1. **Title of the module**

ANTS5970 (SE597) Anthropology for a World in Crisis

1. **Division or partner institution which will be responsible for management of the module**

Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

none

1. **The course(s) of study to which the module contributes**

Compulsory to: BA Social Anthropology (including cognate courses)

Optional to: BSc Anthropology (including cognate courses)

Available as an elective module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. be conversant in the main theoretical schools to have affected social anthropology
   2. have cultivated an in-depth understanding of the historical depth of theoretical debates in social anthropology, as well as the way in which these debates have been taken up differently in the different national schools of thought
   3. understand how social anthropologists apply the theories of their day to the ways in which they conduct ethnographic research in different parts of the world, and use comparative/historical analysis in their ethnographic writing.
   4. analyse theoretical positions critically, locate them in the appropriate intellectual schools of thought from which they originate, and assess how well they make sense of ethnographic data
   5. analyse and communicate their understanding of anthropological texts
   6. construct coherent and logical arguments which combine theoretical writings with the discussion of ethnographic data.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. demonstrate added confidence and competence in their analytical skills
   2. demonstrate the ability to communicate to both specialist and non-specialist audiences using a variety of means.
   3. synthesise the research of others and form a coherent argument with it
   4. research skills of their own with which to identify and locate appropriate sources
3. **A synopsis of the curriculum**

The module is of relevance for students of social anthropology, and a wide range of related disciplines preoccupied with the role of critical, anthropologically-informed thought and cultural literacy in today’s transnational and multicultural world. It addresses the relationship between anthropological theory and the Contemporary World, and a series of themes that explore how anthropologists engage with the pressing political, social and environmental concerns and crises of their day. Through examination of key debates in public anthropology, and selected ‘hot topics’ in the discipline, the module clarifies the relevance of anthropology for the world beyond the university, and educates students in how to adapt anthropological knowledge and skills to analysis of real world issues. Throughout, a key objective is to support students in developing and consolidating their understanding of contemporary anthropology and their own assessment of the wider utility of the social sciences.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barnard, A. 2000. History and Theory in Anthropology. Cambridge: Cambridge University Press.

Clifford, J. 1988. The Predicament of Culture. Harvard: Harvard University Press.

Farmer, Paul. 2003. Pathologies of Power. Health, Human Rights, and the New War on the Poor. Berkeley, Los Angeles and London: University of California Press.

Herzfeld, M. 2000. Theoretical Practice in Culture and Society. Oxford: Blackwell

Kapferer, B. and Theodossopoulos, D. 2018. *Democracy’s Paradox: Populism and is Contemporary Crisis*. London: Berghahn.

Knight, D.M. & C. Stewart (eds). 2017. Ethnographies of Austerity. Temporality, Crisis and Affect in Southern Europe. London: Routledge.

Layton, R. 1997. An Introduction to Theory in Anthropology. Cambridge: Cambridge U.P.

Moore, H. 2011. Still Life: Hopes, Desires and Satisfactions. Cambridge: Polity Press.

Pandian, A. 2019. A Possible Anthropology: Methods for Uneasy Times. Durham: Duke University Press.

1. **Learning and teaching methods**

Total contact hours 22

Private study hours 128

Total study hours 150

1. **Assessment methods**
   1. Main assessment methods

Critical Review 2500 words 50%

Essay 2500 words 50%

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| *Lecture* | **x** | **x** | **x** |  |  |  | **x** | **x** |  |  |
| *Seminar* |  |  |  | **x** | **x** | **x** |  | **x** | **x** |  |
| *Student-lecturer meetings* |  |  |  |  | **x** |  |  | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| *Critical Review* | **X** | **x** | **x** | **x** | **x** | **X** | **x** | **x** | **x** | **X** |
| *Essay* | **x** | **X** | **X** | **x** | **x** | **x** | **X** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module engages a series of themes that illustrate how social anthropologists throughout the history of the discipline, and from different national traditions within the discipline, have engaged with the pressing political and social concerns of their day.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts CLOs (Q6&7 cover sheet) |
| 21.07.21 | Minor | Sept 21 | 5,7,11,12, 13,14 | No |
|  |  |  |  |  |