1. **Title of the module**

SACO8860 (SE886) Anthropological Research Methods II

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)**

Spring

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

SACO8850 Research Methods in Social Anthropology I is strongly recommended

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

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 provide critical skills for examining the relationship between anthropological theory and methods

8.2 introduce various methodological approaches within anthropology

8.3 instil a sophisticated understanding of ethics within the context of fieldwork and the disciple at large

8.4 develop proficiency in following the guidelines of the Association of Social Anthropologists of the UK and Commonwealth (ASA) Statement on Ethics and the American Anthropological Association (AAA) Code of Ethics, as well as complying with school fieldwork ethic requirements necessary for conducting fieldwork

8.5 develop a critical understanding of the ‘participant observation’ method and its role within anthropological fieldwork

8.6 provide the necessary skills to develop, conduct and analyse a ‘life history’ as part of a broader anthropological project

8.7 present case studies through which these concepts can be thought and critiqued

8.8 develop a nuanced comparative perspective on these concepts engaging ethnographic materials

8.9 gain an appreciation of the potential challenges and benefits of anthropological research in local, regional, national and international settings

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

9.1 articulate and assess a range of methodological approaches for anthropological fieldwork research

9.2 locate contemporary issues in anthropology's relation to ethics, fieldwork, method and theory

9.3 summarise and interpret texts and performance by locating them within appropriate cultural and historical trajectories

9.4 think critically about fieldwork research methods through an anthropologically informed analysis

9.5 choose appropriate methods in relation anthropological questions suitable for research study

9.6 present ideas systematically and cogently both orally and in writing

9.7 interact with peers and their lecturers in the exchange of ideas

* 1. summarise complex material succinctly

1. **A synopsis of the curriculum**

Fieldwork is the hallmark of anthropological research. Its style and delivery, as well as the discourses surrounding it, have changed alongside the discipline. In his book Routes, Travel And Translation In The Late Twentieth Century, Clifford (1997) flags two important aspects of fieldwork: first, the formation of intensive interactions and relationships that produce “deep” cultural understanding in settings that can vary in time and location, and, second, a sense of displacement, movement or travel for the fieldworker thus allowing for an objective detached perspective. The ways in which anthropologists strive to interact with people while maintaining objectivity, make research ethics and methodological choices particularly important since their presence in the field has implications on the people whom they study.

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

**annually)**

Alexiades M. and D. M. Peluso, 2002. Prior Informed Consent: the politics of cross cultural exchange. In: S. A. Laird, ed. Biodiversity and Traditional Knowledge: Equitable Partnerships in Practice. London: Earthscan.

Antonius, C. G. M. Robben and Jeffrey A. Sluka, eds. 2007. Ethnographic Fieldwork: An Anthropological Reader. London: Blackwell.

Bernard, H. Bernard. 2005. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Altamira Press.

Bourgois, Philippe 1996. “Confronting Anthropology and Inner-City Apartheid,” in American Anthropologist. 98(2):249-258.

Clifford, James 1986. Introduction: Partial Truths. In Writing Culture: The Poetics and Politics of Ethnography, ed. James Clifford and George Marcus, 1-26. Berkeley: University of California Press.

Faubion, J.D. and G.E. Marcus (eds) 2009. Fieldwork is Not What it Used to Be: Learning anthropology's method in a time of transition. Ithaca: Cornell University Press.

1. **Learning and teaching methods**

Total contact hours: 39 (these include 5 methods workshops offered to students on specialised topics of interest, totalling 15 hours)

Private study hours: 111

Total study hours: 150

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

Research Proposal (65%)

Oral Presentation (20%)

Seminar Participation (15%).

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* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| *Lecture* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Optional Workshops* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Research Proposal* | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| *Oral Presentation* |  |  |  |  |  |  | **X** |  |  | **X** |  | **X** |  |  | **X** |  | **X** |
| *Class Participation* |  | **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 research findings that contribute to ethnographic evidence and theoretical insights for understanding the typically international fieldwork upon which their summer fieldwork is based. The research proposal assessment for this module is linked to their summer fieldwork abroad! The module situates their research within a wider context of global history and international relations. The reading list is comprised of texts produced by prominent international researchers, These 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11/11/2016 | Minor | January 2017 | 12, 13, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018