carole M. (1999) *The Anthropology of Food and Body: Gender, Meaning, and Power*. New York: Routledge. [If you decide to use this reference, please choose one or more of the contributions to this edited collection]


Csordas, Thomas, ed. (1994) *Embodiment and experience: The Existential Ground of Culture and Self*. Cambridge: Cambridge University Press. [If you decide to use this reference, please choose one or more of the contributions to this edited collection]


End of Semester Exam

50% of your assessment.

Time and place to be advised

The exam will consist of a set of multiple choice questions designed to test knowledge of the lecture materials and tutorial readings. The exam will cover material presented in all lectures and tutorial readings.

Non-Discriminatory Language

Students are required to use non-discriminatory language. This includes avoiding the use of "he" to refer to men and women. Two easy ways of doing this are to use the plural (ie. they) or "s/he" (the short form for "he or she"). The terms "Aboriginal" and "Aborigines" are spelt with a capital A, just like "English," "French" or "Spanish".

<table>
<thead>
<tr>
<th>Week</th>
<th>Wednesday</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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<tbody>
<tr>
<td>1</td>
<td>29th July</td>
<td>Introductory Lecture /No tutorial</td>
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<tr>
<td>2</td>
<td>5th August</td>
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<td>3</td>
<td>12th August</td>
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<td>4</td>
<td>19th August</td>
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<td>5</td>
<td>26th August</td>
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<td>6</td>
<td>2nd September</td>
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<td>7</td>
<td>9th September</td>
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<td>8</td>
<td>16th September</td>
<td>Essay due Friday before 5pm</td>
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<td>9</td>
<td>23rd September</td>
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<td></td>
<td><strong>Semester Recess:</strong> Monday 28 September to Friday 9 October 2009</td>
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<tr>
<td>10</td>
<td>14th October</td>
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<td>11</td>
<td>21st October</td>
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<td>12</td>
<td>28th October</td>
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<td></td>
<td><strong>Examination period:</strong> Monday 9 November to Friday 27 November 2009</td>
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Lecture and Tutorial Program

Part 1: Cultural Categories and Social Meaning

LECTURER: Dr Barry Morris

Week 1: Introduction: What is Anthropology? 29th July

Every society has culture and language. In this lecture we will explore the anthropological understanding of culture and society. The concept unifying anthropology is the notion of culture. As Spradley and McCurdy argue ‘the acquired knowledge that people use to interpret their world and generate social behaviour is called culture (1980). For anthropologists, human beings are not born with culture itself, but with the capacity to acquire it. Culture is learned through everyday interactions with others. It is this focus on the capacity to learn culture through everyday interactions that provides the emphasis in anthropology on ethnographic fieldwork. Ethnographic fieldwork involves the engagement in research by living and participating in culture or sub-culture for an extended period of time. This course will emphasise anthropology as a way of seeing the world rather than what anthropology has discovered.

No Tutorial: Tutorials begin in week 2.

Tutorial Readings
The following reading is meant to introduce students to key aspects of anthropology, namely, cultural analysis and fieldwork research. They are short readings for getting students to think about how we think about others and how we think about ourselves. No tutorials are arranged for these readings, however, students are encouraged to read them.


Tutorial Questions
What do we mean by the cultural dimension of everyday life?
What is ethnography?
Why does Spradley insist that the anthropologist must become a student?

Video: Doing Anthropology
Lecture
When we look at other cultures we often see them as exotic. We wonder how people could believe what they do and how they could organise their practices and sociality around seemingly bizarre beliefs and practices. The practice of cannibalism is in certain cultures rejected as evil, while in others it has played a central role in the ritual order. From an anthropological perspective, the concept of culture is central to understanding of why human beings are what they are and why they do what they do. In many societies, myths have provided the major means of creating and imposing structures of meaning. Such myths explain why the world is what it is and what practices must be sustained to maintain it. This lecture will explore the kinds of questions asked about the relationship between cannibalism, myth and history in Marshall Sahlín’s classic ethnography on the Hawaiians. How did the Hawaiians react to the coming of Europeans? For Sahlins, there is no history without culture, because history is determined by interpretations provided by culture.

Lecture References
Sahlins, M. 1986 Ch.4 Captain James Cook, or the Dying God, in *Islands of History*, London: Tavistock

This week’s tutorial begins formal tutorial discussion of the readings.
Consider the following questions:
1) What does Sahlin’s contend explains Captain Cook’s death?
2) What is the sequence of events that culminated in the conflict between an Hawaiian mythical reality and European secular practices?
3) How adequate is Sahlins focus on the cultural logic of the unfolding events in explaining Cook’s death.

Tutorial Readings:
Video: *Conquest of Hawaii*

From the voyages of the ancient Polynesians to the current independence movement, this feature-length special examines America's tropical treasures. Meet some of the many larger-than-life figures who have called Hawaii home and examine the influence of people like Captain Cook and the legendary King Kamehameha, who used courage, luck, determination, deceit and strategic brilliance to bind the islands into one nation.

**Week 3: Too Many Captain Cooks**

*12th August*

**Lecture**

This lecture will look at the different interpretations of Captain Cook and Ned Kelly amongst Aborigines in Australia.

**Lecture References**


*Video: Too many Captain Cooks, Penny MacDonald (1988)*

During your reading, consider the following questions:

1. What do these articles tell us about syncretism?
2. Consider how the stories of Captain Cook and Ned Kelly are recreated to turn European history into myth.
3. Consider how people can remake elements of the dominant culture and turn it back on them as a means of resistance.

**Tutorial Readings:**


Week 4: Redemption and the Rastafari  

Lecture: Cultural Identity and the Rastafari

Although the Rastas origins are in a rural context, it is with the urban Rastas in post-colonial Jamaica that we will be concerned. The lecture will look at the post-colonial and anti-statist aspect of the Rastafari and the way reggae music became a global symbol of opposition to the racial politics of colonialism.

Lecture References:


Owens, J.1976 Dread: the Rastafarians of Jamaica, London: Sangster, Ch.2 Dread Rastaman


Tutorial Readings:

Owens, J.1976 Dread: the Rastafarians of Jamaica, London: Sangster, Ch.2 Dread Rastaman

Lewis, W. 1994 The Social Drama of the Rastafari, Dialectical Anthropology, 19, 283-294

Tutorial Questions:

1. To what extent is Rastafarianism an expression of the racial politics of colonialism?
2. What are the central themes of Rastafarian belief?
3. What do we mean by the concept ‘hegemony’?

Video: Redemption Song -- Voodoo/Rasta
Lecture:
The body has always been of interest to social and cultural anthropologists. However, whilst its importance has always been acknowledged in the social sciences as well as beyond, anthropologists have only given it particular attention and provided it with particular consideration since the 1970s. In this lecture, we will explore some of the reasons for this shifting emphasis and encounter some of the key features of the anthropology of the body in theory and practice.

Lecture References:


Tutorial Readings:

Tutorial Questions:
With reference to Mauss’s article Techniques of the Body, first published in 1935, discuss:
1. The ways in which techniques of the body are constructed (a) socially, and (b) culturally? Please illustrate by using examples from the text.
2. What is ‘the body’ according to Mauss (see also, p.83)?
3. How does Mauss consider the relationship between ‘the body’ and techniques of the body?
4. Discuss the different techniques of the body as illustrated by Marcel Mauss: Do you see any problem(s) with his approach? Explain why/why not.
Week 6: Culture, Food and the Body  
2nd September

Lecture:
In every society, food always does more than simply serve biological needs. Food and dietary practices play important roles in the construction of social identities and relationships. This lecture will focus on the role of food in the production of the social bodies through which people relate to each other. An important part of this process reflected on and explored in this lecture is the ways in which food constructs and mediates identity and relationships. The latter will include a glimpse into the relationship between food, identity and power as well.

Lecture References:


Video: Benny and the Dreamers

Tutorial Readings:


Tutorial Questions:
Douglas is interested in natural symbols. While preparing her reading, consider the following questions:
1. In what ways do food taboos transmit cultural values?
2. How does the body provide a model of boundaries used to organise concepts and social groups?

Counihan’s article reflects an interest in female identity and power in Florence, Italy.
1. What does Counihan aim to demonstrate with her article?
2. Which forms of power does Counihan address in her writing?
3. Which role does ‘food’ play in Counihan’s discussion?
4. Discuss the relationship between food, power and identity.

Week 7: Medical Knowledge and the Body  
9th September

Lecture:
In this lecture, we will explore the ways in which Western medicine has used and worked with ‘the body’. We will aim to explore our own cultural understandings, and acknowledge that the things we take for granted — for instance, in regards to medical treatment and the provision of health care —, are not only cultural constructions, but do not necessarily comprise the same meanings for people from the same and other social and cultural backgrounds either. We will aim to take a position to the question: What does this imply as far as negotiating cultural differences are concerned?
Lecture References:


Video: *Crossing the Line*

Tutorial Readings:


Tutorial Questions:
Lupton provides an analysis of the body in medicine: In your reading and preparation of the article,
1. Illustrate and discuss the different medical bodies she refers to.
2. What is Lupton’s reference point for each of those bodies?
3. What is Lupton’s aim with this article?
4. What is the argument of her writing?

Heil’s article illustrates an ethnographic example of applying biomedically-oriented treatment practices in an Aboriginal community setting in central-Western New South Wales:
1. Discuss the difference(s) between ‘patient as individual’ and ‘patient as social person’ as illustrated in the reading.
2. Explore potentially better (to use the wording of the article: ‘culturally more secure’) ways of providing treatment in an all-Aboriginal community context. Work with the examples of the article that did not work, and make suggestions on how one may be able to go better about those issues.
3. How can ‘cultural security’ be assured in the provision of health care to Indigenous Australians? Discuss in class.

Week 8: Decolonising Aboriginal Bodies 16th September

Lecture:
In this lecture, we will explore ‘the body’ as a domain of contestation in colonial encounters, drawing on ethnographic examples from Australia and Canada that illustrate the importance of not only considering contemporary but historical factors as well.

Lecture References:


**Tutorial Reading:**

**Tutorial Questions:**
1. What does Harkin mean when he refers to ‘contested bodies’?
2. What is contested about the ways(s) in which Harkin explores the body? You may like to explore this question in groups.
3. What is your understanding of the Foucauldian ‘exercise of power in the domain of the body’ (p.587) after reading the article?
4. Discuss the symbolism as illustrated in the article.

**LECTURER: Dr Barry Morris**

**Week 9: Aboriginal Australians and Embodiment  23rd September**

**Lecture**
This lecture explores how identity and social relationships are formed out of relationships to landscape. The mythological and procreative beliefs of Aborigines establish a cosmological relationship to the land.

**Lecture References**


**Video:** *Waiting for Harry* *(Canberra: Australian Institute of Aboriginal Studies)*

**Tutorial Readings**


During your reading, consider the following questions:
1. How do various aspects of the landscape to objectify identity, morality and social relationships”?
2. Explore how procreation re-enacts mythology, how mythology is lived in forms of identification with the landscape.
Part 3: Life and Death

Week 10: Life, Death and Land  
14th October

Lecture: Land and Death
This Yolngu mortuary ritual creates a symbolic world to facilitate the journey of a soul of a diseased person from the place of death to its incorporation at the conception site in its clan lands. The performance itself involves the selection of elements associated with different Ancestral beings and places and organising them into sequences. The ritual is concerned with the fate of the soul of the dead and to support the living in their expression of grief.

Lecture References:
Morphy, H. 1984 ch. 4 The Structure of the ceremony, Journey into the Crocodiles Nest, Canberra: Australian Institute of Aboriginal Studies.

Video: Mardarrpa Funeral at Gurka’wuy, Ian Dunlop

Tutorial Reading:

Tutorial Readings:
Morphy, H. 1984 ch. 4 The Structure of the ceremony, Journey into the Crocodiles Nest, Canberra: Australian Institute of Aboriginal Studies.
Biernoff, D. 1978 Safe and Dangerous Places, in Australian Aboriginal Concepts, Canberra: AIAS

Tutorial Questions:
1. Consider the statement that ‘knowing the land’ is essential to maintaining social relations and knowing the spatial ordering and organisation of the world set down for indigenous peoples by the ancestors.
2. Does this mean that the Dreaming is not a transcendent or utopian realm in logical opposition to social reality, but immanent to social practice.

LECTURER: Dr Daniela Heil

Week 11: Death and Meaning(s) of Life  
21st October

Lecture:
In this lecture we will refer to the medical technology of organ transplantation, the related concept of ‘brain death’, the meanings this provides for social and cultural practices, and the ways in which people in different parts of the world respond to these. We will expand the previously introduced Cartesian split of body and mind (Weeks 5 and 7) and make comparisons between different cultural understandings of brain death. This will also include political and economic factors.

Film: The Great Organ Bazaar

Lecture Readings:


**Tutorial reading:**

**Tutorial questions:**
1. Discuss the concept of ‘brain death’ as illustrated in the article: What does it mean, what does it imply?
2. What are the differences between legal and anthropological approaches illustrated in the article?
3. What is your understanding of ‘hybrid bodies’? Please be able to explain your position to this question as well.

**Week 12: Life After Death, Exam Preparation**

**Lecture:**
We will finish off this lecture series with an in-depth discussion of social anthropological theories of death other bodies. We both have and are bodies, and others are as much embodied in us as we are embodied in them. What does this mean as far as the ‘body proper’ is concerned? We will aim to provide answers to this question.
In the final part of this session, we will summarise the course and discuss useful strategies for the exam.

**Lecture readings:**


**Tutorial reading:**

**Tutorial questions:**
1. With reference to Hallam, Hockey and Howarth’s article, what is Asad’s argument with reference to ‘agency’?
2. Discuss ‘the continuing presence of the dead in the lives of elderly widows’? To what extent may this be different for younger people?
3. To what extent is ‘the continuing presence of the dead’ a social and/or cultural construction? Discuss in class.