1. **Title of the module**

SACO8890 (SE889) Lowland South American 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 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**

None

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 Lowland South America;

8.2 know the countries of the region and their important ecological and geographical features;

8.3 know 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 Lowland South American 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 South America;

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 Think critically in anthropological terms about social phenomena

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

9.3 Read, comprehend and assimilate texts written for a professional audience

9.4 Present their ideas systematically and cogently both orally and in writing

9.5 Work effectively within a small group

1. **A synopsis of the curriculum**

Throughout the five hundred years of contact between Europe and the Americas, Amazonia has captivated the political, scientific and popular imagination of industrialized nations. To many people in our society, "the Amazon" epitomizes the mysterious, the wild, the uncivilized - an image that anthropologists have variously exploited and criticized. Either way, they usually describe Amazonian societies as being either isolated from or opposed to "civilization" (i.e. the capitalist state). As Amazonians are incorporated into the nation-state and the global economy, however, it has become impossible to view them as either isolated or silent. Today, there is increased interest and concern relating to the place of humans in the environment and the future of indigenous peoples and the areas in which they dwell.

This course will employ several classic ethnographic studies of South America – by anthropologists, such as Claude Levi-Strauss, Pierre Clastres, Philippe Descola, William Fisher, Neil Whitehead and Michael Taussig – to examine how the Amazon has inscribed itself on the imagination of anthropologists, as well as how anthropologists have used their experiences in non-Western societies to contribute to broad debates in Western philosophy. Ethnographic case-studies will provide the basis for discussing issues of theoretical and topical importance, such as environmentalism; political ecology, ethnogenesis, gender relations, kinship and exchange. Ultimately, this engagement challenges some of the most basic categories of our discipline: "the state," "society," and "culture."

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

Clastres, Pierre 1987 [1974] Society Against the State: Essays in Political Anthropology. NY: Zone Books.

Descola, Phillippe 1996 In the Society of Nature: A Native Ecology in Amazonia (Cambridge Studies in Social and Cultural Anthropology). Cambridge University Press.

Fisher, William H. 2000 Rain Forest Exchanges: Industry and Community on an Amazonian Frontier. Washington: Smithsonian Institution Press.

Levi-Strauss, Claude 1984 Tristes Tropiques. New York: Penguin.

Overing, Joanna y Alan Passes. (eds) 2000 The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia. London: Routledge.

Taussig, Michael 1987 Shamanism, Colonialism, and the Wild Man. Chicago: University of Chicago Press.

Wolf, Eric 1982 Europe and the People without History. Berkeley, University of California Press.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

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

Essay (2500 words) (80%)

Seminar Participation (20%)

**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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| Learning/ teaching method |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars/tutorial | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent study  | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Assessment method |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | X | X | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  | **X** |
| 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 dynamics and complexities of social, economic and political Amazonian Lowland South American societies and cultures. The module situates Amazonia within a wider context of global history and reality. The reading list is comprised of texts produced by prominent international researchers. These two elements are central to internationalisation dimension of this module.

*Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance see* [*https://www.kent.ac.uk/global/curriculum.html*](https://www.kent.ac.uk/global/curriculum.html)*.*

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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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Revised FSO Jan 2018