1. **Title of the module**

SACO8850 (SE885) Anthropological Research Methods I

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 7

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**

MA/MSc Environmental Anthropology

MSc Ethnobotany

MA Social Anthropology and all associated pathways

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

8.1 examine the relationship between theory, research design and methods

8.2 use anthropological methods, including analysis of data collected in class exercises

8.3 gain an introduction to the ‘participant observation’ method and it analysis through practical experience

8.4 conduct and analyse interviews, focus groups as part of collective team work and develop methodological skills to do anthropological projects in collaboration with peers.

8.5 explore case studies through which these tools and methods can be examined and critiqued

8.6 learn the basics of research design and how to write an initial research project abstract

appreciate the potential challenges and benefits of anthropological research in a variety of settings, including as part of applied anthropological research associated with natural science and biodiversity conservation programmes.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. acquire understanding and introductory facility in using various tools and methods within anthropology and the social sciences
   2. gain an introductory understanding of ethics within the context of fieldwork and the disciple at large
   3. present ideas systematically and cogently both orally and in writing

9.4 interact with peers and their seminar leaders in the exchange of ideas

1. **A synopsis of the curriculum**

The module will consist of twelve two hour classes consisting of short introductions to weekly topics by the course convenors followed by practical exercises to allow students to experience and learn by doing several key methods and tools used in anthropological fieldwork. Assignments based on the use of several methods, a research proposal abstract for their future dissertation project, and an essay will be used to assess the student’s achievement of learning outcomes. Seminar topics may include: Introduction to research in the natural and social sciences, participant observation, choosing informants, interviewing, processing interview data, analysis and presentation of qualitative data, questionnaire design and analysis, developing an integrated research design, running workshops and focus groups, ethics and consent.

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

**annually)**

Abbott, Andrew. 2014. *Digital Paper: A Manual for Research and Writing with Library and Internet Materials*. Chicago: Chicago University Press.

Alonso Bejarano, Carolina, Lucia Lopez Juarez and Mirian A. Mijangos Garcia. 2019. Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science. Durham: Duke University Press.

Bernard, H. Russell. 2017. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Fourth Edition. Altamira Press.

Boellstorff, Tom, Bonnie Nardi, Celia Pearce, and T. I. Taylor. 2012. *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton: Princeton University Press.

Campbell, Elisabeth. 2015. Doing Ethnography Today. Theories, Methods and Exercises. Oxford: Blackwell.

Coleman, Simon. and P. von Hellermann (eds) 2010. Multi-Sited Ethnography: Problems and Possibilities in the Translocation of Research Methods. New York: Routledge

Elliott, Denielle and Dara Culhane. 2017. A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies. Toronto: University of Toronto Press

Kara, Helen. 2020. Creative Research Methods: A Practical Guide. Bristol: Bristol University Press.

Kindon, Sara, Rachel Pain, and Mike Kesby. 2007 Participatory Action Research Approaches and Methods: Connecting People, Participation and Place. Routledge.

Martin, G. 2004. Ethnobotany: A Methods Manual. Reprint from 1995. Earthscan.

Newing, H, Eagle, C, Puri, R and Watson, C. 2011. Conducting research in conservation: social science methods and practice. Routledge.

Okely, Judith. 2012. Anthropological Practice: Fieldwork and the Ethnographic Method. London and New York: Bloomsbury

Pink, Sarah. 2009.Doing Sensory Ethnography. London: Sage.

Robben, Antonius and Jeffrey A. Sluka , eds. 2006. Ethnographic Fieldwork; an Anthropological Reader. Blackwell Books.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

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

Methods Assignments (30%).

Research Proposal (45%)

Collective Teamwork (25%)

13.2 Reassessment methods

Like for Like.

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* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Independent Study |  | **x** |  | **x** | **x** | **x** |  | **x** |  |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Methods Assignments* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| *Research Proposal* | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| *Collective Teamwork* | **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 enables students to integrate their research findings with theoretical and policy insights developed for understanding the global dynamics of the contemporary world.

**DIVISIONAL 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) |
| 16/03/2016 | Minor | September 2016 | 1 |  |
| 25.03.21 | Minor | September 2021 | 8,11, 13,14 | No |

Revised FSO Jan 2018