1. **Title of the module**

SE997 Anthropological Approaches to Business

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 Term

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

None

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

MA Social Anthropology and associated pathways

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Understand the cultural diversity of business formations and communities in the contexts of geography and social changes and rethink our cultural assumptions about such communities
3. Demonstrate a clear comparative perspective of business organisations
4. Recognise the pertinence of an anthropological perspective to understanding major national and international events
5. Appreciate how ethnography contributes to theory
6. Discuss key issues and debates in the anthropology of business literature
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. Think critically in anthropological terms about social phenomena
9. Use (and combine effectively) written, oral and visual modes of communication
10. Read, comprehend and assimilate texts written for a professional audience
11. Present their ideas systematically and cogently both orally and in writing
12. Work effectively within a small group
13. **A synopsis of the curriculum**

Anthropology has an important role to play in the examination of our own organizational lives as embedded in various forms of capitalism. This module will allow students to gain anthropological perspectives on business formations, structures, practices and ideologies. Businesses – be they individuals, families, corporations, nation-states or multi-lateral corporations - have identities that are invariably distinct from one another and which are forged upon and promote particular social relationships. Ethnographic case-studies, with a strong emphasis on the stock market in the last third of the course will provide the basis for discussing how these social relationships that enact power, are embedded in broader cultural processes such as ethnicity, nationalism, migration, and kinship as well as ideologies of gender, aesthetics and religion among others. Acknowledging the multiple dynamic relationships between businesses, people and marketplaces will allow us to evaluate their roles as reactive producers, consumers and disseminators of cultural processes within our surrounding environments, extending from the local to the global.

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

Bestor, Ted 2004. Tsukiji: The Fish Market at the Center of the World. University of California Press

Comaroff , John and Jean Comoroff (in press, 2008) “Ethnicity, Inc.

Frank, Thomas 1997. The Conquest of Cool: Business Culture, Counterculture and the Rise of Hip Consumerism. University of Chicago Press

Hart, Keith, and Horacio Ortiz. 2014. "The Anthropology of Money and Finance: Between Ethnography and World History". Annual Review of Anthropology. 43: 465-482.

Ho, Karen Zouwen. 2009. Liquidated: an ethnography of Wall Street. Durham: Duke University Press.

Hoffer, Lee D. 2006. Junkie business: the evolution and operation of a heroin dealing network. Australia: Thomson/Wadsworth.

Ortiz, Horacio. 2014. "The Limits of Financial Imagination: Free Investors, Efficient Markets, and Crisis". American Anthropologist. 116 (1): 38-50.

Zaloom, Caitlin 2006. Out of the Pits: Traders and Technology from Chicago to London. University of Chicago Press

1. **Learning and teaching methods**

This module will be taught be means of a 1 hour lecture (shared with SE584) for 12 weeks and a total of 8 additional contact hours with the module convenor. Depending on the number of students enrolled in the module these contact hours will take the form of seminar groups and/or individual tutorials. Students will also be expected to devote a total of 130 hours to research, reading, coursework preparation and use of online resources provided via the Virtual Learning Environment (Moodle) for this module.

Total Contact Hours: 34

Independent Study Hours: 116

Total Study Hours: 150

1. **Assessment methods**

Main assessment methods:

Assessment is by 100% coursework and set forth as follows: 100% for an essay (2000 words) which will engage theoretical work from the lectures and readings in conjunction with the ethnographic works of their choice. The essay tests the achievement of critical thinking and ability in researching and writing on salient issues about how businesses are embedding in social relations as well as the students knowledge of the key recommended texts; the class presentation tests critical oral, study and communication skills and the knowledge of required information. Both assessments further test data retrieval and the synthesis and presentation of various information sources and their application to the emerging sub-discipline of the anthropology of business.

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** (116 hours) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Lecture (12 hours) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar (11 hours) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Film Series | **x** |  | **x** |  |  | **x** | **x** |  |  | **x** |
| Class Trip | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **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. **University School responsible for the programme**

**School of Anthropology and Conservation**

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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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 31/01/2020 | Minor | January 2020 | 8, 12, 14, 15 | No |
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