1. **Title of the module**

ANTS3130 (SE313) Relations: Global perspectives on Family, Friendship and Care

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

School of Anthropology and Conservation

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

Level 4

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

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

None

1. **The programmes of study to which the module contributes**

BA Social Anthropology*,* BA in Social Anthropology with a Year Abroad programs including all BA in Social Anthropology joint and subsidiary programs; this module is also suitable as an optional module for students of the following degree programmes:BSc Anthropology*;* BSc Anthropology with a Year Abroad

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 be conversant with the major theoretical positions taken in contemporary Social Anthropology.

8.2 discuss critically the evidence supporting competing anthropological theories.

8.3 connect the way anthropological debates relate to current affairs and conditions, including political, social and economic developments and historical events.

8.4 describe some of the historical development of anthropological ideas and perspectives in the 21st century

8.5 demonstrate an in-depth understanding of the recognised topic of classic and contemporary relatedness, a subject formerly referred to as kinship studies, and to link this to various cultural contexts and vernaculars and also to other core areas within anthropology such as economics, politics and religion.

8.6 construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with discussion of ethnographic data.

8.7 comprehend and develop ideas that are culturally sensitive and not ethnocentric.

8.8 present their findings orally in order to develop their ideas in forms that are non-ethnocentric, make sense of cultural and social phenomena and linked to broader issues.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 demonstrate competence in their analytic skills

9.2 demonstrate the ability to write critically

9.3 demonstrate an ability to synthesise the research of others and form a coherent argument

9.4 demonstrate research skills of their own with which to identify and locate appropriate sources.

1. **A synopsis of the curriculum**

The aim of this module is to introduce students to anthropological thinking on a major field of enquiry that is widely considered to constitute a mainstay core of contemporary social anthropology: systems of relatedness, formally referred to as kinship studies. Here we examine relatedness - family, friendship, community and care – as fundamental yet changing aspects of society and social organization. These topics will be dealt with from historical but mostly contemporary perspectives, providing accounts of the development of social anthropology, and demonstrating the foundational and transformational positions that relatedness continues to hold in the definition of the discipline.

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

Carsten, Janet. 2000. *Cultures of relatedness: new approaches to the study of kinship*. Cambridge [England]: Cambridge University Press.

Erdmute Alber, Cati Coe, and Tatjana Thelen. 2013. *The Anthropology of Sibling Relations: Shared Parentage, Experience, and Exchange*. Palgrave Macmillan, New York, US.

Leinaweaver, Jessaca B. 2013. *Adoptive migration: raising Latinos in Spain*. Durham: Duke University Press

Martin Matthews, Anne, and Judith Phillips. 2008. *Aging and caring at the intersection of work and home life: blurring the boundaries*. New York: Lawrence Erlbaum Associates.

Sahlins, Marshall. 2013. *What kinship is - and is not*. Chicago: The University of Chicago Press.

Savage, Dan. 2005. *The commitment: love, sex, marriage, and my family*. New York: Dutton.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

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

Essay (1500 – 2000) (40%)

Class Test (30%)

Class Briefing (15%)

Seminar Participation (15%).

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Seminars* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Class Test* | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** |  | **X** | **X** |
| *Class Briefing* | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| *Seminar Participation* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

The School 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 examines relatedness - family, friendship, community and care – as fundamental yet changing aspects of society and social organization. These topics will be dealt with from historical and contemporary perspectives, providing accounts of the development of social anthropology, and demonstrating the foundational and transformational positions that relatedness continues to hold in the definition of the discipline.

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018