1. **Title of the module**

ANTS6010 (SE601) - European 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 6

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

1. **Prerequisite and co-requisite modules**
2. **The programmes of study to which the module contributes**

BA Social Anthropology and associated programmes BSc Anthropology

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

8.1 Be conversant in the main themes and trends of the anthropology of European societies

8.2 Demonstrate an in-depth critical understanding of the historical depth and cultural diversity of a number of Western European societies in both urban and rural contexts, and at a regional and national level

8.3 Critically understand the historical development of those societies

8.4 Apply anthropological insights to contemporary political, social, and economic developments in the European context, such as nationalism and conflict; the socio-cultural impact of new technologies; the development and consequences of tourism within Europe; the heritage industry; the European Union

8.5 Understand the impact of study of industrial and post-industrial European societies on anthropological methods

8.6 Understand key theoretical contributions of Europeanist anthropologists to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity

8.7 Construct and communicate coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

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

9.1 Added confidence and competence in their analytical skills

9.2 Heightened ability to express themselves

9.3 An ability to synthesise the research of others and form a coherent argument with it

9.4 Research skills of their own with which to identify and locate appropriate sources

1. **A synopsis of the curriculum**

What has Anthropology had to say about Europe and what role has Europe played in Anthropology? In the decades going up to WWI, a European anthropology of nation-building prospered; then, during the heyday of empire, Anthropology turned its gaze away from Europe; but immediately after WWII, a new Anthropology of Europe emerged that reflected the divide between a rich and democratic north and an impoverished and politically oppressed south; finally, in the 1980s, as the European Union expanded, a new Anthropology of Europe arose that threw away the shackles of primitivism and owned up its complex condition of self-recognition. Our school is one of the first places in Britain where European anthropology thrived.  Continuing on this tradition, we will focus ethnographically on the Euro-scepticism that has marked the past decade, in particular on the key issues raised by the impact of populist politics in the wake of the neoliberal measures of ‘austerity’ after 2008. We will present ethnographic vantage points from which students may creatively rethink the idea of ‘Europe’ and its meaning for the future.

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

Asad, T., J. Fernandez, M. Herzfeld, A. Lass, S.R. Rogers, J. Schneider and K. Verdery. ‘Provocations of European Ethnology’, American Anthropologist 99(4):713–30, 1997.

Berdahl, D. 1999. Where the World Ended: Re-Unification and Identity in the German Borderland. Berkeley: University of California Press.

Davis, J. 1977. People of the Mediterranean: an Essay in Comparative Social Anthropology. London: Routledge.

Goddard, V.J., J. Llobera, and C. Shore (eds), 1994. The Anthropology of Europe: Identities and Boundaries in Conflict, Oxford: Berg.

Kockel, U., Craith, M.N. and Frykman, J. (eds), 2012. A Companion to the Anthropology of Europe. Oxford: Wiley.

Macdonald, S. (ed) 1993. Inside European Identities: Ethnography in Western Europe. Oxford: Berg.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**

Essay (3000 words) (50%)

Examination (2 hours) (50%)

Reassessment Instrument: 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** |  |  |  |  | **x** |  | **x** |  |
| *Seminars* |  |  |  | **x** | **x** | **x** | **x** |  | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| *Examination* | **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**

‘European Societies’ surveys the social anthropology of contemporary Europe, with a focus on Western European urban and rural societies. The module explores changes in European societies since the end of the Cold War, including conflict related to the reorganisation and ‘fortification’ of Europe’s southern and eastern borders. The module includes a critical history of anthropological study of Europe and the Northern Mediterranean, reviewing key debates in the study of community and identity politics; nationalism and ethnic conflict; borders, migration and transnationalism; tradition, modernity, and heritage; tourism; industrial and post-industrial work; new religious movements; and biosocialities.

**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) |
| 18/10/17 | Minor | January 2018 | 10 | No |
| 29/01/20 | Major | Sep 2020 | 5,6,8,10, 11, 12, 13, 14 | No |