THE UNIVERSITY OF SYDNEY

Faculty of Arts and Social Sciences

SCHOOL:	**SOCIAL AND POLITICAL SCIENCES**
DEPARTMENT:	**ANTHROPOLOGY**
UNIT OF STUDY:	**ANTH 2667: THE ANTHROPOLOGY OF RELIGION**
SESSION:	**SEMESTER 1, 2016**

UNIT OF STUDY OUTLINE

Figure 1: A page from a Jack Chick tract, "This Was Your Life" (1988), translated into Papua New Guinea Tok Pisin.

Unit Coordinator:	**Ryan Schram**
Office:	R. C. Mills (Level 1), Room 169 (A26)
Email address:	ryan.schram@sydney.edu.au
Office Hours:	Tuesdays and Thursdays, 10-11 a.m. in Mills 169, or by appointment.

KNOW YOUR UNIT COORDINATORS! THEY CAN HELP!

Unit coordinators are listed on undergraduate semester timetables, and can be consulted for help with any difficulties you may have. Unit coordinators (as well as the Faculty) should also be informed of any illness or other misadventure that leads students to miss classes and tutorials or be late with assignments.

READ YOUR UNIT OF STUDY OUTLINE! IT HELPS!

This unit of study outline explains how this class works, and what you need to know in order to succeed. Many policies and procedures are here, as well as answers to common questions. Also, the Unit of Study Outline refers to the Faculty of Arts and Social Sciences Student Administration Manual (http://sydney.edu.au/arts/current_students/student_admin_manual.shtml) and all applicable University policies. We expect you know the general policies on attendance, late work, plagiarism, and other matters.

ANTH 2667: THE ANTHROPOLOGY OF RELIGION

UNIT OF STUDY DESCRIPTION

This Unit will examine various ways anthropologists have theorised religious belief and practice, and we will challenge these ideas by looking at the vast diversity of religious forms. Starting with the major theories of Durkheim, Weber and others, the Unit will focus on what anthropologists have identified as the key elements of religious forms cross-culturally. It will also look at debates around these ideas. Special emphasis will be put on the continuing salience of religious ideas and identities in modernity.

PREREQUISITES

This is an advanced class in anthropology. Most of the work you do in this class is done independently, with help and advice from Ryan. If you have completed either two junior units in anthropology, or two junior units in religious studies, you can enroll in this class.

HOW THIS CLASS WORKS

This class is based on a weekly cycle we will follow for the whole semester. The steps in the weekly cycle are:

- **Read** the required readings (and, if you want to know more, read recommended readings), **think** about what they say to you.

- **Write** something about what you think is important about them.

- **Refresh your mind.** Get up from the computer and walk around. Issues we discuss in class are all around you. Observe them, take note for later.

- **Further your research** in your chosen topic for the semester. **Go to the library** and find ethnographic books to read on your topic.

- **Ask** questions, **discuss**, and **listen** in lecture and tutorial.

- **Receive feedback** from me.

- Lather, rinse, repeat…

In other words, all of parts of the class—lecture, tutorial, readings, and your ideas—all fit together. By completing this cycle each week, you can be sure that each week builds to the next, and by the end you will have constructed an edifice of knowledge rather than collected bits and pieces of information. For all the pieces to come together, **you have to do something for this class every week** for the whole semester.

LEARNING OUTCOMES

The purpose of the unit is to examine religion and its relationship to social life. Arguably the study of religion has been part of anthropology since its founding, but anthropologists are skeptical of claims that religion is universal. Everything that scholars have said about religion and society is part of an ongoing debate. Thus, students need to acquire more than mere familiarity with scholars' arguments and ideas. They should also develop their own critical perspective on them. In this sense, the overall aim of this unit is to help students participate in the debates within this subfield of anthropology and the larger conversations of which these are one part.

There are no right answers in this class. Everything in this class is based on someone's interpretation. To learn about religion is, then, to learn how to make your own interpretation, explain it to someone else, and to listen to a perspective with which you may not agree. Students have to develop their own relationship to what scholars say about religion by reflecting critically on their perspectives and assumptions, and considering questions from many points of view.

Also, the writing assignments in this class will help students develop their capacity to create new ideas by seeking out new information on their own. In this sense, the research project, the weekly writings, and the class discussions all come together to help students learn to think for themselves and to think critically about their own knowledge.

LEARNING STRUCTURE

This class consists of one two-hour lecture and several one-hour tutorials. Students are required to attend the lecture every week and the tutorial in which they are enrolled.

ASSESSMENTS AT-A-GLANCE

Assessment	Due	Length	Worth
Weekly writing assignments	Tuesdays by 11:59 p.m. in Weeks 2-12.	100 words	20%
Possible topics and sources	March 15 by 11:59 p.m.	300 words	10%
Progress report	April 12 by 11:59 p.m.	300 words	15%
Thesis statement and outline	May 3 by 11:59 p.m.	300 words	15%
Research essay	June 8 at noon online.	3000 words	40%

WHERE TO GET THE READINGS

A class reader containing both required and recommended readings is available from the Copy Centre on campus and from Publish Partner (at http://publishpartner.com.au).

Each week has one or more common readings, as noted in the weekly plan below (see "Weekly plan"). The first is always required for everyone, as is the second in some weeks. These required readings are available in the unit reader and on eReserve. Occasionally, there is a required online reading or video. I will post links to this on the unit's web sites. The other listed readings are all recommended, indicated with an asterisk (*). They are also on eReserve and, where online copies are not available, on 2-hour loan in Fisher Library.

Each student is required to have access to the required readings, so please ask the lecturer or a librarian if you are not sure how to get the assigned readings.

ASSESSMENTS

There are three types of assessment in this unit. First, in Weeks 2 through 12, you will submit a short response to the week's reading on the class LMS site. These short responses are not graded. You receive credit for submitting them on time, by Tuesday 11:59 p.m. before lecture. They are meant to encourage you to think about the reading and prepare for the class discussion each week. By doing these short assignments on time, you can be sure you are preparing for each step in the weekly cycle.

Second, you will be working on an independent research project on a topic of your choice. You will be seeking out ethnographic sources of information about this topic and formulate your own argument about it. Along the way, you will submit several elements of your research process and thinking as it develops. Each of these assessments has its own instructions, posted online. Unlike essays, though, they are graded based on how much progress you have made on the process of research, and how much effort you've made to develop your thinking. They are all due on a Tuesday at 11:59 p.m. (before Wednesday's lecture).

For most if not all students in this class, this is the first time to write this kind of argumentative research essay. The class, and these assignments, are designed to guide you each step of the way. If you start early and seek advice along the way, you will be surprised what you can do. You can always get help by emailing the lecturer and asking for a meeting, or coming to office hours.

Third, at the end of the semester, you will submit a 10-page essay on your topic in which you answer a question on which people debate, and offer your own argument in support of your answer. This essay will be based on all the work you've done over the whole semester. It will be graded as a finished product.

There are no right answers in this class. Everything in this class is based on someone's interpretation. To learn about religion is, then, to learn how to make your own interpretation and explain it to someone else.

For all of your work for this class, be sure to save a copy for yourself before you submit it online, and also regularly back up your work to a separate disk. Fun fact: losing or accidentally deleting your written work is not a 'misadventure' and cannot be used as grounds for special consideration.

ONLINE COMPONENTS

This unit requires regular use of the University's Learning Management System (LMS), also known as Blackboard. You will need reliable access to a computer and the internet to use the LMS. The University uses learning analytics to understand student participation on the LMS and improve the student learning experience.

The easiest way to access the LMS is through MyUni (click on the 'MyUni' link on the university home page, http://sydney.edu.au or link directly to the service at https://myuni.sydney.edu.au/. There is a 'Blackboard LMS' icon in the top row of the QuickLaunch window on the left hand side of the screen.

If you have any difficulties logging in or using the system, visit the Student Help area of the LMS site, http://sydney.edu.au/elearning/student/help/.

The University's Privacy Management Plan governs how the University will deal with personal information related to the content and use of its web sites. See http://sydney.edu.au/privacy.shtml for further details.

The Anthrocyclopaedia

Lecture notes and a list of suggested readings and resources for each week, plus a guide to the class overall, can be found at Ryan's public teaching site, *Ryan Schram's Anthrocyclopaedia*, at http://anthro.rschram.org/2667.

A guide to research and writing can be found in another section of Ryan's site at http://anthro.rschram.org/the_quest. The instructions for assignments assume that you are familiar with this guide.

Lecture Recording

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

THE WEEKLY PLAN

W	Date	Topic	Research
1	2.3	Why is religion interesting?	Read *The Quest* and start thinking about what you want to know more about.
2	9.3	Bring an example of a religious practice to tutorial Read: Durkheim	Have you met a librarian who knows something about your interests? Go to the library and introduce yourself.
3	16.3	Why do so many societies all have religion? Read: Douglas, Ortner	Find the locations in the library stacks for ethnographies on topics you're interested in. **Possible topics due (on Tuesday).**
4	23.3	Why would someone join a religious commune? Read: Palmer	Think about why you are interested in your topics. What is compelling your attention? What do you want to explain?
-	30.3	**Midterm break**	You should have one or more ethnographic monographs on a topic to read over break.
5	6.4	Can you learn to hear God? Read: Luhrmann	What are the 'why' questions anthropologists have asked about your topic?
6	13.4	Do religions mix? Read: Romberg	How would the authors of class readings see your topic? What would they pay the most attention to and why? **Progress report due (on Tuesday).**
7	20.4	Is African Christianity just 'African culture'? Read: Meyer, Newell	If you had to illustrate your research question with an image, what would you use?
8	27.4	Is Christianity singular or plural? Read: Robbins, Cannell	Use EndNote or Zotero to store all of the references you've read, and attach your annotations on each source as notes.
9	4.5	Can you buy salvation? Read: Jones, Brenner*	**Thesis statement and outline due (on Tuesday).** This is a good week to see Ryan in office hours. You don't even need a reason.
10	11.5	Do all societies become secular? Read: Mahmood, Deeb*	Start writing a rough draft this week. This is also a good week to see Ryan.
11	18.5	Do liberal societies need beliefs? Read: Mahmood, Keane*	When you can't think of what to say next, get up and walk around the block.
12	25.5	Can religion can change the world? Read: Gravers, Hertzberg*	Now is a good time to exchange drafts with a friend.
13	1.6	To be revealed	Is your thesis statement clear? What does your Parthenon look like? How would you answer someone who rejected your thesis, and how do you respond?
14	8.6	**Reading period**	**Your final paper is due on 8 June at noon.**
15	15.6	**Finals week**	

Nb. A bibliography for the class follows. You can look up the full reference by the author's last name. Recommended readings are marked with an asterisk (*).

BIBLIOGRAPHY OF CLASS READINGS

All readings are found in the reader in the order they are assigned. Recommended readings are marked with an asterisk (*). These and the required readings are also available on eReserve. Other items are linked from Blackboard and/or Ryan's public site.

*Brenner, Suzanne. 1996. "Reconstructing Self and Society: Javanese Muslim Women and 'the Veil.'" *American Ethnologist* 23 (4): 673–97. doi:10.1525/ae.1996.23.4.02a00010.

Cannell, Fenella. 2005. "The Christianity of Anthropology*." *Journal of the Royal Anthropological Institute* 11 (2): 335–56. doi:10.1111/j.1467-9655.2005.00239.x.

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Douglas, Mary. 2002. "The Abominations of Leviticus." In *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*, 51–71. London: Routledge.

Durkheim, Emile. 2008. "The Elementary Forms of the Religious Life." In *A Reader in the Anthropology of Religion*, edited by Michael Lambek, 34–47. Malden, Mass.: Blackwell Publishing.

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Ortner, Sherry B. 1973. "Sherpa Purity." *American Anthropologist* 75 (1): 49–63. doi:10.2307/672339.

Palmer, Susan J. 2010. "The Twelve Tribes: Preparing the Bride for Yahshua's Return." *Nova Religio: The Journal of Alternative and Emergent Religions* 13 (3): 59–80. doi:10.1525/nr.2010.13.3.59.

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Romberg, Raquel. 1998. "Whose Spirits Are They?: The Political Economy of Syncretism and Authenticity." *Journal of Folklore Research* 35 (1): 69–82.

USEFUL TEXTBOOKS ON RELIGION

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Bielo, James S. 2015. *Anthropology of Religion: The Basics*. London: Routledge.

Bowie, Fiona. 2006. *The Anthropology of Religion: An Introduction*. Hoboken, N.J.: John Wiley & Sons.

Kunin, Seth Daniel, and Jonathan Miles-Watson. 2006. *Theories of Religion: A Reader*. New Brunswick, N.J.: Rutgers University Press.

Lambek, Michael. 2001. *A Reader in the Anthropology of Religion*. Hoboken, N.J.: John Wiley & Sons.

Pals, Daniel L. 1996. *Seven Theories of Religion*. Oxford: Oxford University Press.

———. 2006. *Eight Theories of Religion*. Oxford: Oxford University Press.

ANOTHER GUIDE TO RESEARCH

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2009. The Craft of Research, Third Edition. Chicago: University of Chicago Press.

STARTING POINTS FOR YOUR RESEARCH

For your research project, you should a [choose a topic](#) that you would like to learn more about, and is related to religion as a cross-cultural and diverse phenomenon. This can seem a little daunting, but there are a lot of books written by anthropologists who have worked all over the world, in many different cultures, and with people who are part of many different religious traditions both large and small. Below are several highly recommended starting points. These books are in the Fisher Library two-hour loan collection. This list is somewhat selective; you are not limited to what is here. If you have a specific place, community or tradition that you want to explore, and you are having trouble finding a good starting point, you should immediately email Ryan for advice. (Librarians are also good sources of research help too!)

Appadurai, Arjun. 1981. Worship and Conflict under Colonial Rule: A South Indian Case. Cambridge: Cambridge University Press.

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Daswani, Girish. 2015. Looking Back, Moving Forward: Transformation and Ethical Practice in the Ghanaian Church of Pentecost. Toronto, Ont.: University of Toronto Press.

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Elisha, Omri. 2011. Moral Ambition: Mobilization and Social Outreach in Evangelical Megachurches. Berkeley, Calif.: University of California Press.

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STILL LOOKING?

Need a new place to look for sources of ethnographic information? Try the following:

Choose one of your class readings you thought was useful, and go to **ISI Web of Knowledge** and perform a cited reference search for it. This will give you a list of scholarly publications which have cited this work.

Look for the books above in the Fisher Library catalogue and see what **subject headings** the catalogue uses to classify them. There may be other, similar works in the same or nearby headings, and you will also pick up on the controlled vocabulary used for subject classifications. (There's a surprising number of books in 'China – Religious life and customs'.)

Don't forget to **check the BONUS+ catalogue**, which allows you to request books from other libraries in the Sydney area. The National Library of Australia's catalogue and Worldcat are good places to look too.

If you can't acquire a copy of a book you'd like to read, **look for other publications by the same author**. Often authors publish articles in journals, and then incorporate them into their books later as chapters.

Be sure to read *The Quest*, Ryan's guide to research at http://anthro.rschram.org/the_quest. The assignments in this class assume you're familiar with its key ideas.

IMPORTANT INFORMATION AND POLICIES FOR THIS UNIT

ATTENDANCE POLICY

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

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

If a unit of study has a participation mark, your attendance may influence this mark.

For more information on attendance, see http://sydney.edu.au/arts/current_students/policies.shtml.

ASSESSMENT CRITERIA

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

Likewise, the research process assignments allow me to see and comment on what you have done to develop your ideas. They are not graded on whether your work is perfect or correct, but whether you have pushed yourself to find out new information and think in new ways.

The essay is meant to be a finished product in which you present an argument. It should be revised and proofed for clarity of expression, as well as spelling and grammar. The grading criteria are:

The essay has

- a clearly stated and relevant thesis which answers an open-ended, debatable question,

- a developed argument and reasoning which supports this claim,

- evidence and examples which support and substantiate the claim, showing that you've explored facts and ideas in detail, and

- prose which explains and clarifies the ideas and arguments.

This unit uses standards referenced assessment for award of assessment marks. Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes. For reference to criteria and standards, please consult the grade descriptors for the School of Social and Political Sciences at http://sydney.edu.au/arts/sociology_social_policy/undergrad/grades.shtml.

SUBMISSION OF WRITTEN WORK

Compliance Statements

All students are required to submit an authorised statement of compliance with all work submitted to the University for assessment, presentation or publication. A statement of compliance certifies that no part of the Work constitutes a breach of Academic Dishonesty and Plagiarism Policy. **In this class, we use an online quiz for this; you <u>do not</u> need to attach a coversheet.**

Assessment Submission

The essay and research assignments must be submitted **online only via the Blackboard site for this Unit of Study.**

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

When submitting your research process assignments and your final essay to their Turnitin dropboxes on Blackboard, you must first complete a **'compliance quiz'** (asking if you agree with the Faculty's policies on plagiarism, true of false). This reveals the link to the dropbox.

Research process assignments and the final essay not submitted on or before the due date are subject to penalty. Refer to http://sydney.edu.au/arts/current_students/late_work.shtml for the Policy on Late Work. You lose two points out of 100 for every weekday that your essay is late. **Weekly writings cannot be submitted late.**

EXTENSIONS AND SPECIAL CONSIDERATION

If you are getting behind on assignments, then you should talk to Ryan about it right away!

If you need an extension on the research process assignments or the final essay, you can apply for for Special Consideration (SC) for serious illness, misadventure, and certain kinds of special circumstances. You cannot get extensions for the weekly assignments; these get credit for being submitted on time.

There can be many reasons why you might need an extension, but in every case, you have to submit proper documentation. Importantly, unlike previous years, **you cannot get an extension because you have something else due in the same week**. You have to plan ahead and get started early on every assignment.

An application for special consideration does not guarantee the application will be granted.

Further information on applying for special consideration is available at **http://sydney.edu.au/arts/current_students/special_consideration.shtml**.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic honesty is a core value of the University, so all students are required to act honestly, ethically and with integrity. This means that the University is opposed to and will not tolerate academic dishonesty or plagiarism, and will treat all allegations of academic dishonesty and plagiarism seriously. The consequences of engaging in plagiarism and academic dishonesty, along with the process by which they are determined and applied, are set out in the *Academic Honesty in Coursework Policy 2016.* You can find these documents University Policy Register at **http://sydney.edu.au/policies** (enter "Academic Honesty" in the search field).

Definitions

According to the Policy, **plagiarism** means representing another person's work (i.e., ideas, findings or words) as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. **Academic dishonesty** means seeking to obtain or obtaining academic advantage for oneself or others (including in the assessment or publication of work) by dishonest or unfair means. Academic dishonesty includes, but is not limited to:

- **Resubmission** (or recycling) of work that is the same, or substantially the same as work previously submitted for assessment in the same or in a different unit of study. Every unit of study expects each student to produce new material based upon research conducted in that unit;

- **Dishonest plagiarism**;

- **Engaging another person** to complete or contribute to an assessment in your place; and

- Various forms of **misconduct in examinations** (including copying from another student and taking prohibited materials into an examination venue).

Use of Similarity Detection Software

Students should be aware that all written assignments submitted in this unit of study will be submitted to similarity detecting software known as **Turnitin**. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works, and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of poor paraphrasing, direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism. Turnitin reports may also be used as evidence in academic dishonesty and plagiarism decision-making processes. Further information about Turnitin is available at **http://sydney.edu.au/arts/current_students/plagiarism_and_turnitin.shtml**.

YOUR FEEDBACK IS IMPORTANT!

The University conducts an online survey for units of study every semester. You will be notified by email when the survey opens. You are encouraged to complete the survey to provide important feedback on the unit just before the end of semester. You can complete the survey at **http://www.itl.usyd.edu.au/surveys/complete**.

OTHER POLICIES AND PROCEDURES RELEVANT TO THIS UNIT OF STUDY

The Faculty's Student Administration Manual is available for reference at the "Current Students" section of the Faculty Website (http://sydney.edu.au/arts/current_students/). Most day-to-day issues you encounter in the course of completing this Unit of Study can be addressed with the information provided in the Manual. It contains detailed instructions on processes, links to forms and guidance on where to get further assistance.

Anthropology: A world of research!

Want to see what your anthropology lecturers and tutors are working on (when they aren't teaching your classes)? Come to the anthropology department seminars! Please join us for a Thursday afternoon presentation and discussion of the latest research in anthropology and allied fields.

Seminars are held on most Thursdays during the teaching term from 3:00 p.m. to 5:00 p.m., followed by a light reception. This semester's speakers include: Zevic Mishor, Jadran Mimica, and Yasmine Musharbash.

Presentations usually last for an hour followed by an hour of q-and-a and discussion. The anthro seminar has a reputation for boisterous, passionate debate, and all are welcome to attend and join in the fun. Come see what the fuss is about.

See http://sydney.edu.au/arts/anthropology/events/ for the schedule for Semester 1, 2016. (Nb. Seminars are not held every week, so check the department's calendar for the dates of seminars.) For more information, contact the 2016 symposium convener, Terry Woronov at terry.woronov@sydney.edu.au.

STAYING ON TOP OF YOUR STUDY

Learning means doing something new, so everyone in this class will be doing something that they have never done before. **It is OK to ask for help and advice along the way; it's not a sign of failure to ask for help.** My best advice for students is that whenever you have any concerns about what you are doing, or your progress in the unit, you should immediately get in touch with your lecturer and ask to discuss the class. Consultation times (see cover) are open for students to drop in and talk about anything that interests them. You can also write an email to the lecturer to make an appointment. Send three blocks of time when you are available, so they can pick a good time when you can both meet.

Help is most useful when you seek it early, so don't wait till the last minute. This also applies to all the different resources the university and faculty of arts and social sciences offers for staying on top of your work.

For full information visit http://sydney.edu.au/arts/current_students/staying_on_top.shtml

The **Learning Centre** assists students to develop the generic skills, which are necessary for learning and communicating knowledge and ideas at university. Programs available at the Learning Centre include workshops in Academic Reading and Writing, Oral communications Skills, Postgraduate Research Skills, Honours, masters Coursework Program, Studying at University, and Workshops for English Language and Learning. Further information about The Learning Centre can be found at http://sydney.edu.au/stuserv/learning_centre/.

The Write Site provides online support to help you develop your academic and professional writing skills. All University of Sydney staff and students who have a Unikey can access the WriteSite at http://writesite.elearn.usyd.edu.au/.

Another Learning Centre site, **Clearer Writing**, provides a variety of different concepts for thinking about how you make your own writing clearer and what to look for when you revise your drafts. It can be found here: http://learningcentre.usyd.edu.au/clearer_writing/.

The Faculty of Arts and Social Sciences has **undergraduate units that focus on writing** across the curriculum or, more specifically, writing in the disciplines, making them relevant for all university students. To find out more visit http://sydney.edu.au/arts/teaching_learning/writing_hub/index.shtml and http://sydney.edu.au/arts/teaching_learning/pg_writing_support/index.shtml.

In addition to units of study on writing, The **FASS Writing Hub** offers drop-in sessions to assist students with their writing in a one-to-one setting. No appointment is necessary, and this service is free of charge to all FASS students and/or all students enrolled in WRIT units. For more information on what topics are covered in a drop-in session and for the current schedule, please visit http://sydney.edu.au/arts/writing_hub/writing_support/index.shtml

Pastoral and academic support for Aboriginal and Torres Strait Islander students is provided by **the STAR Team** in Student Support services, a dedicated team of professional Aboriginal people able to respond to the needs of students across disciplines. The STAR team can assist with tutorial support, mentoring support, cultural and pastoral care along with a range of other services. More information about support for Aboriginal and Torres Strait Islander students can be found at http://sydney.edu.au/current_students/student_services/indigenous_support.shtml.

The **Library** offers students free, online tutorials in library skills at http://sydney.edu.au/library/skills. There's one designed especially for students studying in the Humanities and Social Sciences at http://libguides.library.usyd.edu.au/. And don't forget to find out who your Faculty Liaison Librarians are.

OTHER SUPPORT SERVICES

Disability Services is located on Level 5, Jane Foss Russell Building G20; contact 8627 8422 or email disability.services@sydney.edu.au. For further information, visit their website at http://sydney.edu.au/stuserv/disability/.

Counselling and Psychological Services (CAPS) are located on Level 5, Jane Foss Russell Building G20; contact 8627 8433 or email caps.admin@sydney.edu.au. For further information, visit their website at http://sydney.edu.au/current_students/counselling/.

REFERENCES

Chick, Jack T. 1988. Laip Bilong Yu I Bin Olsem [This Was Your Life]. Rancho Cucamonga, Calif.: Chick Publications, Inc. http://chick.com/.