1. **Title of the module**

ANTS5520 (SE552) Culture and Cognition

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 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)**

Spring

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

ANTS3010 Introduction to Social Anthropology

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

BSc Anthropology and associated programmes

BA Social Anthropology and associated programmes

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

8.1 demonstrate a broad outline knowledge of anthropological approaches to the study of cognition;

8.2 competently assess evidence and articulate theories concerning the relationship between cognition, culture, and social organisation;

8.3 evaluate critically arguments and data in the field of the anthropology of cognition.

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

9.1 locate relevant sources of data (using library holdings and electronic sources) for particular assignments: essay writing, seminar presentation, note taking;

9.2 summarise, interpret, and present data in oral and written form;

9.3 communicate the results of research to others in written and oral form;

9.4 contribute constructively to group discussions;

9.5 relate ideas and material in one context to material in another;

9.6 follow closely written instructions relating to task specifications;

9.7 demonstrate critical reading, analytical thought, written and oral communication and use of electronic information systems (library catalogues, on-line resources).

1. **A synopsis of the curriculum**

This module introduces cognitive anthropology and a critical exploration of theories concerning the relationship between cognitive processes, culture and social organisation. Indicative topics are the forming of categories, relations between categories, the symbolic construction of nature, the classification of natural kinds, the convergence of cognitive and symbolic approaches, the evolution of hominid cognitive processes, the development of second order representations, social cognition and classification, spatial orientation, time reckoning and the cultural construction of knowledge.

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

D’Andrade R The Development of Cognitive Anthropology

Douglas M Rules and Meanings

Ellen R The Categorical Impulse

Tyler S (ed.) Cognitive Anthropology

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

*Essay (20%) (2000 words)*

*Examination, 2 hours (80%)*

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lecture | x | x | x |  | x | x | x | x |  | x |
| Seminars | x | x | x | x | x | x | x | x | x | x |
| Independent Study | x | x | x | x | x |  |  | x |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Exam | x | x | x | x | x | x |  | x | x | x |
| Essay | 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**

This module introduces cognitive anthropology and a critical exploration of theories concerning the relationship between cognitive processes, culture and social organisation on a global scale.

**FACULTIES SUPPORT OFFICE 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018