1. **Title of the module**

ANTS6230 (SE623) Urban Anthropology

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)**

6

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

15 (7.5 ECTS)

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

Autumn Term

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

None

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

BA Social Anthropology (year abroad/European language/year in industry)

Also available as a wild module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate critical understanding of the history of urban studies in anthropology and the principal interdisciplinary relations it has involved.
   2. Demonstrate critical understanding of the methodologies and techniques used to explore the ethical, empirical and analytical challenges involved in fieldwork.
   3. Critically evaluate the central concerns raised by urban living in anthropology in terms of marginality and deviance.
   4. Demonstrate critical understanding of the central analytical responses that anthropology has provided to the constitution of urban space and its political and social relevance
   5. Critically engage with contemporary environmental debates concerning urban ecology (namely in terms of human-animal and human-plant interaction)
   6. Critically evaluate conceptual insights and academic theories that explain urban living
   7. Critically evaluate the central challenges that are placed globally by the rapid spreading of forms of very dense urban conurbation
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Locate relevant data sources (library holdings and electronic data) for the writing of research reports
   2. Summarise, interpret, and present data in oral and/or written form
   3. Plan and carry out a short-term fieldwork exercise, namely in terms of ethical and empirical considerations
   4. Undertake data gathering and data analysis in the production of a research report
   5. Relate ideas presented in lectures with real-life problems in the surrounding social environment.
3. **A synopsis of the curriculum**

Starting in the 1930s, Urban Anthropology has been one of the main sub-fields of Social Anthropology, but it is also an area where our discipline has engaged very intensely in interdisciplinary relations. After the 1950s the world changed globally, with an ever-increasing percentage of the world’s population living in urban contexts. As a result, the relevance of urban and modern modes of living became central for anthropological research. Ethnographic methodology too had to be adapted as a consequence with an increased attention to matters of bureaucracy and technology. Today, in a world where global mobility is intense and consumerism dominates, it can be argued that even rural populations live in a periurban condition. Traditionally, urban anthropology dealt centrally with problems of marginality and deviance, but now increasingly the focus is on the interaction between urban planning and the politics of everyday living. Most of our students are likely to go on to do academic research in areas of applied research in urban settings. Therefore, it is especially important that they should be introduced to the problems that urban anthropology raises.

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

Hannerz, Ulf. 1980. *Exploring the City: Inquiries towards an urban anthropology*. NY: Columbia U.P.

Nas, Peter. 2015. “Urban Anthropology” in International Encyclopedia of the Social and Behavioral Sciences (2nd ed.). NY: Elsevier, pp. 774-782.

Katz, Jack. 2010. “Time for new urban ethnographies”. *Ethnography* 11 (19): 25-44.

Whyte, William F. 1993 [1943]. *Street Corner Society: the social structure of an Italian slum*. Chicago. University of Chicago Press.

Mitchell, J. Clyde. 1956. *The Kalela Dance*. Manchester: University Press.

1. **Learning and teaching methods**

The module will be taught by lectures, seminars and private study (including fieldwork).

Total Contact Hours: 22

Private Study Hours: 128

1. **Assessment methods**

13.1 Main assessment methods

The proposed assessment pattern is 100% coursework

The module is examined by 100% Coursework, consisting of

* Fieldwork Project Abstract (10%) – Student’s will be required to present, either a 500 word written submission or a 10 minute presentation on their initial *fieldwork plan* identifying their chosen area, points of observation as well as dialogue with the methodological readings that they will have been given.
* Critical Book Review 1000 words (20%) on theoretical text
* 3000 word Fieldwork Project Report based on fieldwork activities (70%)

13.2 Reassessment methods

Coursework: Students will be given an essay question for 100% of the module mark

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fieldwork Project Abstract |  |  | **x** | **x** |  | **x** | **x** |  |  | **x** |  |  | **x** |
| Critical Book Review |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  | **x** |
| Fieldwork Report |  | **x** | **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

Notably for the Fieldwork students will be asked to approach a familiar urban environment and identify four distinct “points of observation” within one city (places, activities, modalities of sociality) that are connected in some identifiable way. Students with disabilities will be able to choose destination ‘points’ that best suits their needs.

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

Canterbury

1. **Internationalisation**

The module deals with problems that have emerged conjointly at global level. We will be focusing on how the issue of urbanity emerged in anthropology in the United States, Central Africa, and Europe and how it is now being dealt with in East Asia, namely in China’s ever expanding metropolitan contexts. Whilst the Research Essay will be mostly based in local situations, it responds to processes and debates that are present in all multicultural metropolitan contexts around the globe.

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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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