1. **Title of the module**

ANTS5790 (SE579) Amazonian Social Worlds: Past, Present, Future

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)**

Autumn or Spring

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

None

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

BA Social Anthropology and associated programmes

BSc Anthropology and associated programmes

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

8.1 Develop a detailed understanding of the cultural diversity of Lowland South America.

8.2 Demonstrate knowledge of the countries of the region and their important ecological and geographical features.

8.3 Critically evaluate the principal ethnic groups and their livelihoods, kinship organisation, gender relations, epistemologies and broader social changes.

8.4 Acquire a detailed knowledge of how ethnography contributes to theory and how anthropologists form questions about ethnographic material.

8.5 Critically discuss key issues and debates in the Lowland South American ethnographic literature.

8.6 Develop a detailed understanding of Lowland South American groups and their communities in terms of social changes in the region.

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

9.1 Synthesize knowledge to think critically in preparation for lectures, seminars and assessments.

9.2 Devise and sustain arguments when presenting conclusions in written and oral form.

1. **A synopsis of the curriculum**

Throughout the five hundred years of contact between Europe and the Americas, Amazonia has captivated the political, scientific and popular imagination of industrialized nations. To many people in our society, "the Amazon" epitomizes the mysterious, the wild, the uncivilized -- an image that anthropologists have variously exploited and criticized. Either way, they usually describe Amazonian societies as being either isolated from or opposed to "civilization" (i.e. the capitalist state). As Amazonians are incorporated into the nation-state and the global economy, however, it has become impossible to view them as either isolated or silent. Today, there is increased interest and concern relating to the place of humans in the environment and the future of indigenous peoples and the areas in which they dwell.

This course will employ several classic ethnographic studies of South America – by anthropologists, such as Claude Levi-Strauss, Pierre Clastres, Philippe Descola, William Fisher, Neil Whitehead and Michael Taussig – to examine how the Amazon has inscribed itself on the imagination of anthropologists, as well as how anthropologists have used their experiences in non-Western societies to contribute to broad debates in Western philosophy. Ethnographic case-studies will provide the basis for discussing issues of theoretical and topical importance, such as environmentalism; political ecology, ethnogenesis, shamanism, gender relations, kinship and exchange. Ultimately, this engagement challenges some of the most basic categories of our discipline: "the state," "society," and "culture." This module covers themes relevant to human geography such as indigenous urbanisation, the ‘demographic turn around’, notions of space and place and cultural landscapes.

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

Clastres, Pierre 1987 [1974] Society Against the State: Essays in Political Anthropology. NY: Zone Books. La soci閠\_ contre l’etat. Editions de minuit.

Fisher, William H. 2000 Rain Forest Exchanges: Industry and Community on an Amazonian Frontier. Washington: Smithsonian Institution Press.

Hill, Jonathan 1988 Rethinking History and Myth: Indigenous South American Perspectives on the Past. Chicago: University of Illinois.

Kohn, Eduardo. 2013. How forests think: toward an anthropology beyond the human. Berkeley: University of California Press.

Kopenawa, Davi, and Bruce Albert. 2013. The falling sky: words of a Yanomami shaman. Boston: Harvard University Press.

Levi-Strauss, Claude 1984 Tristes Tropiques. New York: Penguin.

Londoño Sulkin, Carlos David. 2012. People of substance an ethnography of morality in the Colombian Amazon. Toronto: University of Toronto Press.

Overing, Joanna y Alan Passes (eds) 2000 The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia. London: Routledge.

Taussig, Michael 1987 Shamanism, Colonialism, and the Wild Man. Chicago: University of Chicago Press.

1. **Learning and teaching methods**

Total contact hours: 27

Private study hours: 123

Total study hours: 150

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

Essay (3000 words) (80%)

In-Course Test (20%) 45 minutes, based on key points from lectures and seminars. This is a multiple-choice, True/False short answer test.

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)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Lecture* | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Film Series* | x | x | x |  |  | x | x |  |
| *Total* |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *In-Course Test* | **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 exposes students to research findings that contribute to ethnographic evidence and theoretical insights for understanding the dynamics and complexities of social, economic and poltical Amazonian Lowland South American societies and cultures. The module situates Amazonia within a wider context of global history and reality. The reading list is comprised of texts produced by prominent international researchers, These two elements are central to the internationalisation dimension of this module.

**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.**

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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) |
| 24/04/17 | Major | January 2018 | 8,11,12,13,14 | No |
| 19/12/19 | Major | September 2020 | 1,5,8,9,10,12,13,14 | No |