1. **Title of the module**

ANTS6270 (SE627) Ethnographic Methods and Visual 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)**

Level 5

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 courses of study to which the module contributes**

BSc Anthropology; BA: Social Anthropology and cognate courses

BSc Human Geography

Available as an elective module.

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

8.1 demonstrate critical understanding of a number of ethnographies and ethnographic/documentary films

8.2 demonstrate an informed understanding of the production and analysis of ethnographies and ethnographic/documentary films

8.3 relate specific ethnographic texts and ethnographic/ documentary films to general theoretical anthropological topics or themes within visual anthropology

8.4 demonstrate knowledge of the research methods specific to the disciplines of social and visual anthropology

8.5 construct coherent and logical arguments combining visual and textual discourses, combining conceptual understanding with substantiated ethnographic examples.

8.6 critically relate their reading for this module to wider conceptual and ethical concerns in social anthropology, and the broader relationship between anthropological fieldwork and ethnographic writing

8.7 critically engage with some of the assumptions present in their understanding of the truth claims of ethnographies and ethnographic media productions.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. integrate reference to ethnographic and/or visual media in their written analysis;
   2. be reflexive in their analysis and communication with others;
   3. communicate more effectively in interpersonal interactions through referencing personal experience;
   4. synthesise the research of others and form a coherent argument with it;
2. **A synopsis of the curriculum**

This module introduces ethnography and the ethnographic/documentary film as ways of understanding individual and social lives. The focus is both critical and practical investigation of the research methods, production and communicative methods underlying them. Students will therefore acquire both critical and practical training in these key ethnographic methodologies. The parallel histories of the development of ethnographic writing, ethnographic media making and visual anthropology will be explored to facilitate greater integration between written and visual media. Indicative areas in the reading, analysis and practice of ethnography might include: (1) Critical and Historical Contextualisation and Evaluation, (2) How to evaluate its contribution to particular issues and topics within Social Anthropology; (3) Theoretical contributions; (4) Methodology and research methods; (5) The evaluation of the relationship between description and analysis (6) Examination of its structure, presentation and ability to communicate an understanding of a social and cultural group through the written word; (7) Ethnographies, Photography and Multi-Media. Indicative areas in visual anthropology covered by the module might include: (1) Collaborative and Participatory Media Production (2) Photography, Soundscapes and the Senses (3) Cinema Verite and Ethnographic Film (4) Indigenous Media, Reception and Publics (5) The Transformative Efficacy of Video.

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

Bourgois, P. and J. Schonberg (2009) *Righteous Dopefiend*. Berkeley: University of California Press.

Emerson, R. et al. (2011). *Writing Ethnographic Fieldnotes*. Chicago: Chicago UP

Grimshaw, A. 2001. The Ethnographer’s Eye: Ways of Seeing in Modern Anthropology. CUP

Jackson, M. 1998. *Minima ethnographica: intersubjectivity and the anthropological project*. Chicago: University of Chicago Press.

Jackson, M. (2000) *At Home in the World*. Durham: Duke University Press.

MacDougall, D 1998. Transcultural Cinema. Princeton University Press

Narayan, K. (2012) Alive in the Writing: Crafting Ethnography in the Company of Chekhov. Chicago: University of Chicago Press.

Banks, M & Ruby, J (eds). 2011. Made to be Seen: Perspectives on the History of Visual Anthropology. Chicago: University of Chicago Press.

Pink, S. 2001/2007. Doing Visual Ethnography. London: Sage

Theodossopoulos, D. (2016). *Exoticisation Undressed: Ethnographic Nostalgia and Authenticity in Emberá Clothes.* Manchester: Manchester University Press

West, P. (2012) *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*. Durham, NC: Duke University Press.

1. **Learning and teaching methods**

Total contact hours: 26

Private study hours: 124

Total study hours: 150

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

Essay/Report (50%)

Examination, 2 hours (50%).

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* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| *Screenings* |  |  | **x** |  |  | **x** | **x** |  |  | **x** |  |
| *Independent Study* |  | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Essay/Report* | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |
| *Exam* | **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 exposes students to a wide variety of ethnographic approaches from across different regions of the globe and intellectual traditions. The reading list is comprised of research produced by internationally acclaimed anthropologists, who contribute to the internationally shared public concerns of our times. These two elements are central to the internationalisation dimension of this module and contribute to the pedagogical cultivation of global citizenship.

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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) |
| 10/02/17 | Major | September 2017 | 3,8,9,13,14 | No |
| 20/01/20 | Major | September 2020 | 1, 3, 4, 8-14 | No |
| 11/02/20 | Major | September 2020 | 13,14 | No |