1. **Title of the module**

Ethnicity and Nationalism

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)**

7

1. **The number of credits and the ECTS value which the module represents**

15 (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 programmes of study to which the module contributes**

MA Social Anthropology pathways, MSc/MA Environmental Anthropology

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Critically apply anthropological theories of nationalism and ethnicity in the presentation of information and argument.
	2. Introduce signal concepts in the anthropological analysis of ethnicity, nationalism and identity**.**
	3. Examine the evolution of anthropology's approach to these and related concepts**,** including race, indigeneity, hybridity and invention of tradition.
	4. Present case studies through which these concepts can be thought, analysed and critiqued.
	5. Develop a nuanced comparative perspective to evaluate ethnic identity-making using both ethnographic and historical materials.
	6. Investigate the emergence of national modes of identification out of various pre-national social and cultural formations.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Think critically in anthropological terms about the emergence of nationalism out of other forms of collective organisation.
	2. Locate contemporary anthropology's relation to questions of ethnicity, nationalism and identity within a developing historical trajectory.
	3. Present ideas systematically and cogently both orally and in writing.

9.4 Critically comprehend and assimilate texts written for a professional audience.

9.5 Interact with his/her peers and their seminar leaders in the exchange of ideas, addressing current debates about ethnicity and nationalism.

9.6 Engage in original library research to provide critical arguments in support of particular assignments.

1. A synopsis of the curriculum

Ethnicity’ and ‘nationalism’ are matters of contemporary urgency (as we are daily reminded by the media), but while the meanings of these terms are taken for granted, what actually constitutes ethnicity and nationalism, and how they have been historically constituted, is neither clear nor self-evident. This module begins with a consideration of the major theories of nationalism and ethnicity, and then moves on to a series of case studies taken from various societies around the world., and then moves on to examine a number of other important concepts—indigeneity, ‘race’, hybridity, authenticity, ‘invention of tradition’, multiculturalism, globalization—that can help us appreciate the complexity and dynamics of ethnic identities. The general aim of the module is to enable and encourage students to think critically beyond established, homogenous and static ethnic categories.

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

Anderson, B. (1991). *Imagined Communities.* London & New York: Verso Books.

Banks, M. (1996). *Ethnicity: Anthropological Constructions.* London: Routledge.

Comaroff John and Jean Comaroff. (2009). *Ethnicity, Inc.* Chicago: University of Chicago Press.

Gellner, E. (1983). *Nations and Nationalism.* Oxford: Basil Blackwell.

Hobsbawm, E. and T. Ranger (eds) (1983). *The Invention of Tradition.* Cambridge: Cambridge University Press.

*Hylland-Erikssen, T. (1993). Ethnicity and Nationalism.* London and Boulder Colorado: Pluto Press.

Wade, P. (1997). *Race and ethnicity in Latin America.* London: Pluto Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Essay, 2,000 words (50%)

Anthropological diary 2500 words (50%)

13.2 Re-assessment methods

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* |  | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Independent Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** |
| Anthropological diary | **x** | **x** | **x** | **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**

Lectures and readings include ethnographic examples from around the world. Learning outcomes 8.1 and 8.2 are internationally focused.

**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.**

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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) |
| 26/05/2018 | Major | September 2018 | 8, 9, 10, 11, 13, 14, 17 | No |
|  |  |  |  |  |