# KentVision Code and title of the module

SACO6960Social Relations: Theory and Ethnography

# Division and School/Department or partner institution responsible for the module

Division of Human and Social Sciences, School of Anthropology and Conservation

# The level of the module

Level 6

# The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

# Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

# Delivery of the module

* 1. **Mode of study**

 In person

* 1. **Campus(es) or centre(s) where module will be delivered**

 Canterbury

# Prerequisite and co-requisite modules and/or any module restrictions

 None

# The course(s) of study to which the module contributes

* 1. **The module is compulsory for the following courses**
	2. **The module is optional for the following courses**

BSc Anthropology (including cognate courses)

BA Environment and Sustainability

* 1. **Also available as an elective module.**

# A synopsis of the curriculum

This module aims to develop the theoretical imagination of students by making them familiar with the central debates that have shaped anthropological theory from the early twentieth century to our contemporary debates. That is, we aim to instil the ability to apprehend theoretical issues and apply them with a critical and informed sense of the role of difference in the human experience. The module is not a ‘history of theory’ survey; rather, it will proceed by leading the students through the complex interrelations and cross references that have shaped anthropological theory over the past century. The module is organised around the theme of human social relations (broadly defined), which will be used as a lens through which to view theoretical discussions within social anthropology as well as its appropriations from other disciplines.

# Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

# Learning and teaching methods

This module will be delivered via lectures, seminars and independent reading/research*.*

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1) Critically discuss the main theoretical schools to have affected social anthropology in the course of the twentieth century.

12.2) Demonstrate a critical and in-depth understanding of the relationship between social anthropology and the disciplines from which it draws its theoretical sources including sociology, philosophy, political economy, and psychoanalytic theory.

12.3) Apply knowledge of the ways in which social anthropologists have approached the theoretical ideas in relationship to their ethnographic writings.

12.4) Analyse critically theoretical positions concerning the nature of human society and social relations, locating them in the appropriate intellectual schools of thought from which they originate.

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

# The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1) Demonstrate added confidence and competence in analytical skills.

13.2) Demonstrate heightened ability to express themselves via a variety of methods.

13.3) Demonstrate research skills of their own with which to identify and locate appropriate sources.

# Assessment Strategy

* 1. **Main assessment methods**

Analytical Essay 2000-2500 words (50%)

Annotated Bibliography 2500-3000 words (50%)

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

Our general course assessment strategy is to have a variety of assessments across modules that allow students to develop and demonstrate transferable skills. This module includes an annotated bibliography, which will allow students to demonstrate (transferable) independent research and critical reading skills in a format that is incompatible with Artificial Intelligence software such as Chat GPT. The analytical essay builds on the annotated bibliography, allowing students to develop their skills in building and supporting an argument based on their independent research and reading.

* 1. **Reassessment methods**

Like for like

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Lectures** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| **Seminars** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |

* 1. **Module learning outcomes against assessment methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Analytical Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Annotated bibliography | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

# Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

# Inclusive module design

The Division 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

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students (for revised modules)** | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
| 21.09.23 | Major | Sept 24 | New | 1,9,12,14.1,14.3,15.2 |
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