1. **Title of the module**

ANTS6240 (SE624) Middle East in Conflict: Anthropological Approaches

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)**

Spring and Autumn

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

BSc Anthropology and associated programmes

BA Social Anthropology and associated programmes

Also available as a wild module

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 a specific ethnographic area;

8.2 Critically understand the ethnographic area in economic, political, and social depth, the cultural diversity of the region, and at regional, national and global levels;

8.3 Critically interpret the political development of those societies and cultures;

8.4 Apply anthropological insights to contemporary economic, political, religious and social developments in the area;

8.5 Understand the impact of study of the ethnographic area on the anthropological study of politics, nationalism, conflict and violence

8.6 Demonstrate knowledge ofkey theoretical contributions of the anthropology of the ethnographic area to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity.

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

9.1 Demonstrate competence in their analytical skills.

9.2 Express themselves in speech and in writing, and enhance their competence in communication more generally.

9.3 Synthesise the research of others and form coherent arguments.

9.4 Enhance research skills of their own with which to identify and locate appropriate sources.

1. **A synopsis of the curriculum**

This module aims to provide perspectives on the political anthropology of the Middle East with a particular focus on post-Ottoman and post-colonial territories such as Turkey, Syria, Iraq, Lebanon, Israel/Palestine, and Egypt. It uses anthropological tools to explore the effects of the dissolution of the Ottoman Empire, its legacy and other colonial regimes on the constitution of different nation-states in the region. Drawing on historical and anthropological studies about multiple sovereign actors as well different forms of citizenship, this module will introduce students to the diversity of identities, political struggles, memories of violence, traumas, and hopes in the politically volatile Middle East. Through lectures and seminars, students will explore critically anthropological works in dialogue with historians and political scientists on the following themes: nation-building, Islamist movements, secularism, minorities, sectarianism, ethnic conflicts, forced migration and displacement, authoritarian regimes, and resistance movements.

.

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

Readings will be chosen by the convenor to correspond to a specific ethnographic area that forms the basis of the module.

Allen, Lori. 2010. The Rise and Fall of Human Rights. Cynicism and Politics in Occupied Palestine. Stanford: Stanford University Press.

Biner, Zerrin Ozlem. 2019. States of Dispossession: Violence and Precarious Coexistence in Southeast Turkey: Pennyslyvania: University of Pennsylvania Press

Deeb Lara and Jessica Winegar, 2016. Anthropology’s Politics: Disciplining the Middle East.

Stanford: Stanford University Press.

Hafez, Sherine.2019. Women of the Midan. The Untold stories of Egypt’s Revolutionaries. Indiana University Press

Randa Nucho, Joanne 2016. Everyday Sectarianism in Urban Lebanon: Infrastructure,

Public Services, and Power. Princeton: Princeton University Press.

 Ekmekcioglu, Lerna. 2016. Recovering Armenia: The Limits of Belonging in Post-Genocide

Turkey. Stanford: Stanford University Press.

UPENN

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Research Essay (3000 words) (60%)

Book Review Essay (2000 words) (40%)

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Lectures* | **X** | **X** | **x** |  |  |  | **x** |  |  | **x** |
| *Seminars* | **X** | **X** | **x** | **x** | **x** |  |  | **x** | **x** |  |
| *Independent study* | **X** | **X** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Research essay* | **X** | **X** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
|  *Book Review Essay* | **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 have contributed ethnographic evidence and theoretical insights for understanding the dynamics of everyday life and situates the region within a wider context of global history. The reading list is comprised of research produced by prominent international research groups, including international collaborative efforts. These two elements are central to the internationalisation dimension of this module.

**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) |
| 24/01/20 | Major | Sep 2020 | 1, 5, 6, 8, 10, 11, 14 | No |
|  |  |  |  |  |