SOCA1161 - Introduction to Anthropology

Course Outline

Course Coordinator: Dr Barry Morris
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Email: barry.morris@newcastle.edu.au

Semester: Semester 2 - 2007
Unit Weighting: 10
Teaching Methods: Lecture/Tutorial

Brief Course Description

Introduces students to the broad discipline of anthropology as social and cultural analysis. It addresses:
- The history of anthropology and anthropological thought
- The nature of anthropological fieldwork
- The contemporary importance of anthropological perspectives

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

Course Objectives

On successful completion of this course students will be able to demonstrate:

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2007

CTS Download Date: 9 July 2007
1. An understanding of the discipline of social anthropology as a reflexive, critical and comparative mode of research into contemporary societies.
2. The ability to critically analyze theoretical and ethnographic contributions in social anthropology as a general discipline.
3. The ability to understand the nature of the contemporary interactions and transformations of societies in a changing world.
4. Basic competence in scholarship, essay construction and academic argument toward eventual graduation at Bachelor level.

**Course Content**
1. An examination of the historical development of modern social and cultural anthropology.
2. An attempt to understand the variety and transformations of forms of social and political organisation, cultural expression among non-western societies.
3. An examination of basic theoretical and analytic models applied in anthropology.
4. The anthropology of urban societies, the variety and form of ethnic and cultural expression in post-colonial and cosmopolitan settings in a rapidly changing world.

**Assessment Items**

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<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay, 1500 words - 40% due week 9</th>
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<tbody>
<tr>
<td>Examination: Formal</td>
<td>Final exam, 2 hours, multiple choice - 30%</td>
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<td>Other:</td>
<td>Tutorial exercise - 15%</td>
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<td>Other:</td>
<td>Print-media scrapbook - 15%</td>
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**Assumed Knowledge**
None

**Ourimbah Timetable**

**SOCA1161**
**INTRO. TO SOCIAL ANTHROPOLOGY**
Enquiries: School of Humanities and Social Science
Semester 2 - 2007

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Thursday 14:00 - 16:00 [O_CS2.19] Commencing Wk2</th>
<th>Thursday 11:00 - 12:00 [O_CS2.07] Commencing Wk2</th>
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<tr>
<td>or</td>
<td>Thursday 12:00 - 13:00 [O_CS2.07]</td>
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**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of 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 plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. 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;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

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

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment
The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007
For semester 2 courses: 31 August 2007
For Trimester 1 courses: 16 February 2007
For Trimester 2 courses: 8 June 2007

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

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in
exceptional circumstances and with Head of School approval. Students will be notified in advance of any
approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The 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 please contact the Disability Liaison Officer on 02 4921
5766, or via 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 related to confidentiality and documentation please visit the Student Support Service
(Disability) website at: www.newcastle.edu.au/services/disability
Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

**Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

**Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

**Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

**Staple the pages** of your assignment together (do not use pins or paper clips).

**University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)

**By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**

- Level 3, Shortland Union, Callaghan
- Level 2, Student Services Centre, Callaghan
- Ground Floor, University House, City
- Opposite Café Central, Ourimbah

**Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

**Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

**Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

**Essay of 1,500 words (40%) due week 9**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style
See essay topics
**Student Representatives**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

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<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>49% or less</th>
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<tbody>
<tr>
<td>Description</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>
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<tr>
<th>Grading guide</th>
<th>Pass (P)</th>
<th>50% to 64%</th>
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<td>Description</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>
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<th>Grading guide</th>
<th>Credit (C)</th>
<th>65% to 74%</th>
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<td>Description</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>
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<tr>
<th>Grading guide</th>
<th>Distinction (D)</th>
<th>75% to 84%</th>
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<td>Description</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>
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<tr>
<th>Grading guide</th>
<th>High Distinction (HD)</th>
<th>85% upwards</th>
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<td>Description</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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<td>Week</td>
<td>Week beginning</td>
<td>Lecture Topic &amp; Assessment at a Glance</td>
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<td>1</td>
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<td>27th August</td>
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<td><strong>Mid-Semester Recess:</strong> Tuesday 2 October to Friday 12 October 2007</td>
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<td>8</td>
<td>3rd September</td>
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<td>29th October</td>
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<td><strong>Examination period:</strong> 5 November to Friday 23 November</td>
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**Essay Questions**

An essay of 1500 words is to be submitted by Friday 14th September 2007.

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 Social Sciences Office.) The essay is worth 40% of your assessment.

Choose one of the following four 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 (Dr Andrew Lattas)**

You can use material from either Europe or Africa to answer this question. What are the social causes and the social effects of witchcraft? Explore the cultural ideas that create witches and witchcraft.

**Europe**

Cohn, N. 1976, *Europe's Inner Demons*, Paladin, St Albans


**Africa**


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**Topic 2 (Dr Andrew Lattas)**

Using ethnography from Papua New Guinea, explore the cultural ideas of embodiment through which gender identities and gender relationships are socially constructed.

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### Topic 3 (Dr Andrew Lattas)

**Discuss how Australian Aboriginal ideas of the body are used to connect individuals to the landscape and to the past. How do these ideas also create social relationships?**


### Topic 4 (Dr Andrew Lattas)

**Explore how contemporary western ideas of embodiment create gendered identities and gender relationships. Using anorexia, explain how the body can become the domain for working through cultural and social relationships.**


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**Topic 5 (Dr Barry Morris)**

*Style, for Hebdige (1981, 1988), is never politically neutral, but a means by which otherwise marginalised or alienated groups could be seen. Do you agree? Using Punk, consider what he means by sub-cultural style.*


Chalmers, I. 1986 *Popular Culture*, London: Methuen


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**End of Semester Exam**

30% 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".
Lecture and Tutorial Program

Part 1: Witchcraft, Embodiment and Culture

LECTURER: Dr Andrew Lattas

Week 1: Witchcraft and Structural Functionalism

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. Witchcraft is one such mysterious phenomenon which anthropologists have sought to make sense of. Why do people believe in witches? How does witchcraft function as an explanation of evil? How does witchcraft come to mediate the conflicts in social relationships? This lecture will explore these kinds of questions using Evans-Pritchard’s classic ethnography on the Azande.

Lecture References

No Tutorial: Tutorials begin in week 2.

Tutorial Readings
The following two readings are meant to introduce students to issues of cultural relativity. They are meant as light reading 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.

Week 2: Interpretive Approaches to Witchcraft in Europe

Lecture
This lecture will look at witchcraft accusations in Europe during the sixteenth and seventeenth centuries. It will analyse how witchcraft fitted into a Christian cosmology that
was obsessed with the rival power of Satan and with woman’s role in the Fall. The lecture will explore how witchcraft accusations articulated certain cultural constructions of women and certain tensions in the changing social structure of European society.

**Lecture References**


**Video:** Witchcraft Among the Azande. (Disappearing World Series, No. 29)

**Tutorial Readings**

This week's tutorial will be introductory. No formal tutorial discussion has been arranged for these readings, however, students are encouraged to read them.


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**Week 3: Food and Diet in Melanesia**

**Lecture**

In every society, food always does more than simply serve biological needs. In Melanesia, diet and food play a major role in the construction of social identities and social 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 is the way food mediates and constructs gender identities and gender relationships.

**Lecture References**


**Video:** The Burning times (National Film Board of Canada)

**Tutorial Readings:**


During your reading, consider the following questions:

1. Is witchcraft real and if so what kind of reality does witchcraft have?
2. What function does the witch play in the creation of social order?
3. Will witchcraft accusations disappear with the growth of more ‘enlightened’ thinking?

**Week 4: Sexuality and Gender Relations in Melanesia**

**Lecture**

How natural is the body? In what way is the body in Melanesia created out of imaginary bodily schemes? How do these different bodily schemes influence the cultural practices of men and women? How do these different bodily schemes mediate the power relationships between men and women and also between boys and men?

**Lecture Reference**


**Video**: Baruya. (Lindfield, N.S.W.: Film Australia)

**Tutorial Readings**


During your reading, consider the following questions:

1. In what ways do food taboos transmit cultural values?
2. To what extent is gender conflict expressed through codes of hygiene and health?
3. How does male masculinity in Melanesia experience itself as precarious and how does it seek to reconstitute its integrity?
4. Discuss how the body is encoded with symbolism and power in our own culture.

**Week 5: Aboriginal Culture and Embodiment**

**Lecture**
This lecture finishes the theme of the last lecture by exploring the relationship between procreative images in male initiation rituals and women’s power to give birth. It then moves on to explore traditional Aboriginal relationships to the land. It 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 that blurs the boundaries of identity and embodiment.

**Lecture References**


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

**Tutorial Reading**


During your reading, consider the following questions:

1. Is homosexuality universal?
2. Is homosexuality the same phenomenon from culture to culture?
3. How does homosexuality and masculinity become mediated and constituted through ideas about the body?
4. How do rituals encode social divisions and conflicts?

**Week 6: Cultural Construction of Food and Sexuality in the West**

**Lecture**

A number of feminists criticise the imaginary bodily schemes which western women are being forced to internalise in order to appear as worthwhile and culturally valued members of society. They blame the mass media and the consumer culture it serves, for producing bodily schemes which: (1) do not match mature women's bodies; and (2) are increasingly difficult to achieve. Is the Anorexic a victim of this consumer culture or is she resisting this consumer culture and other socially authorised ways of being feminine?

Wolf sees the beauty myth as a new way of problematising women's identity in a period where they have increasingly acquired formal legal equality with men. She believes that male power has moved from the formal public sphere into the private sphere of controlling and problematising the way women relate back to themselves.

**Lecture References**


**Video:** Portraits of anorexia (A Fat Chance Films Production)

**Tutorial Readings**


During your reading, consider the following questions:

1. Was there an original time when women ruled?
2. Why do men need the myth of women’s original dominance?
3. How do various aspects of the landscape to objectify identity, morality and social relationships”?
4. Explore how procreation re-enacts mythology, how mythology is lived in forms of identification that blur the boundaries of subject and object.
Week 7: Embodied Sub-cultural styles

Lecture: Revolting Style: the meaning of Punk

Dick Hebdige (1979, 1988) published two influential studies on the sub-cultural style. For Hebdige, sub-cultural style that was manifested through dress, performance, speech and sound gave social groups powerful means of validation and recognition. Style, for Hebdige, was never politically neutral, but a means by which otherwise marginalised or alienated groups could be seen. His early work considers the emergence of Punk as a social and cultural phenomenon, while his later work considers the commodification of Punk.

Lecture References

Hebdige, D. 1988 Hiding in the Light, London: Routledge, Ch 1 Hiding in the Light: Youth Surveillance and Display
Hebdige, D. 1981 Subculture: the meaning of style, London: Metheun, Ch.7 Style as Intentional Communication
Chalmers, I. 1986 Popular Culture, London: Methuen, Ch.9 Sounds of Youth
Marcus, Greil 1989 Lipstick Traces, Cambridge, Mas.: Harvard University Press

Video: The Filth and the Fury (R rated) (DVD)

Tutorial Readings

Bordo, S., 1988, ‘Anorexia nervosa: Psychopathology as the crystallization of culture’, in Diamond, I. and Quinby, L.(eds) Feminism and Foucault, Northeastern University Press, Boston, pp.87-117

**Week 8: 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*

**Video:** Redemption Song-- Voodoo/Rasta

**Tutorial Readings**


Hebdige, D. 1981 *Subculture: the meaning of style*, London: Metheun, Ch.7 *Style as Intentional Communication*

**Tutorial Question:**

Does the cultural politics of Punk reveal an attempt to seek identity in the ‘anonymous flux of consumerism’ or is it essentially anti-commercial.

**Week 9: Space and Place: politics of the body**

**Lecture: Civilising Bodies**

My main concerns in these lectures will be the politics of social space and the politics of the body. What I intend to do today is look at the relationship between daily patterns of interaction and the use of social space. Norbert Elias in his book, *The Civilising Process*, seeks to analyse the changing standards of emotional and physical control in western culture. What Elias has as his agenda is analysing this domain of the self from an historical perspective. In this context, it is interesting to consider the hierarchical social ordering the civilising process represented in terms of the working class and as part of the colonising project.

**Lecture references:**

Thompson, E.P.1967 *Time, work and industrial capitalism*, *Past and Present*,38,56-97.

**Video:** Lousy Little Sixpence

**Tutorial Reading**

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 Question:

To what extent is Rastafarianism an expression of the racial politics of colonialism?

**Week 10:** The Dirty Protest

**Lecture: Protesting Bodies**

The **dirty protest** was part of a dispute Irish republican paramilitary prisoners and the prison authorities at the Maze prison ("Long Kesh") and Armagh Women's Prison which ran from September 1976 until October 1981. The prisoners refused to wash, and they refused to leave their cells. At first, they urinated under the doors and threw their excrement out of the windows. In 1976 the British government changed its position on the "special category status" given to paramilitary IRA prisoners. Newly convicted prisoners were to be sent to the new Maze prison (known as the H-Blocks) which was replacing the former internment units at Long Kesh.

Lecture Reference:

Aretxaga, Begona, 2005 Dirty Protest: Symbolic Overdetermination and Gender in Northern Ireland Ethnic Violence, in States of Terror, Reno: Centre for Basque Studies, University of Nevada

**Tutorial Readings:**

Thompson, E.P.1967 Time, work and industrial capitalism, Past and Present,38, 56-97.


Tutorial Question:

The civilising process is an expression of social order, but also a statement of social hierarchy. Discuss.
**Week 11: Art and Landscape**

**Lecture: Land and Life**

The Dreaming and Indigenous Art are interconnected. Art is seen as both an means of access to the Dreaming and a product of the Dreaming. In order to understand indigenous art, it is necessary to understand the concept of the Dreaming.

Lecture References:


**Video:** Dreamings, Peter Sutton

**Tutorial Reading**

Aretxaga, Begona, 2005 Dirty Protest: Symbolic Overdetermination and Gender in Northern Ireland Ethnic Violence, in *States of Terror*, Reno: Centre for Basque Studies, University of Nevada

Tutorial Question

What constituted the political field at the particular moment of the Dirty Protest?

**Week 12: Life, Death and Land**

**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:


**Video:** *Mardarpa Funeral at Gurka’wuy*, Ian Dunlop
Tutorial Reading:


Tutorial Question

Is art a way of making a spiritual connection with the Dreaming?

**Week 13: Life, Death and Nation**

**Lecture: Nation and sacrifice**

ANZAC Day commemorates an historical event, but also what is seen as the mythical origins of the modern Australian state. In the ANZAC Day commemorative ritual we see the transformation an historical event and its narratives into origins of the nation based around themes of sacrifice, death and rebirth.

**Lecture reference:**

Kapferer, B. 1988 ch.6 'But the Band Played Waltzing Matilda', in Legends of People, Myths of State, Washington: Smithsonian Institution.

**Video:** Anzac Day 1996: a day of remembrance

**Tutorial Reading:**

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 Question

Discuss the statement that knowing the landscape is a means of maintaining social relations in the spatial ordering and organisation set down for indigenous peoples by the ancestors. The Dreaming is not a transcendent or utopian realm in logical opposition to social reality, but immanent to practice.

**Week 14: Revision and Review**