1. KentVision Code and title of the module

SACO8014 Anthropology of Humanitarian and Environmental Crises

## Division and School/Department or partner institution which will be responsible for management of the module

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

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

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

30 credits (15 ECTS)

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

Autumn and Spring

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

None

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

Compulsory for:

* MA Social Anthropology - Humanitarian and Environmental Crises

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

8.1 Use anthropological theories and perspectives to understand complex issues such as the roots and consequences of humanitarian and environmental crisis.

8.2 Interpret key texts and empirical case studies in the anthropology of humanitarian and environmental crisis in a manner that reflect a critical awareness of current theories and debates.

8.3 Critically apply advanced anthropological theories and perspectives in the presentation of information and argument.

8.4 Devise questions for research and study which reflect originality in the application of knowledge, as well as a practical understanding of how established anthropological techniques of research and enquiry are used to create and interpret knowledge in the discipline.

* 1. Perceive the way in which cultural assumptions may affect the opinions of others and oneself.
  2. Understand how humanitarian intervention is shaped by political, social and cultural contexts.
  3. Interpret key texts and performance in the anthropology of humanitarianism by locating them within appropriate cultural and historical context.
  4. Critically apply advanced anthropological theories and perspectives in the presentation of information and argument.

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

9.1 Demonstrate independent learning ability and study skills that reflect originality in the application of knowledge.

9.2 Think critically in anthropological terms about social phenomena.

9.3 Present their ideas systematically and cogently both orally and in writing.

* 1. Use (and combine effectively) written, oral and visual modes of communication.
  2. Work effectively within a small group.
  3. Read, comprehend and assimilate texts written for a professional audience.

## A synopsis of the curriculum

This advanced module explores in depth critical topics in the interface of the Anthropology of Contemporary Politics, the Anthropology of Environmental Movements and the Anthropology of Humanitarian Crises. The module is designed to be team-taught by various members of staff with expertise in Political and Environmental Anthropology and in humanitarian crisis and intervention. The lectures of the module will provide a foundation in core concepts and theories that facilitate the analysis of contemporary political and environmental debates. Indicative topics include ethnic conflicts and post-conflict recovery, urban protest, Brexit, climate change activism, debates about resource sustainability, local repercussions of the environmental crisis, refugee and austerity crisis, migration, ethnic conflict, humanitarian solidarity and environmental disaster. The topics covered will vary from year to year to reflect a research-led orientation, and also provide in depth anthropological case studies from timely anthropological research, including research-led teaching.

## 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).

## Contact Hours

Private Study: 256

Contact Hours: 44

Total: 300

## Assessment methods

* 1. Main assessment methods
* \* Essay (4,000 words) 40%
* \* Essay (4,000 words) 40%
* \* Presentation 10%
* \* Presentation 10 %

*\* The essays and at least one of the presentations is pass compulsory and must be passed to achieve the learning outcomes of the module.*

13.2 Reassessment methods

* Like for like

## Map of module learning outcomes (sections 8 and 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| Private Study | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |

*\* The essays and at least one of the presentations are pass compulsory and must be passed to achieve the learning outcomes of the module.*

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

1. Internationalisation

The material in this module includes examples from around the world. These provide scope to compare humanitarian and environmental responses cross-culturally, and at a world level.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 26.01.22 | Minor | Autumn 2022 | 12 | No |
|  |  |  |  |  |