1. **Title of the module**

SACO8870 (SE887) The Ethnography of Central Asian Societies

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 or Spring

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

SACO8820 Theory and Ethnography in Social Anthropology 1

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

MA Social Anthropology and associated programmes

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

8.1 Understand the cultural diversity of Central Asia

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

8.3 Demonstrate knowledge of the principal ethnic groups and their livelihoods, kinship organisation, gender relations, and epistemologies

8.4 Appreciate how ethnography contributes to theory

8.5 Discuss key issues and debates in the Central Asian ethnographic literature

8.6 Critically discuss these groups and their communities in terms of social changes in the region

8.7 Rethink some of their own cultural assumptions in terms of the experience of native peoples of Central Asia

8.8 Understand how anthropologists form questions about ethnographic material.

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

9.1 Use (and combine effectively) written, oral and visual modes of communication

9.2 Read, comprehend and assimilate texts written for a professional audience to solve problems

9.3 Work effectively within a small group

1. **A synopsis of the curriculum**

This course is concerned with the ethnography of Central Asian societies ranging from Pakistan through Central Asia (Afghanistan, Iran, Turkey, and ex-Soviet Central Asian nations such as Tajikistan, Uzbekistan, and Kazakhstan) to the Caucasus. It briefly introduces the connected histories of civilisations and Turco-Persian cultures in this region, and in particular modern fieldwork, specifically growing academic scholarship following the collapse of the Soviet Union. Drawing upon ethnographies of southern Siberia, Central Asia, Inner Asia and the Caucasus this course will provide an overview of recent debates on issues such as religion, nationalism, migration, everyday economics, borders and environmental issues, as well as on local responses to the pervasive post-Soviet transformation of the region. The course argues that this relatively new field of regional anthropological research offers fresh and inspiring perspectives on long-standing anthropological debates such as morality, exchange, state, religion and imperial and colonial history.

Indicative topics include: Imperialism and Modernity; Cold War legacies and Post-Socialism; Borders, mobility and migration; Markets and economy; Religion, Secularism and Identity; Development and Environmental Issues.

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

Dale Eickelman 2002. The Middle East and Central Asia: an anthropological approach (4th ed.) Englewood Cliffs: Prentice Hall.

Dale Eickelman 1999. Russia’s Muslim Frontiers. Indiana University Press.

Caroline Humphrey 2002. The unmaking of Soviet life: everyday economies after socialism. Ithaca; London: Cornell University Press.

Charles Lindholm 2002. The Islamic Middle East: tradition and change. Blackwell Publishing.

Mathijs Pelkmans 2006. Defending the Border: identity, religion and modernity in the Republic of Georgia. Cornell University Press.

Jeff Sahadeo and Russell Zanca, eds. 2007 Everyday life in Central Asia. Bloomington: Indiana University Press.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

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

Critical Book Review (2000 words) (35%)

Individual Research Project (3000 words) (65%)

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 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 |
| Learning/ teaching method |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  |  |  |
| Seminars/tutorial |  | **X** |  |  | **X** | **X** |  |  |  | **X** | **X** |
| Independent study  | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** |
| Assessment method |  |  |  |  |  |  |  |  |  |  |  |
| Critical Book Review | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** |
| Research Project | **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 course is concerned with the ethnography of Central Asian societies ranging from Pakistan through Central Asia (Afghanistan, Iran, Turkey, and ex-Soviet Central Asian nations such as Tajikistan, Uzbekistan, and Kazakhstan) to the Caucasus.

**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) |
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Revised FSO Jan 2018