

## 2018-19 Postgraduate Module Handbook

### 45 School of Anthropology and Conservation

<b>DI1001 Multidisciplinary Perspectives on Conservation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Humle Dr T
4	Canterbury	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	Humle Dr T

#### Availability

Autumn Term

#### Contact Hours

32

#### Learning Outcomes

- 1 An understanding of the definitions of biodiversity.
- 2 A basic understanding of population and community ecology and how these relate to biodiversity management at different spatial scales.
- 3 A basic understanding of the principles of genetics and how this relates to biodiversity management.
- 4 Knowledge and understanding of practical methods that can be used to measure biodiversity at the genetic, species and ecosystem levels.
- 5 An understanding of how natural science approaches to conservation complement social science approaches to conservation, and the challenges of working across disciplinary boundaries
- 6 An appreciation of some of the major social science approaches to the environment and conservation
- 7 Familiarity with, and ability to critically synthesise, several specific social science issues in conservation policy and practice, and an understanding of the processes by which such debates are negotiated. The specific issues that will be included will vary from year to year depending upon contemporary debates and upon current research activities of the contributing staff

#### Method of Assessment

Assessment will be by means of one piece of individual written coursework (30%, c. 2000 words), one report and presentation on a team-based problem-solving exercise (30%; c. 2000 words), and one examination paper (40%). The purpose of the examination is to test understanding and retention of specific information covered during the module, whereas the coursework will primarily assess the students' skills related to independent study, information searching, critical analysis, problem solving and working across traditional academic disciplines.

#### Preliminary Reading

Adams, W.M. (2004). *Against extinction: the story of conservation*. Earthscan.  
 Begon, M., Harper, J.L. and Townsend, C.R. (1990). *Ecology. Individuals, populations and communities*. Blackwell.  
 Frankham, R., Ballou, J.D. and Briscoe, D.A. (2004). *A primer of conservation genetics*. Cambridge University Press.  
 Gaston, K.J. and Spicer, J.I. (1998). *Biodiversity – An Introduction*. Blackwell.  
 Groom, M. J., Meffe, G.K. et al. (2006). *Principles of conservation biology*. Third Edition, Sinauer Associates.  
 Mulder, M.B. and Coppolillo, P. (2005). *Conservation: linking ecology, economics and culture*. Princetown University Press.  
 Newell, P. (2008). The political economy of global environmental governance. *Review of International Studies* 34: 507-529.  
 Perman, R., Ma, Y. and McGilvray, J. (1996). *Natural resource and environmental economics*. Longman.  
 Robinson, J.G. (2006). Conservation biology and real-world conservation. *Conservation Biology*. 20: 658-669.  
 Russell, D. and Harshbarger, C. (2003). *Groundwork for community-based conservation: strategies for social research*. Altamira Press.  
 Turner, R.K., Pearce, D. and Bateman, I. (1993). *Environmental economics: an elementary introduction*. Harvester Wheatsheaf.

#### Pre-requisites

None

#### Synopsis \*

This module is designed to provide students from a diverse range of disciplinary backgrounds with a broad overview of different natural and social science approaches to conservation. It will introduce students to the fundamental concepts that underpin biodiversity management, as well as facilitating the development of professional skills that will enable them to work successfully with individuals/organisations operating across the environmental and conservation sectors. The focus will be on understanding how different disciplinary perspectives can contribute to problem-solving in practice.

## 2018-19 Postgraduate Module Handbook

<b>DI836 Integrated Species Conservation and Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Griffiths Prof R

### Availability

Autumn Term

### Contact Hours

30 hours

### Learning Outcomes

Students who successfully complete this module will understand:

The concept of the species as a unit for conservation action and how this relates to wider biodiversity management within both natural and social sciences;

The use of surrogate species in conservation;

Genetic management in species conservation programmes;

How to measure the risk of extinction;

Recovery programme design, including translocations and captive breeding;

Critical thinking and assigning priorities for action

Integration of theoretical models and practical data

Presentation skills and writing reports

Assessment and appraisal of case studies

### Method of Assessment

End of module class test (20%); written assignment addressing a species conservation problem (80%). These two assessed pieces of work will reflect the combination of theoretical and practical/applied content of the module.

The assignment will require the design of a species conservation programme (c. 2000 words) and will test the understanding of all the learning outcomes and how they can be applied to a real-world problem. The class test will test knowledge and understanding of the material delivered and the ability of students to apply general species conservation concepts to specific examples.

### Preliminary Reading

Caughley, G. and Gunn, G. (1996). Conservation Biology in Theory and Practice. Blackwells.

Entwistle, A. & Dunstone, N. (eds.) (2000). Priorities for the Conservation of Mammalian Diversity.

Has the Panda Had its Day? Cambridge University Press.

Primack, R.B. (1998). Essentials of Conservation Biology, Second Edition. Sinauer Associates, Mass., USA.

### Pre-requisites

Compulsory programme modules in term 1

### Synopsis \*

Tackling conservation problems at the species level of organisation is both attractive and popular. In order to achieve this, it is important to understand how 'species' are defined and how they have evolved and gone extinct over evolutionary time scales. Certain species may be used to provide political or financial leverage in conservation programmes, while others may play fundamental roles in ecological systems – students will evaluate the different criteria used to assign species into these categories. This will lead into an appraisal of the role of conservation genetics in conservation planning, and how genetic and population parameters can be used to build predictive models of extinction risk. Islands provide special challenges for practitioners of species conservation – these will be discussed and illustrated with the aid of case studies. Assigning priorities in species conservation is essential to the planning process when resources are in short supply, and various quantitative and qualitative methods of achieving this will be presented, including the IUCN Red List system. The role of organisations such as NGOs and zoos will be discussed and evaluated, and current protocols for captive breeding, health monitoring, translocation and reintroduction presented. The module will draw together the various approaches to species conservation by appraising the structure, function and implementation of species recovery programmes.

## 2018-19 Postgraduate Module Handbook

<b>DI841 Managing Protected Areas</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Smith Dr R

### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

Have a clear understanding of the human position in the environment and the importance of protected areas to humans in society

Have a comprehensive understanding of the main topics that managers of protected areas need to know to manage existing areas on scientific and economically sustainable basis

Be familiar with the planning process and the governance of protected areas

Have acquired practical technical skills on developing a management plan

Have acquired skills in evaluating conflict and economics of land use.

### Method of Assessment

One 3000-3500 word assignment on a practical issue related to principles and practice of managing protected areas (80%).

The assignment will require the analysis of a contemporary issue in protected area management and will test the understanding of the learning outcomes and how they can be applied to real world problems.

Class and seminar participation (20%). Students will be assessed on the basis of their contribution to class discussions and their preparation and contribution to seminar debates.

### Preliminary Reading

Dudley, N. (Ed) (2008) Guidelines for Applying Protected Area Management Categories. Gland: IUCN

Gunderson, L.H. & Holling, C.S. (2002) Panarchy: Understanding, Transformations in Human and Natural Systems. Washington: Island Press

Hales, D. (1989) Changing Concepts of National Parks. In D. Western & M. Pearl (Eds), Conservation for the Twenty-first Century. Oxford: Oxford University Press.

Hockings, M. (1998). Evaluating Management of Protected Areas: Integrating Planning and Evaluation. Environmental Management 22: 337-346

Hocking, M., Stolton, S. & Dudley, N. (2000) Evaluating Effectiveness: A Framework for Assessing the Management of Protected Areas. Gland: IUCN,

Hockings, M. (2003) Systems for Assessing the Effectiveness of Management in Protected Areas. BioScience, 53: 823-832

Hockings, M., Stolton, S., Leverington, F., Dudley, N. & Courrau, J. (2006) Evaluating Effectiveness: A framework for assessing management effectiveness of protected areas. (2nd ed.) Gland: IUCN

IUCN (1994) Guidelines for Protected Area Management Categories. CNPPA with the assistance of WCMC. Gland: IUCN

Lockwood, M., Worboys, G., Kothari, A. (Eds) (2006) Managing Protected Areas. London: Earthscan

Stolton, S., Dudley, N. (Eds) (2010) Arguments for Protected Areas; Multiple Benefits for Conservation and Use. London: Earthscan

Thomas, L. & Middleton, J. (2003) Guidelines for Management Planning of Protected Areas. Gland: IUCN

Worboys, G., Lockwood, M., De Lacy, T (2005) Protected Area Management: principals and practice. Oxford: Oxford University Press

### Pre-requisites

None

### Synopsis \*

Protected areas have a long history. From time immemorial, human communities have conferred special status on sacred sites, set certain areas of land aside as hunting preserves, or reached agreements on the management regime for communal lands. This module aims to review the practice of setting land aside for such activities and managing protected areas. The following topics will form the basis of lectures, seminars and field trip around which the module will be taught:

The concept of a protected area; The significance of size in protected area design; International designations of protected areas; Sustainable use of protected areas; Planning and management; Common threats to protected areas; Governance; Sustainable development and protected areas; Economics of protected areas; Management effectiveness evaluation.

<b>DI849 Principles of Geographic Information Systems (GIS) and Remote Sensing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Tzanopoulos Dr J

### Availability

Autumn Term

### Contact Hours

24.5

## 2018-19 Postgraduate Module Handbook

### Learning Outcomes

On successful completion of the module students should:

Have a systematic understanding of knowledge of the principles of GIS and a clear understanding of the application of GIS for biodiversity conservation and environmental studies using real world examples

Be able to acquire, combine and manipulate data from multiple sources in a GIS in order to deal and solve practical problems in biodiversity conservation and environmental science

Have a comprehensive understanding of the principals underlying the analysis of spatial data and remote sensing data and be able to produce appropriate maps of environmental data

Have acquired practical technical skills on GIS analytical techniques

Be able to generate and critically evaluate GIS and remote sensing outcomes and write reports on GIS mapping and analysis

### Method of Assessment

Student learning will be assessed by means of

- A group project based on solving a particular problem – Group Powerpoint presentation and discussion of the results during the seminar (20%)

- An assessment exercise - individual report around 1500 words in length- on solving a particular problem related to biodiversity conservation or environmental sciences more broadly (80%). Students will be asked to acquire, map, manipulate and analyse data and provide and interpretation of the results.

### Preliminary Reading

Bernhardsen, T. (2002) Geographic Information Systems: an Introduction, 3rd ed. John Wiley & Sons, New York.

Berry, J. K. (1995) Spatial Reasoning for Effective GIS. GIS World Books, Fort Collins, Colorado.

Burrough, P. A. and McDonnell, R. A. (1998) Principles of Geographical Information Systems, 2nd edn. Oxford University Press, Oxford.

Campbell, J. B. (2002) Introduction to Remote Sensing, 3rd edition. Taylor & Francis, London.

Chang, K.T. (2007) Introduction to Geographic Information Systems. New York: McGraw-Hill, 4th edition

Goodchild, M. F., Steyaert, L. T., Parks, B. O., Johnston, C. O., Crane, M. P. and Glendinning, S. (eds) (1996) GIS and Environmental Modeling: Progress and Research Issues. GIS World Books, Fort Collins.

ESRI (2004) ArcGIS 9: Getting started with ArcGIS. Redlands, California: ESRI Press

ESRI (2004) ArcGIS 9: Using ArcMap. Redlands, California: ESRI Press

Heywood, I., Cornelius, S., and Carver, S. (2006). An introduction to Geographical Information Systems. 3rd edition. Pearson, Harlow.

Jones, C. B. (1997) Geographical Information Systems and Computer Cartography. Longman, Harlow.

Johnston, C.A. (1998) Geographical Information Systems in Ecology. Oxford, Blackwell Science.

Lillesand, T. M. , Kiefer R. W. and Chipman J. W. (2007) Remote Sensing and Image Interpretation, 6th edn. John Wiley & Sons, New York.

Wadsworth, R. and Treweek, J. (1999) GIS for Ecology: an Introduction. Longman, Harlow.

### Pre-requisites

None

### Synopsis <span style =

The overall aim of this module is to provide an applied introduction to the use of GIS and remote sensing in biodiversity conservation and management and more broadly in environmental sciences. This module will provide an introduction to the theory and practice of GIS and remote sensing as well as an introduction to a range of methods for collection, management and interpretation of spatial data. Particular attention is paid to the development of students' analysis skills of to deal with spatial data using GIS.

GIS are increasingly being used in biodiversity conservation and environmental sciences in general to help solve a wide range of "real world" environmental and associated social problems. As the current trend in ecological and environmental studies moves towards the acquisition manipulation and analysis of large datasets with explicit geographic reference, employers often report shortages of relevant GIS skills to handle spatial data. Thus, this module will introduce the use of GIS as a means of solving spatial problems and the potential of GIS and remote sensing techniques for biodiversity and environmental studies providing the student with marketable skills relevant to research and commercial needs.

Indicative topics:

- Principles of cartography, coordinate systems and projections
- Introduction to the fundamental principles of GIS;
- Introduction to remote sensing
- Data sources and methods of data acquisition
- Types of spatial data, working with raster and vector data
- Mapping (how to create and transform maps),
- Elementary database management
- ArcGIS -overview of ArcGIS, ArcMap, ArcCatalog; ArcToolbox, Spatial Analyst.
- GIS operations (Calculating area, Intersection of polygons etc)
- manipulation, spatial data query and analysis of a wide range of environmental and socio-economic information relevant to biodiversity conservation and environmental sciences
- Spatial analysis in GIS
- Introduction to the application of GIS in systematic conservation planning.

These topics will be taught using a combination of lectures and practicals. The practical classes will provide hands-on experience using ArcGIS which is the most widely used GIS system. Students will be able to use knowledge and skills acquired in this module in practical project work.

## 2018-19 Postgraduate Module Handbook

DI871 International Wildlife Trade - Achieving Sustainability						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Roberts Dr D

### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

Students who successfully complete this module will understand:

The role of wildlife trade in species conservation and livelihood contributions

Means of prioritising and managing species endangered by trade and overuse.

Principles and tools for making sustainability findings (non-detriment) and for field and trade monitoring

Debates around different mechanisms for managing the wildlife trade at national and international levels.

Skills to integrate conservation and management

Critical analysis of case studies

Reflective evaluation of case studies within an interdisciplinary framework

Linking theory and practice within the field

### Method of Assessment

The attainment of learning outcomes will be assessed by an assignment (2500 words) to demonstrate ability to link the theoretical learning to practical application (80% of module marks); and by participation in seminars and class tests which will demonstrate acquisition of knowledge and critical and reflective evaluation of case studies (20%).

### Preliminary Reading

Harrop, SR and Bowles, D (1998). The multilateral trade regime, morals and the welfare of animals. *Journal of International Wildlife Law and Policy*, 1, 64-94.

Harrop SR (2004) Indigenous peoples, traditional ecological knowledge and the perceived threat of the intellectual property rights regime Law, Science and Policy Vol 2 pp207-239

Oldfield S. (Ed.). (2003). *The Trade in wildlife: regulation for conservation*. Earthscan.

Reeve, R. 2002. *Policing the International Trade in Endangered Species: The CITES Treaty and Compliance*. Royal Institute for International Affairs & Earthscan Publications. London.

Sutherland, William J. (2000). *The Conservation Handbook: research, management and policy*. 1st ed. Oxford, England: Blackwell Science Ltd.

Gary P. Sampson. (2005). *The WTO and Sustainable Development*. UN University Press.

Wijnsteckers W. (2001). *The Evolution of CITES 6th Ed*. CITES, Geneva.

### Pre-requisites

Fundamentals of conservation science and social science perspectives on conservation would be an advantage

### Synopsis \*

Wildlife trade and use contributes on the one hand to peoples' livelihoods but on the other may threaten species.

Management of such trade relies on a number of multilateral agreements including CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) and the World Trade Organisation (WTO). Such management requires an appropriate policy, legislative, management and scientific framework for its successful implementation at national and international levels. Details of each these aspects will be examined and students will have the opportunity to examine a number of multilateral organisations as well as legal aspects of eco-labelling and Intellectual property rights. This module will guide students through the steps of implementing a legal framework, from the adoption of national wildlife trade policies, prioritization of species for management intervention, making sustainability findings and providing incentives for conservation through to the multilateral governance structures. The module will be delivered through combined methods, of lecture, discussion, and practical exercises which will contribute to achievement of the module specific learning outcomes as well as developing key skills. Particular topics will include:

- Prioritization & management of species endangered by trade and overuse
- Making sustainability findings (non-detriment) and trade monitoring
- Multilateral environment agreements and trade and environment.
- Ecolabels and intellectual property rights

## 2018-19 Postgraduate Module Handbook

<b>DI875 Principles and Practice of Ecotourism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Availability

Spring term

### Contact Hours

20

### Learning Outcomes

An understanding of the growth, ecological, social and economic impacts of the tourism industry

An ability to discuss the role that nature-based tourism and ecotourism play in this industry

A knowledge of the environmental impacts of nature-based tourism on protected areas

A knowledge of the economic impacts of the tourism industry on national and local economies

An understanding of current debates on strengths and weaknesses of community-based tourism

An ability to appraise management techniques to minimise environmental, social and economic impacts of nature-based tourism, so it moves closer to the principles and practises of ecotourism and better benefits biodiversity conservation.

### Method of Assessment

One 2000 word assignment on a practical issue related to principles and practice of ecotourism (80%) and a class test (20%). The assignment will assess the ability of students to integrate and critically analyse information and ideas, and present their arguments in a balanced way.

### Preliminary Reading

Ashley, C. and D. Roe (1998), Enhancing community involvement in wildlife tourism: Issues and challenges. IIED, London.

Buckley, R (2004) Environmental impacts of nature-based tourism. CABI, Wallingford

Ceballos-Lascurain H (1996) Tourism, ecotourism and protected areas IUCN, Gland

Fennel, D (2003) Ecotourism: an introduction. Routledge, London

Harrison, D (1992) Tourism and the Less Developed Countries. Wiley, London

Honey, M (1999) Ecotourism and Sustainable Development: Who Owns Paradise? Island Press.

Mowforth and Munt (1998), Tourism and Sustainability. Routledge, London

Roe, D, et al. (1997) Take only photographs, Leave only footprints. IIED, London.

Slooman J (2005) Economics. Harvester Wheatsheaf.

Sofield, T (2003), Empowerment for sustainable tourism development. Pergamon, London.

### Pre-requisites

None

### Synopsis \*

The module will introduce the importance of the growing tourism industry to biodiversity conservation, and equip students with the analytical skills and methodologies required to effectively manage ecotourism to natural areas, whether in protected areas, or on private or communal land. The module will cover how to limit environmental damage in the face of increasing numbers of visitors to natural areas and heritage sites. Environmental impacts of nature tourism will be discussed, and students will gain a theoretical and critical understanding of different management tools. Tourism also has major implications for conservation and the economy and this module will explore how to understand tourism from an economics perspective using appropriate logical and empirical analysis. The module will also provide grounding in theoretical and practical issues relevant to community-based nature tourism, by exploring relationships between hosts and guests from cultural and socio-economic perspectives. Students will become familiar with practical tools for successful management of community-based tourism, and will analyse the strengths and weaknesses of community-based tourism as a tool for both conservation and rural development. The emphasis throughout will be on implementing the principles and practice of ecotourism.

## 2018-19 Postgraduate Module Handbook

<b>DI876 Research Methods for Social Science</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Hampton Dr M
2	Canterbury	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	Hampton Dr M

### Availability

Autumn Term

### Contact Hours

20

### Learning Outcomes

Students who successfully complete this module will:

Understand the principles of different research paradigms, including different strategies and designs and quantitative and qualitative approaches, and the relative merits of each.

Gain skills in basic methodological issues in social science, including response biases, triangulation and sampling, and mixed-methods approaches

Gain skills in a range of specific methods including participant observation, qualitative interviewing, focus groups and questionnaires

Understand the principles of analysis and presentation of qualitative data through textual narrative, the use of quotations, coding and contingency tables

Explore how to present analysed data within the framework of a scientific – or social scientific – report

### Method of Assessment

The formal assessment of this module will be through one written 2 hour examination (40%) and one written portfolio reporting on the practical use of different methods and / or analysis techniques (60%: c. 3,000 words). The examination will test knowledge and understanding of different research paradigms and methods, with a particular emphasis on research design and the qualitative – quantitative distinction. The written portfolio will test practical skills in the use and reporting of specific methods and analysis techniques.

### Preliminary Reading

Newing, H, Eagle, C, Puri, R and Watson, C (2009), Conducting research in conservation: social science methods and practice. Taylor and Francis.

De Vaus, DA (2002), Surveys in social research. 5th Edition. Routledge, London.

Bernard, R (2005), Research Methods in Anthropology. 4th Edition. Altamira Press.

### Pre-requisites

None

### Synopsis \*

The module will begin with a broad overview of social science approaches to research, highlighting contrasts with standard natural science techniques and focusing on the qualitative-quantitative divide. Subsequent sessions will introduce individual methods such as participant observation, qualitative interviewing, questionnaire surveys and focus groups. Sessions will also be devoted to processing and analysis of qualitative data, but not with statistical analysis of quantitative data, since this will be covered elsewhere in the programmes. Towards the end of the module, we will examine the principles of integrated research design and mixed-methods approaches.

## 2018-19 Postgraduate Module Handbook

<b>DI877 Population and Evolutionary Biology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Griffiths Prof R

### Availability

Spring Term

### Contact Hours

18

### Learning Outcomes

A knowledge of the main evolutionary processes that influence populations and how they evolve, including natural selection, genetic drift and inbreeding, and how they interact to influence populations of threatened species.

An understanding of key processes that underpin population biology, such as population growth rate, density-dependent and density-independent factors.

A comprehension of evolutionary phylogenetics, how phylogenies can be constructed and interpreted.

An ability to perform comparative analysis of evolutionary and ecological traits in natural populations.

An understanding of meta-population dynamics in population biology.

### Method of Assessment

One written assignment (c. 2500 words) testing knowledge and understanding of theoretical and practical elements (50%) plus a write-up of a laboratory practical (c. 2500 words) testing skills and data interpretation (50%). These two assessed pieces of work will reflect the combination of theoretical and practical/applied content of the module.

### Preliminary Reading

Groom, M.J., Meffe, G.K., & Carroll, C.R. (2006) Principles of Conservation Biology Sinauer, Massachusetts.

Frankham, R., Ballou, J. D. & Briscoe, D. A. (2002). Introduction to Conservation Genetics. Cambridge University Press.

Bennett, P. M. & Owens, I. P. F. (2002). Evolutionary Ecology of Birds – Life histories, mating systems and extinction.

Oxford Series in Ecology & Evolution. Oxford University Press.

Maynard Smith, J. (1998). Evolutionary Genetics. Oxford University Press.

Landweber, L. F. & Dobson, A. P. (1999). Genetics and the extinction of species – DNA and the conservation of biodiversity. Princeton University Press, New Jersey.

### Pre-requisites

Compulsory programme modules in term 1

### Synopsis \*

This module provides an introduction to evolutionary and population biology, starting with the main evolutionary processes that influence populations and how they evolve, and leading into the established demographic theory that underpins population biology. Associated topics also covered will include evolutionary phylogenetics, comparative analysis and meta-population dynamics. Following this, population genetic mechanisms are considered, such as natural selection, genetic drift and inbreeding, and how they interact to influence populations of threatened species. A practical component of the module focuses on molecular genetic techniques, and how to interpret such genetic data.

## 2018-19 Postgraduate Module Handbook

<b>DI880 Conservation and Community Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Gardner Dr C (SAC)

### Availability

Autumn Term

### Contact Hours

20

### Learning Outcomes

Knowledge of historical trends in approaches to rural development, and an understanding of current debates on the relationship to community aspects of conservation

Awareness of reflexive issues connected to the relationship of the researcher with the study community

An understanding of the principle theoretical issues in community conservation and development, including institutional aspects and governance; the relationship between 'scientific' expertise and local knowledge; the significance of human and indigenous rights; and the relationship between policy and practice.

The development of professional skills such as stakeholder analysis, consultation techniques, and project cycle management

Independent study skills: time management, organisation and assimilation of information

Literature searching and the ability to synthesize materials into a coherent account

Critical analysis and reflection

### Method of Assessment

Formal assessment will be by means of one piece of written (c. 2,500 words) and (class size allowing) orally presented coursework (80%), and an assessed class test (20%). The test will assess students' learning of the information covered in the course (including factual knowledge, and understanding of different concepts and frameworks). The written coursework will test their ability to source, critically analyse and synthesize material from different sources in order to develop a deeper understanding of specific issues covered in the module.

### Preliminary Reading

Russell, D and Harshbarger, C (2003), Groundwork for community-based conservation: strategies for social research. Altamira Press.

Mulder, MB and Coppelillo, P (2005), Conservation: linking ecology, economics and culture. Princetown University Press, New Jersey.

Singh, K. 2009. Rural Development: Principles, Policies and Management. 3rd Edition. Sage Publications.

Mikkelsen, B, Methods for development work and research: a new guide for practitioners. 2nd Edition. Sage Publications.

### Pre-requisites

None

### Synopsis \*

The curriculum will aim to give an integrated view of theoretical and practical approaches to conservation and community aspects of rural development. Indicative themes to be covered include:

An introduction to rural development, with a focus on community aspects

How do they see you? Community perspectives on researchers and project workers

Who sets the agenda? Consultation, collaboration and technical support

Community organisation: Institutions, representation and decision-making

Incorporating rights: indigenous peoples and conservation

Building on local knowledge systems: the role of technical expertise

Working with communities: and technical support

Community-based tourism: benefit-sharing and private partnerships

Wider perspectives: project cycles and multi-stakeholder processes

Policy and practice: the relationship between conservation and rural development.

## 2018-19 Postgraduate Module Handbook

<b>DI883 Special Topics in Conservation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Humble Dr T

### Availability

Spring Term

### Contact Hours

5

### Learning Outcomes

An in depth understanding and knowledge of one particular advanced topic in conservation that relates directly to the programme of study.

An in depth understanding of how the topic of choice relates to wider biodiversity issues in both the natural and social sciences.

Ability to use a range of tools for collecting, synthesising and analysing data in the specific field of research.

### Method of Assessment

Assessment will be by means of an extended written report (maximum of 5000 words) written in the format of a paper for an appropriate academic journal. As the sole method of assessment, this will test achievement learning outcomes.

### Preliminary Reading

Pechenik, J. and Lamb, B. (1994) How to Write About Biology. Harper Collins: London.

Robson, R. (1994). Real World Research. Blackwell: Oxford.

Sutherland, W.J. (1998). Conservation Science and Action. Blackwell: Oxford.

### Pre-requisites

All term 1 modules that are required for the programme

### Synopsis \*

This module provides the opportunity for students to undertake a detailed analysis or review of a specific topic of interest that relates directly to their programme of study. The topic will be decided upon after consultation with the relevant member of staff and agreed by the Programme Convenor and Director of Graduate Studies. The topic of interest may be explored using one or more of the following approaches: comprehensive literature review, systematic evidence review, collection and analysis of a small field data set, analysis of an existing data set, laboratory practical exercise, computer modelling. The topic of interest must be addressed by framing it within a clearly defined goal, and the approach used must allow a clear conclusion to be reached.

<b>DI884 Research Skills for Natural Sciences</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Humble Dr T

### Availability

Autumn Term

### Contact Hours

20

### Learning Outcomes

The principles of experimental design and how they should be applied to field conservation projects.

The difference between quantitative and qualitative data and the research designs for which each is appropriate.

The use and application of descriptive and inferential statistics in quantitative data analysis.

The use and application of a range of parametric and nonparametric statistical tools in quantitative data analysis.

How to use appropriate statistical software to explore and analyse quantitative data.

### Method of Assessment

Assessment will be by means of two pieces of coursework that carry equal weighting (50% each). The first will be a written appraisal of a published research design and analysis: this will primarily test understanding of research design and statistical principles. The second will be a computer-based statistical analysis and write-up of statistical data: this will test the students' ability to carry out statistical tests on appropriate data. As much of the write-up will be graphical and statistical, there is not a specific word limit attached to these exercises.

### Preliminary Reading

Dytham, C. (2003). Choosing and Using Statistics: A Biologist's Guide. Blackwell: Oxford.

Hawkins, D. (2005). Biomeasurement. Oxford University Press.

### Pre-requisites

None

### Synopsis \*

The curriculum will review the approaches used by natural scientists in the design and analysis of research projects. The principles of experimental design and how these can be applied to field projects will be explained, together with the nature of both quantitative and qualitative data. An introduction to sampling strategies and the role of probability in inferential statistics will lead into the role of descriptive statistics and measures of variability in data exploration. This will be complemented by consideration of the application of both parametric and nonparametric statistics in data analysis (i.e. t-tests, ANOVA, regression, correlation and their nonparametric equivalents), coupled with training in the use of a statistical package to carry out such analyses. Finally, the rules underlying the appropriate presentation of statistical data in research reports will be discussed.

## 2018-19 Postgraduate Module Handbook

<b>DI885 Ecotourism and Rural Development Field Course</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	MacMillan Dr D

### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

An understanding of the interaction between conservation, society and the economy  
12.2: An ability to discuss the role that nature-based tourism and other enterprises can play in delivering conservation and supporting livelihoods

A knowledge of the environmental impacts of nature-based tourism and other enterprises on protected areas

A knowledge of the economic impacts of conservation on national and local economies

An understanding of current debates on strengths and weaknesses of eco-tourism and other conservation related enterprises

An ability to work in teams to conduct social surveys and interviews and assimilate information from a wide variety of sources and to write a report of relevance to local businesses.

### Method of Assessment

One 3000 word (maximum) assignment based on the concept of a consultant's report to a government agency or NGO on a practical issue related to the impact of conservation and/or nature-based tourism on the local economy, community and environment (50%) and individual reports/questionnaire development prepared as background research and preparation for the field trip (1500 words max). (50%). The assignment will assess the ability of students to integrate and critically analyse information and ideas, and present their arguments in a balanced way.

### Preliminary Reading

Buckley, R (2004) Environmental impacts of nature-based tourism. CABI, Wallingford

Fennel, D (2003) Ecotourism: an introduction. Routledge, London

Mowforth and Munt (1998), Tourism and Sustainability. Routledge, London

Sloman J (2005) Economics. Harvester Wheatsheaf.

Relevant local and national government policy documents

### Pre-requisites

None

### Synopsis

The module will be based on a 5 day field trip and is designed to complement other modules by offering the students an opportunity to learn first-hand from local businesses and government agencies about practical aspects of rural development and biodiversity conservation. Using questionnaires and structured interviews the students will work in teams and will equip students with the analytical skills and methodologies required to effectively manage conservation projects in a manner sympathetic to livelihoods and rural development objectives. The module will include daily field trips to local sites to understand environmental impacts of visitors to natural areas and heritage sites and to discuss emerging business thinking regarding conservation and livelihoods, exploring relationships between different stakeholders from cultural, policy and socio-economic perspectives and gain practical insight into different management tools to resolve conflicts. The module will therefore provide practical learning to complement theoretical issues taught in other modules. Students will become familiar with practical tools for successful management of conservation embedded in local communities, and will analyse the strengths and weaknesses of conservation in a rural development context. The emphasis throughout will be on learning from the experience of people and organisations directly engaged in conservation and economic development.

## 2018-19 Postgraduate Module Handbook

<b>DI888 Economics of Biodiversity Conservation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	MacMillan Dr D

### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

Knowledge of economic theory essential to understanding key issues in biodiversity conservation.

An ability to discuss the contribution of economics to improving the cost-effectiveness of biodiversity conservation

A knowledge of the economic costs and benefits of biodiversity conservation

A knowledge of the economic impacts of biodiversity conservation on the rural economy

An understanding of current debates about economics of biodiversity conservation

An ability to appraise biodiversity projects from an economic perspective.

### Method of Assessment

One 2000 word assignments on a practical issue related to the economic of biodiversity conservation (80%) and one class test (20%). The assignment will assess the ability of students to integrate and critically analyse information and ideas, and present their arguments in a balanced way.

### Preliminary Reading

Perman, R., Ma, Y, and McGilvray, J. Natural Resource & Environmental Economics. Longman, London.

Turner RK, Pearce D and Bateman I. Environmental Economics: An Elementary Introduction. Harvester Wheatsheaf.

Sloman J (2005) Economics. Harvester Wheatsheaf.

Hanley, N., Shogren, J.F. and White, B. An Introduction to Environmental Economics. Oxford University Press.

### Pre-requisites

None

### Synopsis \*

Effective biodiversity conservation relies on an understanding of how markets work and also how they fail. In this module students will be introduced to key economic theories and concepts such as the laws of demand & supply, market competition and economic efficiency, and the market failure paradigm (property rights, public goods, transaction costs and externalities). We will explore the economic causes of biodiversity conflict and loss such as habitat loss and wildlife trade, and using case studies, we will learn how to identify possible solutions using analytical approaches and techniques such as cost-benefit analysis, cost-effectiveness analysis and multi-criteria analysis.

## 2018-19 Postgraduate Module Handbook

<b>DI889 Leadership Skills for Conservation Managers</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	TBA - SAC

### Availability

Spring Term

### Contact Hours

30

### Learning Outcomes

Students who successfully complete this module will understand:

The function of a manager and leader within conservation programmes and the personal attributes required for the role;

The theory and practice of team development and managing individual expectations through time;

How to manage performance within people and organisations working to achieve conservation outcomes;

How to apply models to organisational effectiveness

### Method of Assessment

End of module class test (20%); written assignment based on (i) a critical assessment of the relevance of management theory to the success of conservation projects, and/or (ii); personal management development plan in which students will need to demonstrate reflection on their own management style and the steps they can take to improve their effectiveness as managers and leaders (2000 words - 80%). The assessed work will reflect the combination of theoretical and practical/applied content of the module.

### Preliminary Reading

Clark, T.W., Reading, R.P., Clarke, A.L. (1994) *Endangered Species Recovery Finding the Lessons, Improving the Process*. Island Press, USA.

Deitz J.M., R. Aviram, S. Bickford et al. (2004) *Defining leadership in conservation*, *Conservation Biology*, 18(1), 274-278

Holling C.S. and G.K. Meffe (1996), *Command and Control and the Pathology of Natural Resource Management*, *Conservation Biology*, vol 10, 2: p328-337

### Synopsis \*

The success of conservation projects at the species or ecosystem level is determined by the ability of those in charge to manage the teams and the individuals involved in delivering outputs. The failure of conservation projects worldwide to deliver pre-determined successes is in part due to the absence of sufficient people with these skill sets. We need to match the desire for scientific understanding about biodiversity with an appreciation of the social skills required to manage and lead conservation programmes if we are to make more efficient and effective use of the limited resources at our disposal. In this module students will begin by reflecting on the qualities required within a leader and how a leader's management style can impact on others within an organisation. Students will consider the extent to which we can apply management theory to the practice of endangered species and habitat recovery and the people involved in making it happen. They will go on to consider different approaches to managing conflict within teams and balancing organisational and individual expectations and motivations. By drawing on examples from both the business world and conservation community students will consider different models for developing and managing teams and consider how to optimise performance within an organisation.

## 2018-19 Postgraduate Module Handbook

DI892 Current Issues in Primate Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Availability

Autumn term

### Contact Hours

9

### Learning Outcomes

On successful completion of the module, students will be able to:

Demonstrate a thorough understanding of the current status of and threats to non-human primates in the wild.

Critically engage with the practical and multidisciplinary challenges, approaches and dimensions of conserving non-human primates in and outside protected areas.

Demonstrate familiarity with the range of survey and monitoring methodologies of wild non-human primates.

Understand current debates and challenges to primate rehabilitation and reintroduction.

Demonstrate an ability to study, evaluate and improve the social and environmental enrichment of non-human primates in captivity.

Critically appraise the ecosystem service potential and value of wild non-human primates

### Method of Assessment

Proposal writing: Develop a 'hypothetical' yet realistic research proposal of about 2,000 words following formal guidelines addressing a conservation issue related to a NHPs taxon of choice - 50%

Practical guideline formulation: Put together evidence-based, concise, accessible & practical guidelines of about 1,000 words aimed at addressing a NHP-relevant conservation issue or approach - 30%

Oral presentation: Students will be assessed on a PowerPoint oral presentation of a set of complementary case studies, highlighting the value of multidisciplinary research and approaches to the conservation of NHPs - 20%

### Preliminary Reading

Fuentes A. & Wolfe L.D. (eds) (2002) *Primates Face to Face: The Conservation Implications of Human-nonhuman Primate Interconnections* (Cambridge Studies in Biological and Evolutionary Anthropology). 1st Edition, Cambridge University Press.

Marsh L.K. (2003) *Primates in Fragments: Ecology and Conservation*. 1st Edition. Springer

Cowlshaw G. (2000) *Primate Conservation Biology*. University of Chicago Press.

Nunn C., Altizer S. (2006) *Infectious Diseases in Primates: Behavior, Ecology and Evolution* (Oxford Series in Ecology and Evolution). OUP Oxford.

Curtis, D.J. & Setchell J.M. (eds) (2011) *Field and Laboratory Methods in Primatology: A Practical Guide*. 2nd Edition, Cambridge University Press; 2 edition.

Matsuzawa T., Humle T. & Sugiyama Y. (eds) (2011). *The Chimpanzees of Bossou and Nimba*. Springer-Verlag

Tokyo.Campbell C., Fuentes A., MacKinnon K., Bearder S. & Stumpt R. (eds) (2010) *Primates in Perspective*. 2nd Edition, OUP USA.

Macfie, E.J. & Williamson, E.A. (2010). *Best Practice Guidelines for Great Ape Tourism*. Gland, Switzerland: SSC Primate Specialist Group of the World Conservation Union: <http://data.iucn.org/dbtw-wpd/edocs/SSC-OP-038.pdf>.

Hockings, K. & Humle, T. (2009). *Best Practice Guidelines for the Prevention and Mitigation of Conflict between Great Apes and Humans*. Gland, Switzerland: SSC Primate Specialist Group of the World Conservation Union: <http://www.primatesg.org/PDF/BP.conflict.pdf>.

Beck B., Walkup K., Rodrigues M., Unwin S., Travis D., & Stoinski T. (2007). *Best Practice Guidelines for the Reintroduction of Great Apes* Gland, Switzerland: SSC Primate Specialist Group of the World Conservation Union: <http://www.primatesg.org/PDF/BP.reintro.V2.pdf>.

### Pre-requisites

Advanced topics in primate behaviour (exception possible if student has already taken an UG or PG module in primate behaviour and ecology)

### Synopsis <span style = "color: red; " > \* </span >

Like many other species, many non-human primates (NHPs) across their range are threatened with habitat destruction, fragmentation and climate change, in addition to hunting pressure and the pet trade. Nevertheless, many NHPs exhibit great resilience in the face of environmental change. While some thrive in anthropogenic-dominated landscapes often exacerbating resource competition and conflict with humans, others suffer from increased proximity with humans or the products of human activity. This module will highlight the array of threats, issues and consequences of anthropogenic threats and environmental changes on the status, behaviour and conservation of NHPs. Students will also be familiarized with a range of field methodologies employed in the survey and monitoring of wild NHP populations in and outside protected areas. The student-led seminars will encourage the students 1) to critically engage with a range of case studies unravelling the multidisciplinary dimensions and challenges of conserving NHPs and 2) to evaluate approaches, as well as the ecosystem service value of NHPs ranging from their seed dispersal capabilities to their sustainable tourism potential. Finally, a 2-day workshop to be held at Howletts Wild Animal Park will also promote the students' ability to assess the role of captive enrichment and rehabilitation and reintroduction in the conservation and management of NHPs.

## 2018-19 Postgraduate Module Handbook

<b>DI998</b>		<b>Dissertation - Conservation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	M	60 (30)	100% Project	Humle Dr T

### Availability

Autumn and Spring Terms

### Contact Hours

No formal contact hours

### Learning Outcomes

Ability to use a range of analytical tools for collecting and analysing research data in the specific field of research;

Knowledge and understanding of the protocols and styles required for presenting and discussion research results in the specific field of research.

Knowledge and understanding of the protocols and styles required for citing articles in peer-reviewed journals and other sources of published/unpublished work in the specific field of research;

Knowledge and understanding of the specific research field that relates to the dissertation project.

### Method of Assessment

Proposed project design and analysis (c. 2 page proforma to complete discussion document and presentation at a mini-symposium to 'pitch' their dissertation concept to staff and their peers; interview (10%)

Literature review (max. 3000 words; 20%)

Research paper (max. 6000 words; 70%)

### Preliminary Reading

J. Pechenik, J. and Lamb, B. (1994) How to Write About Biology. Harper Collins: London.

R. Robson (1994). Real World Research. Blackwell: Oxford.

### Pre-requisites

Students must meet the learning outcomes for all compulsory modules taken in terms 1 and 2.

### Synopsis \*

The dissertation project represents a piece of independent research carried out by the student which is written up as in two reports: a review of relevant literature and a research paper. Before undertaking the research, students are trained in research design and planning, statistical analysis and writing skills. A project supervisor is allocated to each student and students are expected to produce a research plan and budget for their proposed programme of research in conjunction with the supervisor. The programme of research may consist of a literature review, analysis of existing data sets, analysis of newly-collected field or laboratory data, or a combination of these approaches. Students are provided with training in the writing-up of the dissertation which should be submitted in mid-September. The topic of the dissertation must be directly relevant to the programme of study.

## 2018-19 Postgraduate Module Handbook

SE811 Practical Methods in Conservation Social Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Puri Dr R

### Availability

Spring term

### Contact Hours

120

### Learning Outcomes

On successfully completing the module students will be able to:

1. Gain practical experience in the use of social science data collection techniques, qualitative and quantitative, used in the interdisciplinary field of conservation social science, applied environmental anthropology and ethnobiology.
2. Gain practical experience in the use of social science data analysis techniques, qualitative and quantitative, used in the interdisciplinary field of conservation social science, applied environmental anthropology and ethnobiology.
3. Gain practical experience in the use of computer software designed to facilitate collection and analysis of anthropological data used in the interdisciplinary field of conservation social science, applied environmental anthropology and ethnobiology.

### Method of Assessment

Assessment is two 2000-word laboratory reports on the collection and analysis of data from a small sample, using methods learned in two or more of the workshops.

### Preliminary Reading

Alexiades, M.N. 1996. Selected Guidelines for Ethnobotanical Research: A Field Manual. New York, The New York Botanical Garden.

Bernard, R. (1994), Research Methods in Anthropology.

Borgatti, S. 1992. ANTHROPAC. Analytic Technologies.

IIRR. 1998. Participatory Methods in Indigenous Knowledge. Los Banos, The Philippines: IIRR.

Martin, G. J., 1995. Ethnobotany: A Methods Manual. London: Chapman and Hall.

Newing, H. 2010. Practicing Conservation: Social Science Methods. Routledge.

Pretty, JN, Guijt, I, Thompson, J and Scoones, I (1995), Participatory Learning and Action: A Trainers' Guide. IIED.

Sheil, D., Puri, R. K. et al (2002), Exploring biological diversity, environment and local perspectives in forest landscapes: methods for a multi-purpose landscape assessment. CIFOR.

### Pre-requisites

SE885 or equivalent, or permission from convenor

### Synopsis \*

This module will consist of a series of practical sessions that allow postgraduate students to gain hands on experience in the use and application of data collection techniques and analyses commonly used by social and environmental anthropologists, ethnobiologists and conservation biologists in the emerging interdisciplinary fields of conservation social science and ethnobiology. The module complements the theoretical and issue oriented modules required of postgraduate students. Also, achievement of learning outcomes from this module will feed directly into preparation and implementation of dissertation research projects for all MSc and PhD students.

Practical Sessions such as:

Participant Observation

Interviewing: unstructured and semi-structured

Questionnaires

Focal groups and Community Workshops

Cultural Domain Analysis (An introduction to ANTHROPAC software; Freelist, paired comparison, triads, pile sorts, weighted ranking, rating)

Livelihood Analysis and Wealth Ranking

Market Survey

Community Mapping, Resource Inventory, Seasonal Calendar

Survey Plot Analysis: Correspondence

Photography and Visual documentation

Field Linguistics and language documentation

## 2018-19 Postgraduate Module Handbook

<b>SE812 Research Design and Advanced Analytical Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Mahoney Dr P

### Availability

Spring term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses and construct a research project with testable hypotheses.
- 2 Develop different research strategies and designs for projects using quantitative statistical methods.
3. Analyze data with univariate and multivariate statistical techniques, using associated computer software and evaluate critically current research and advanced scholarship in the discipline

### Method of Assessment

3000 word report

### Preliminary Reading

Lasker, G.L. and Gastel, B. (2005) Research strategies in human biology. Cambridge University Press.  
Day, R.A. and Gastel, B. (2011) How to write and publish a scientific paper. (7th edition) Greenwood press.  
Field, A. (2013) Discovering Statistics Using IBM SPSS Statistics 4th edition SAGE Publications Ltd  
Tabachnick BG, Fidell LS. 2013. Using multivariate statistics (6th ed). Allyn and Bacon

### Pre-requisites

None

### Synopsis \*

This module will introduce students to research design and hypothesis testing, drawing upon the different scientific approaches used in biological and forensic anthropology. Core statistical components, such as inference for parametric statistical testing, will be covered. This module will have an extensive, computer practical-based component that will enable students to run advanced statistical tests (univariate and multivariate), which will be supported by lectures. Upon completion students will understand the principle qualitative and quantitative analytical approaches to research, and the best ways of presenting results.

## 2018-19 Postgraduate Module Handbook

<b>SE813 Dissertation Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Coursework	Deter Dr C

### Availability

Summer term

### Contact Hours

8 supervisory sessions

### Learning Outcomes

On successfully completing the module students will:

1 be able to develop a research project to test a specific research question and formulating a cohesive discussion based on the results of data.

2 have and a comprehensive understanding of the appropriate analytical tools for collecting and analysing research data.

3 have a systematic knowledge and critical understanding of the ethical standards required in research of forensic osteology and anthropology.

4 have a systematic knowledge and advanced understanding of the protocols and styles required for citing articles in peer-reviewed journals and other sources of published/unpublished work in the specific field of research.

5 have an advanced application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

6 have a conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline; and
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

### Method of Assessment

12,000-15,000 word dissertation

### Preliminary Reading

Lasker, G.L. and Gastel, B. (2005) Research strategies in human biology. Cambridge University Press.

Day, R.A. and Gastel, B. (2011) How to write and publish a scientific paper. (7th edition) Greenwood press.

In addition students will be required to complete their own project -specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation.

### Pre-requisites

Students must meet the learning outcomes for all compulsory modules in terms 1 and 2

### Synopsis \*

The dissertation project is a piece of independent research carried out by the student. Before undertaking the research, students are trained in research design and planning, statistical analysis and writing skills. A project supervisor is allocated to each student and students are expected to produce a research plan and budget for their proposed programme of research in conjunction with the supervisor. Students will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation with his or her supervisor. The programme of research may consist of a literature review, analysis of existing data sets, analysis of newly-collected field or laboratory data. The student will work independently on the dissertation over the summer term and summer vacation until early September when it will be submitted. The topic of the dissertation must be directly relevant to the programme of study.

## 2018-19 Postgraduate Module Handbook

<b>SE814      Advanced Human Osteology and Anatomy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Deter Dr C

### Availability

Autumn term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module students will be able to:

1. demonstrate advanced level of critical thinking and problem solving.
2. demonstrate advanced level of independent learning and time management.
3. demonstrate advanced organisational and presentational skills and deliver information in a clear and concise manner.
4. demonstrate advanced development of laboratory and practical skills.
5. further development of communication both orally and in writing.

### Method of Assessment

5 x 30 minute Practical Bone Quizzes (10% each, total of 50%)

3000 Word Practical Lab report (50%)

5 x 30 minute Practical quizzes assess the student's identification of human skeletal remains, bone features, muscle attachment and insertion points.

3000 Word Practical lab report assesses the student's knowledge of methods in skeletal remains as well as application of problem solving in the analysis of human remains.

### Preliminary Reading

Gosling, Harris, Humperson, Whitmore, and Willan 2016 Human Anatomy Color Atlas and Text 6th edition. Mosby and Wolfe

Schwartz, J.H. 2006 Skeleton Keys: An introduction to Human Skeletal Morphology, Development, and Analysis. Second Edition. Oxford University Press

White, T.D., Black, M.T., Folkins, P.A. . 2012 Human Osteology 3rd Ed. Academic Press

### Pre-requisites

None

### Synopsis \*

In this module students are introduced to the human skeleton (adult and juvenile) and soft tissue (major muscle groups) identification. They are provided with in depth information on how to identify individual bones (complete and fragmented), how to side paired bones by being familiarly with all pertinent landmarks on the bone. Students will gain advanced knowledge of the origin and insertion of all major muscle groups. They will be introduced to size and shape variation present in the human skeleton including variations due to biological sex, ethnic affinity and temporal changes.

<b>SE815      Forensic Taphonomy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Garcia-Donas Dr J

### Availability

Spring term

### Contact Hours

22

### Learning Outcomes

On successfully completing the module:

- 1 students will have a systematic knowledge of how environmental conditions affect human decomposition.
- 2 students will have a systematic knowledge of how to calculate post-mortem interval (PMI).
- 3 students will have a systematic knowledge of how cultural and social traditions can affect taphonomic processes.

### Method of Assessment

3000 word essay (60%), lab notebook (20%), poster presentation (20%)

### Preliminary Reading

Haglund, W. D., & Sorg, M. H. (Eds.). (1996). Forensic taphonomy: the postmortem fate of human remains. CRC Press

Haglund, W. D., & Sorg, M. H. (Eds.). (2001). Advances in forensic taphonomy: method, theory, and archaeological perspectives. CRC Press.

Pokines, J., & Symes, S. A. (Eds.). (2013). Manual of forensic taphonomy. CRC Press.

### Pre-requisites

None

### Synopsis \*

This module is fundamental to this MSc where students learn various stages of postmortem decay to human remains, focusing largely on environmental effects—including decomposition in soil and interaction with plants, insects, and other animals. Other topics covered are; PMI methods (time elapsed since death), biotaphonomy, and geotaphonomy.

## 2018-19 Postgraduate Module Handbook

<b>SE816 Forensic Methods of Identification</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Deter Dr C
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Availability

Autumn term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module students will:

- 1 be able to apply complex methods used to identify human remains, both hard and soft tissue.
- 2 have a systematic understanding about current research methods in biometric human identification.
- 3 have a systematic understanding about the complex knowledge necessary for human identification in different investigational circumstances.

### Method of Assessment

Lab notebook (60%), 2500 word essay

### Preliminary Reading

Thompson, T., & Black, S. (Eds.). (2006). Forensic human identification: An introduction. CRC Press.  
Mallett, X., Blythe, T., & Berry, R. (Eds.). (2014). Advances in forensic human identification. CRC Press.  
Meier-Augenstein, W., (2010), Stable Isotope Forensics: An Introduction to the Forensic Application of Stable Isotope Analysis. Wiley-Blackwell.

### Pre-requisites

None

### Synopsis \*

This module is largely a practical based module where students learn and practice methods of human identification, specifically methods used to build a biological profile, estimate age at death, biological sex, and stature. This module will run alongside Advanced Human Osteology and Anatomy, so as specific bone identification is being taught, relevant identification methods will correspond. Students will learn how to identify multiple number of individuals, DVI, and be introduced to the most up-to-date biometric identification methods and the varied reasons why identification of the living and the dead is vital in criminal investigations.

## 2018-19 Postgraduate Module Handbook

<b>SE817 Growth and Disease of the Human Skeleton</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Mahoney Dr P

### Availability

Autumn term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module students will:

- 1 have a conceptual and advanced knowledge of human skeletal growth and development.
- 2 have an advanced understanding of enamel and bone histology, and the application of histology in Forensic Anthropology
- 3 be able to identify, diagnose, and interpret human skeletal disease and trauma.
- 4 gain advanced understanding of the research themes in Forensic Anthropology.
- 5 be able to critically evaluate new histological and macroscopic research into human skeletal disease.

### Method of Assessment

Three 15 minute lab quizzes (30%), 3500 word lab report (70%)

### Preliminary Reading

Burr DB, Allen MR. 2014. Basic and Applied Bone Biology. Amsterdam: Elsevier Academic Press.  
Glorieux FH, Pettifor JM, Juppner H. 2012. Pediatric Bone Biology and Diseases. Amsterdam: Elsevier Academic Press.  
Nanci A. 2013. Ten Cate's Oral Histology. Development Structure and Function, 8th ed. St. Louis: Mosby Year Book.  
Mahoney P. 2011. Human deciduous mandibular molar incremental enamel development. Am J Phys Anthropol 144, 204–214.  
Mahoney P. 2012. Incremental enamel development in modern human deciduous anterior teeth. Am J Phys Anthropol 147, 637–651.  
Ortner, D.J. and Putchar, W.G.J. 1985 Identification of pathological conditions in human skeletal remains Smithsonian Institution Press.  
Reinhard Dettmeyer. 2011. Forensic Histopathology: Fundamentals and Perspectives. Springer Berlin Heidelberg.  
Schmidt C, Symes R. 2015. The Analysis of Burned Human Remains, 2nd Edition. Academic Press.

### Pre-requisites

None

### Synopsis **<span style = "color:red;">\***

This module will give students an in-depth knowledge of the histological mechanisms underpinning the growth of human bones and teeth. These mechanisms will be linked to diseases processes. This will provide a foundation to identify the surface manifestations of disease that can be seen macroscopically. Students will learn the criteria needed to identify a selection of skeletal diseases. Upon completion, students will have gained theoretical knowledge about the causes of disease, and practical 'hands on' experience identifying and diagnosing skeletal disease, both microscopically and macroscopically. Half of the instruction in this module will be by lecture (as currently taught in SE569 which MSc students will attend). Labs will be specific to students following this module.

## 2018-19 Postgraduate Module Handbook

<b>SE818 Field Excavation and Recovery Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Mahoney Dr P

### Availability

Spring term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module students will:

- 1 have a systematic understanding of how to survey and knowledge of identification methods
- 2 have comprehensive understanding of how to record burial layout, orientation and location of human remains and contextual evidence.
- 3 have comprehensive understanding of how to excavate human remains and how to recover contextual evidence.
- 4 have systematic understanding of how to photographing, label and bag human remains and contextual evidence.

### Method of Assessment

3500 word field report (60%), 2500 word essay (40%)

### Preliminary Reading

Hestler, T.R., Shafer, H.J and Feder, K.L. (2009) Field Methods in Archaeology:7th edition Routledge  
Dupras, T.L., Schultz, J.J., Wheeler, S.M. and Williams, L.J. 2011 Forensic Recovery of Human Remains: Archaeological Approaches

### Pre-requisites

None

### Synopsis <span style = "color:red;">\*/</span>

This module will teach students the steps from finding human remains (mapping and carrying out a survey) to taking the remains into the lab for analysis. Students gain experience in designing and laying out an excavation grid, learning how to record and photograph human remains and contextual evidence found in the field. Finally the students will have hands on learning experience in recording and bagging the finds and creating a chain of evidence. This module will look at the challenges of a single and multiple burials and mass disasters.

## 2018-19 Postgraduate Module Handbook

<b>SE820 Anthropology of Violence and Conflict</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Garcia-Bonet Dr N

### Availability

Autumn Term

### Contact Hours

19

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Have a systematic understanding of knowledge and critical awareness of the major theoretical positions taken in contemporary Social Anthropology.
- 2 Be able to discuss critically the evidence supporting competing anthropological theories and deal with complex issues both systematically and creatively.
- 3 Be able to connect the way anthropological debates relate to current affairs, including political, social and economic developments and historical events and thereby develop independent learning skills.
- 4 Have a comprehensive understanding of the historical development of anthropological ideas in the 20th century, specifically with regard to the literature on violence
- 5 Have cultivated an in-depth understanding of the recognised topic in anthropology of violence and conflict and the related fields of power and politics, the nation-state, anthropological approaches to memory and emotions, gender, war and ethics.
- 6 Be able to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with discussion of ethnographic data.
- 7 Be able to plan a small research project that connects anthropological debates to broader social issues and current events.
- 8 Be able to present their findings in an oral presentation and work with other students in order to develop their ideas thereby demonstrating self-direction and originality in tackling and solving problems.

### Method of Assessment

Assessment is by 100% coursework. The coursework component comprises two essays: one shorter essay (1,500 words), for 30%, a second essay based on a research project (50%), and an oral presentation (20%). The oral presentation will be a group presentation of 30 minutes; students will be asked to discuss how different anthropological ideas help to understand situations of conflict. The exact theme will have to be agreed with the module convener. This theme will be further discussed in a written format in the extended essay (3,500 words), in which students will focus on one case of conflict or war in the 20th century, discussing major theoretical debates in relation to violence and conflict in relation to it

### Preliminary Reading

Das, Veena, Arthur Kleinman, Margaret Lock, Mamphela Ramphele & Pamela Reynolds. 2001. *Remaking a World: Violence, Social Suffering, and Recovery*. Berkeley, Los Angeles and London: University of California Press.  
Farmer, Paul. 2003. *Pathologies of Power. Health, Human Rights, and the New War on the Poor*. Berkeley, Los Angeles and London: University of California Press.  
Howell, Signe and Roy Wills. 1989. *Societies at Peace: Anthropological Perspectives*. London: Routledge.  
Kiernan, Ben. 2007. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. Yale University Press.  
Kwon, Heonik. 2008. *Ghosts of War in Vietnam*, *Studies in the Social and Cultural History of Modern Warfare*, No. 27. Cambridge: Cambridge University Press.  
Navaro-Yashin, Yael. 2012. *The Make-Believe Space: Affective Geography in a Postwar Polity*. Duke University Press.

### Pre-requisites

SE882

### Synopsis \*

The aim of this module is to introduce students to the relevance of anthropological debates to contemporary political issues, specifically in relation to one of the most pertinent and persistent phenomena of the 20th century: violent conflict and war. Students will gain a first hand insight into one of anthropology's main contributions: the way that small-scale issues can be related to much broader and perhaps universal questions about human nature, violence, poverty and inequality. Even though this module will focus on anthropological approaches to violence and conflict, it will also draw on discussions from other disciplines (such as philosophy and political theory), such as human nature, war and genocide, legitimacy and the state. Other topics that will be covered include memory, gender, subjectivity, structural violence, reconstruction and reconciliation, as well as anthropological approaches to peace, emotions and human suffering. In addition, by discussing the ethics of doing research in conflict situations, this module will allow students to critically engage with the challenges, dilemmas and limitations of anthropological research methods. The module is designed in a way that it encourages students to engage with current affairs and to get first insights into how anthropology can contribute to our understanding of political, social and historical events.

## 2018-19 Postgraduate Module Handbook

<b>SE821 Advanced Topics in Social and Environmental Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	15 (7.5)	100% Coursework	Pina-Cabral Prof J

### Availability

Autumn term

### Contact Hours

Contact hours: 8

Private study hours: 142

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Use anthropological theories and perspectives to understand in-depth a thematic area directly related to their programme of study.
- 8.2 Critically interpret key texts and related to their chosen topic by locating them within appropriate cultural and historical contexts.
- 8.3 Critically apply advanced anthropological theories and perspectives in the presentation of information and argument.
- 8.4 Devise complex, synthetic questions for research and study that are anthropologically informed.
- 8.5 Critically understand the way in which cultural assumptions may affect the opinions of others and oneself.

### Method of Assessment

Literature review, 5,000 words (100%)

### Preliminary Reading

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

Farmer, Paul. 2003. *Pathologies of Power. Health, Human Rights, and the New War on the Poor*. Berkeley, Los Angeles and London: University of California Press.

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

Kosek, J. 2007. *Understories: The Political life of forests in Northern New Mexico*.

### Synopsis \*

This module provides the opportunity for students to undertake a detailed review of a specific topic of interest that relates directly to their programme of study. The topic will be decided upon after consultation with the supervisor and module convenor. The module will be team-taught and consist of tutorials, as well as independent work. Tutorials will cover representative advanced topics in the relevant programme of study. For the independent work, the topic of interest will be explored using a comprehensive literature review.

## 2018-19 Postgraduate Module Handbook

<b>SE838 Dissertation: Environmental Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	60 (30)	100% Project	Puri Dr R

### Contact Hours

14

### Learning Outcomes

The module will:

- develop the student's ability to conduct research applied to environmental anthropology
- develop the student's ability to organise and express cogently a body of research.

On completion of this module students will be able to:

- Set up a testable hypothesis
- Design a research project to test the hypothesis
- Select an appropriate methodology, involving either qualitative or quantitative approaches, or a combination of the two
- Negotiate access to the field of study, arrange the research and carry out the study
- Conduct data analysis using appropriate methods
- Write up the dissertation

### Method of Assessment

The dissertation will be of 10,000 words to 12,000 and will propose a field of research, review earlier and cognate approaches to that topic, and mobilize ethnographic and other materials so as to set out and test a hypothesis pertaining to that domain. The work will be presented in the form of an academic paper. The thesis will have an abstract and a full bibliography (set out according to the style of the Journal of the Royal Anthropological Institute) and will provide within its text a literature review, a discussion of methodology, a delineation of the field, a theoretical presentation of the argument, and a testing of that argument against the data collected.

The dissertation will be double marked out of 100% (and scrutinized by the external examiner) and will make up 60 of the 180 credits needed for the MA/MSc degree.

Students are required to pass their dissertation to complete the MA/MSc.

### Preliminary Reading

There is no specific required reading for this module, apart from readings included in the research methods module.

All students will be required to complete their own project specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation.

### Pre-requisites

Students registering for this dissertation will have successfully completed the 6 coursework modules for the MA/MSc Environmental Anthropology.

### Synopsis \*

Throughout the terms preceding the initiation of the dissertation module students will be encouraged by their supervisor and the instructors of other modules they take to develop ideas for their dissertation research project. They will also be taught appropriate research methods. A preliminary abstract of the project is due by the end of the first term. Students will then develop this into a research proposal, which is submitted as the fourth essay. This will be edited and presented to the school for feedback during the Student Research Day and then submitted for a final grade at the end of the second term. Students who are then passed on to the dissertation module by the examiners meeting will, on this basis, complete a written plan for their research project with advice from their tutor. This will be assessed by the tutor and by one other member of the post-graduate anthropology teaching staff, and when this is approved the student and his or her tutor will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation. The student will then independently work on the thesis over the summer until mid-September when it will be submitted. Throughout this time the student will be able to gain supervision through electronic mail, and will have the opportunity to attend various workshop sessions on data analysis and writing.

<b>SE839 Dissertation: Ethnobotany</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	60 (30)	100% Project	Puri Dr R

**Contact Hours**

14

**Learning Outcomes**

The module will:

- develop the student's ability to conduct research applied to ethnobotany
- develop the student's ability to organise and express cogently a body of research.

On completion of this module students will be able to:

- Set up a testable hypothesis
- Design a research project to test the hypothesis
- Select an appropriate methodology, involving either qualitative or quantitative approaches, or a combination of the two
- Negotiate access to the field of study, arrange the research and carry out the study
- Conduct data analysis using appropriate methods
- Write up the dissertation

**Method of Assessment**

The dissertation will be of 10,000 words to 12,000 and will propose a field of research, review earlier and cognate approaches to that topic, and mobilize ethnographic and other materials so as to set out and test a hypothesis pertaining to that domain. The work will be presented in the form of an academic paper. The thesis will have an abstract and a full bibliography (set out according to the style of the Journal of the Royal Anthropological Institute) and will provide within its text a literature review, a discussion of methodology, a delineation of the field, a theoretical presentation of the argument, and a testing of that argument against the data collected.

The dissertation will be double marked out of 100% (and scrutinized by the external examiner) and will make up 60 of the 180 credits needed for the MSc degree.

Students are required to pass their dissertation to complete the MSc.

**Preliminary Reading**

There is no specific required reading for this module, apart from readings included in the research methods module.

All students will be required to complete their own project specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation.

**Pre-requisites**

Students registering for this dissertation will have successfully completed the six coursework modules for the MSc Ethnobotany.

**Synopsis**

Throughout the terms preceding the initiation of the dissertation module students will be encouraged by their supervisor and the instructors of other modules they take to develop ideas for their dissertation research project. They will also be taught appropriate research methods. The final double weighted essay of their pre-dissertation will draw together materials they have learned through the preceding terms and will synthesise these with students' research interests in order to set up a prospectus for the thesis proposal itself. Students who are then passed into the dissertation module by the examiners meeting will, on this basis, complete a written plan for their research project with advice from their tutor. This will be assessed by the tutor and by one other member of the post-graduate anthropology teaching staff, and when this is approved the student and his or her tutor will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation. The student will then independently work on the thesis over the summer until mid-September when it will be submitted. Throughout this time the student will be able to gain supervision through electronic mail.

## 2018-19 Postgraduate Module Handbook

<b>SE855 Research Project (Evolution &amp; Human Behaviour)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	60 (30)	100% Coursework	Johns Dr S

### Availability

Whole year

### Contact Hours

This course is not associated with formal teaching sessions. Instead, students will be expected to work in close collaboration with their research supervisor, meeting with them on average once a week to ensure that they develop the skills necessary to complete a thoroughly designed research study and critically evaluated research review.

### Learning Outcomes

Subject Specific Learning Outcomes

To provide students with an advanced understanding of a specific area of evolutionary anthropology/psychology.

To provide students with the opportunity to conduct a piece of research investigating questions of interest to evolutionary anthropology / psychology.

To provide students with an advanced understanding of the applicability of various research methodologies to the investigation questions in evolutionary anthropology / psychology.

To provide students with an understanding of key ethical issues in conducting research as documented in either producing and receiving ethical approval for a piece of research, or, in the case of existing data, showing appreciation of core ethical issues.

### Method of Assessment

Students' learning outcomes will be assessed via two methods: participation (a portfolio containing records of supervisions, notes, raw data etc. for 20% of total module assessment), and a research project report (3-5,000 words; 80% of total module assessment). The participation portfolio will demonstrate that students have conducted their own research project under guidance and have an appropriate grasp of ethical issues in research. The research report will be in the form of a formatted, ready-for-submission, journal article targeted at a specified journal appropriate for the research question addressed by the research project. The ability to produce a journal article is the mark of successful completion of a research training programme, and ideal preparation for a PhD. It requires students to demonstrate as advanced understanding of their specific area through a concise critical review of the literature, that they have conducted a study using relevant research methodologies through presentation of methods and results.

### Preliminary Reading

Each student will be given their own individual reading list from their research supervisor depending on their particular topic interest. General texts with cross-subject relevance include:

Bell, J. (2005). *Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science* (4th Ed.). Open University Press.

Brace, N et al. (2006). *SPSS for Psychologists* (3rd edition). London: Palgrave Macmillan

Day, R.A. (1998). *How to Write and Publish a Scientific Paper* (5th ed). Cambridge: Cambridge University Press.

The British Psychological Society (1993). *Code of Conduct, Ethical Principles and Guidelines*. Leicester: BPS.

AAPA (2003). *Code of Ethics of the American Association of Physical Anthropologists*. URL:

<http://www.physanth.org/positions/ethics.pdf>

### Pre-requisites

None

### Synopsis \*

This module does not employ formal workshops/ lectures, although students do receive an orientation seminar about (a) how to choose a supervisor, and (b) how to choose a good research topic. Following this, students choose a project supervisor and are expected to liaise with them about their project topic. During the spring and summer terms, students are expected to meet with their supervisors regularly, during their office hours, to ensure that the project is being conducted appropriately.

The basic structure of the course is shown below:

October: Think about project – talk to supervisors during their office hours; 2hr induction seminar on choosing a supervisor and project topic.

November: Decide topic and supervisor

January (onwards): Meet regularly with supervisor as and when needed in their weekly office hours until the project report draft submission date.

end February: Deadline for school ethics form submission

March: Data collection started

August: Deadline for draft project report submission

September: Deadline for final project report submission

## 2018-19 Postgraduate Module Handbook

<b>SE878 Advanced Topics in Contemporary Violence and Conflict</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Availability

Spring Term

### Contact Hours

18

### Learning Outcomes

- 1) Ability to use anthropological theories and perspectives to understand the roots and consequences of conflict, violence and criminality
- 2) Interpret key texts and performance in the anthropology of conflict and violence by locating them within appropriate cultural and historical contexts
- 3) Critically apply advanced anthropological theories and perspectives in the presentation of information and argument
- 4) Devise questions for research and study which are anthropologically informed
- 5) Perceive the way in which cultural assumptions may affect the opinions of others and oneself

### Method of Assessment

The module is assessed by 100% coursework.

Two short essays (500 words each) written in response to a reading chosen from the reading list, 20% each; one long essay (2000 words) relating to the content of the module, 40%; class participation, 20%

### Preliminary Reading

Gupta, A. 2012. *Red Tape: Bureaucracy, Structural Violence and Poverty in India*. Durham; London: Duke University Press.  
Volkov, V. 2002 *Violent Entrepreneurs: The Use of Force in the Making of Russian Capitalism*. London; Ithaca: Cornell University Press.

Blok, A. 1974 *The Mafia of a Sicilian village, 1860-1960: A Study of Violent Peasant Entrepreneurs*. Oxford: Blackwell

Das, Veena, Arthur Kleinman, Margaret Lock, Mamphela Ramphele & Pamela Reynolds. 2001. *Remaking a World: Violence, Social Suffering, and Recovery*. Berkeley, Los Angeles and London: University of California Press.

Farmer, Paul. 2003. *Pathologies of Power. Health, Human Rights, and the New War on the Poor*. Berkeley, Los Angeles and London: University of California Press.

Green, Linda. 1999. *Fear as a way of life. Mayan widows in rural Guatemala*. New York: Columbia University Press.

Halbwachs, Maurice. 1992 [1941]. *On Collective Memory*. Edited by L. A. Coser. Chicago and London: University of Chicago Press.

### Synopsis \*

This advanced, specialist module explores in greater depth critical topics in the anthropology of conflict. The module is designed to be team-taught by various members of staff with expertise on conflict, violence and criminality. Topics covered will vary from year to year to reflect their current research. Indicative topics might include violence, conflict and state-building; ethnic conflicts, human suffering and post-conflict recovery; corruption and organised crime; symbolic violence and economic oppression.

## 2018-19 Postgraduate Module Handbook

<b>SE879 Special Topics in the Anthropology of Europe</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Availability

Autumn Term

### Contact Hours

18

### Learning Outcomes

- 1) Understand how the peoples of Europe are shaped by their social, cultural and physical environments while nonetheless possessing a capacity for individual agency which can allow them to transcend environmental constraints
- 2) Interpret key texts and performance in the anthropology of Europe by locating them within appropriate cultural and historical contexts
- 3) Critically apply advanced anthropological theories and perspectives in the presentation of information and argument
- 4) Devise questions for research and study which are anthropologically informed
- 5) Perceive the way in which cultural assumptions may affect the opinions of others and oneself

### Method of Assessment

The module is assessed by 100% coursework.

Two short essays (500 words each) written in response to a reading chosen from the reading list, 20% each; one long essay (2000 words) relating to the content of the module, 40%; class participation, 20%

### Preliminary Reading

'Provocations of European Ethnology', *American Anthropologist* 99(4):713–30, 1997.

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

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.

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

15. Navaro-Yashin, Y. 2012. *The Make-Believe Space: Affective Geography in a Post-War Polity*. Durham: Duke University Press

### Pre-requisites

None

### Synopsis \*

This specialist module introduces students to a variety of critical topics in the anthropology of Europe. The module is designed to be team-taught by various members of staff with expertise on Europe and topics covered will vary from year to year to reflect their current research. Indicative topics might include honour and shame; immigration; religion and spirituality; ethnic conflict; and sustainable futures.

## 2018-19 Postgraduate Module Handbook

<b>SE880 Holism, Health and Healing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Waldstein Dr A

### Availability

Spring term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) critically assess human nutritional requirements/recommendations from an evolutionary perspective.
- 2) understand how and why medicinal plants affect human physiology in different biocultural contexts.
- 3) rigorously analyse the implications of nature, complexity and richness of human diversity and adaptation in health, wellness, illness and death.
- 4) critically analyse the diverse strategies that humans have developed for dealing with illness and disease.
- 5) critically engage with the wide range of variation in cultural models and technologies of medicine and health as reported in ethnography.
- 6) demonstrate advanced knowledge and understanding of anthropological debates concerning health inequality, the relationship between health and the body and the historical development of biomedicine.

### Method of Assessment

The module will be assessed by 100% coursework. One essay of 2000-2500 words (60%), presentation of a medical ethnography (30%), class participation (10%).

### Preliminary Reading

Hsu, E. and S. Harris (eds.) 2010. *Plants, health and healing: on the interface of ethnobotany and medical anthropology*. Oxford: Berghahn. (Introductory chapter)

Pironi, A. and Vandebroek, I. 2007. *Traveling Cultures and Plants: The Ethnobiology and Ethnopharmacy of Migrations*. Berghahn Books.

Van Andel, T. and P. Westers 2010. "Why Suranimese Migrants in the Netherlands Continue to Use Medicinal Herbs From their Home Country." *Journal of Ethnopharmacology* 127(3): 694-701.

Volpato, G., D. Godinez and A. Beyra 2009. "Migration and Ethnobotanical Practices: The Case of Tifey Among Haitian Immigrants in Cuba." *Human Ecology* 37: 43-53.

Waldstein, Anna and Cameron Adams. 2006. "The Interface Between Medical Anthropology and Medical Ethnobiology." *Journal of the Royal Anthropological Institute* 12 (suppl. 1), 95-117.

Wayland, C. 2003. "Contextualizing the Politics of Knowledge: Physicians' Attitudes toward Medicinal Plants." *Medical Anthropology Quarterly* 17, 483-500.

### Pre-requisites

None

### Synopsis \*

The module addresses the causes, effects, treatments and meanings of health, illness and disease for humans and the ecosystems that they live in. The module content will be structured around five broad themes related to holism, health and healing, drawing on ethnographic examples from around the world. We will begin with a consideration of the evolutionary basis of human medicine and dietary behaviour. Next, we will take a closer look at healing systems, their structure and the various theories of illness and therapeutic techniques that they encompass. This will be followed by a critical examination of the biopolitics of health and healing, including the question of how to define and assess the efficacy of various medical treatments. We will then take a closer look at the spiritual aspects of health and healing before concluding with the final theme of holism, health and healing in the globalized world.

## 2018-19 Postgraduate Module Handbook

<b>SE881 Visual Anthropology Video Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Poltorak Dr M

### Availability

Spring Term

### Contact Hours

19

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) be conversant in the main themes and trends in Visual Anthropology
- 2) understand the production and analysis of visual texts
- 3) analyse and communicate comprehension of visual materials
- 4) construct coherent and logical arguments combining visual and textual discourses, combining conceptual understanding with substantiated ethnographic examples
- 5) carry out ethnographic research, esp. using still and moving cameras
- 6) interview, observe and assimilate knowledge about ethnographic subjects

### Method of Assessment

Assessment is by 100% coursework. The course is assessed on the basis of three coursework components (1) A Visual Portfolio (70%) (2) A reflective diary to be presented as part of the wordpress blog (20%) and (3) Creative Participation (10%). The visual portfolio consists of a 10-12 minute video, a reflective essay of not more than 1500 words and a wordpress blog. These make up 30%, 20% and 20% of the total mark respectively.

### Preliminary Reading

De Jong, Wilma, Jerry Rothwell, and Erik Knudsen. 2011. *Creative documentary: Theory and Practice*. Harlow: Longman.  
Postma, M. and P. Crawford (eds.) 2006. *Reflecting Visual Ethnography*. Leiden CNWS  
Barbash, I & L. Taylor. 1998. *Cross-Cultural Filmmaking: A handbook for making documentary and ethnographic films*. University of California Press.  
Crawford, Peter & David Turton (eds). 1992. *Film as Ethnography*  
Edwards, Elizabeth (ed.) 1992. *Anthropology and Photography, 1860-1920*. New Haven and London: Yale University Press.  
Hockings, Paul (ed.) 1995. *Principles of Visual Anthropology*. Berlin and New York: Mouton de Gruyter.  
Rabiger, M. 2004. *Directing the Documentary*. London: Foca

### Pre-requisites

SE995 Visual Anthropology Theory

### Synopsis \*

Students will be introduced to basic techniques of collaborative video production and presentation using social media. Techniques of video camera use, planning and research, cinematography, interviewing and sound, and theories and practices of editing will be taught sequentially, at the same time as students work collaboratively to define their project. Students are encouraged to work on a theme or issue in the student community or in the wider community. In depth training in editing with editing software will train the students in the process of developing and finalizing their ten minute film. The visual project is also intended to give practical experience of general techniques of visual communication that should critically inform understanding of more theoretical topics dealt with in the module.

## 2018-19 Postgraduate Module Handbook

<b>SE882 Theory and Ethnography in Social Anthropology I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Pina-Cabral Prof J

### Availability

Autumn Term

### Contact Hours

26

### Learning Outcomes

- 1) Have a sound grasp of signal concepts in the contemporary and historical corpus of social anthropology
- 2) Examine the development of social anthropology's approach to these and related concepts
- 3) Demonstrate a working knowledge of ethnographic case studies through which these concepts can be thought about and critiqued
- 4) Develop a nuanced comparative perspective on these concepts and phenomena by engaging with both ethnographic and historical materials
- 5) Facilitate the application of anthropological modes of thinking to contemporary political, social and cultural events and structures
- 6) Apprehend both theoretical issues and current events with a critical and informed sense of difference in the human experience

### Method of Assessment

This module is assessed by 100% coursework.

Coursework for the module comprises an essay of 2000-3000 words (65%), a class test during term time (20%), and seminar participation throughout the module (15%).

As is appropriate to a Master's level module, the emphasis in assessment is on independent research and the originality of a student's contribution to the field under study, accounting for most of the assessment weight being placed on the essay.

The class test is a minor assessment item designed to test for the student's retention and understanding of key concepts presented in the module, whilst the seminar participation assessment tests (and rewards) students for active participation in the exchange of ideas with peers in the seminar meetings, which form the core teaching method of this module.

### Preliminary Reading

H.L. Moore, *Still Life: Hopes, Desires and Satisfactions*. Polity Press 2011

J. Fabian, *Time and the Other: How Anthropology Makes Its Object*. Columbia University Press 2002

A. Appadurai, *Modernity at Large: Cultural Dimensions in Globalization*. University of Minnesota Press 1996

A. Gupta and J. Ferguson (eds), *Anthropological Locations: Boundaries and Grounds of a Field Science*. University of California Press 1997

K. Sykes, *Arguing with Anthropology: An Introduction to Critical Theories of the Gift*. Routledge 2005

H. Miyazaki, *The Method of Hope: Anthropology, Philosophy, and Fijian Knowledge*. Stanford University Press 2004

### Pre-requisites

None

### Synopsis \*

This module aims to develop the anthropological imagination of master's students, that is, to instil the ability to apprehend theoretical issues and apply them with a critical and informed sense of difference in the human experience. The module is not a 'history of theory' survey; rather, it will proceed by means of a set of longstanding themes in social and cultural anthropology through which different theoretical approaches to the same ethnographic problem or issue have been explored. The module may be organised around a single theme that has long dominated anthropological discussions (such as 'the gift', hierarchy and scale, structure and agency etc.) which will be used as a lens through which to view theoretical discussions within social anthropology as well as its appropriations from other disciplines.

## 2018-19 Postgraduate Module Handbook

<b>SE883 Theory and Ethnography in Anthropology II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Hodges Dr M

### Availability

Spring Term

### Contact Hours

30.5

### Learning Outcomes

- 1) Have an advanced grasp of signal concepts in the contemporary and historical corpus of social anthropology
- 2) Examine the evolution of anthropology's approach to these and related concepts
- 3) Present case studies through which these concepts can be thought and critiqued
- 4) Develop a nuanced comparative perspective on these concepts and phenomena by engaging with both ethnographic and historical materials
- 5) Facilitate the application of anthropological modes of thinking to contemporary political, social and cultural events and structures
- 6) Apprehend both theoretical issues and current events with a critical and informed sense of difference in the human experience

### Method of Assessment

This module is assessed by 100% coursework.

Coursework for the module comprises an essay of 3000 words (65%), seminar participation throughout the module (15%) and a weekly reading diary (25%). This diary should include notes on what students have been reading (both on the reading list and more widely) and what ideas students drew from these readings as well as what they have observed, through the media and daily life, which resonates with what is discussed in the module. The diary can also be used to develop ideas for the assessed essay. The diary should be at least 500 words long per week.

### Preliminary Reading

Barnard, A. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge UP.  
Clifford, J. 1988. *The Predicament of Culture*. Harvard: Harvard University Press.  
Herzfeld, M. 2000. *Theoretical Practice in Culture and Society*. Oxford: Blackwell.  
Layton, R. 1997. *An Introduction to Theory in Anthropology*. Cambridge: Cambridge U.P.  
Moore, H. 1999. *Anthropological Theory Today*. Cambridge: Polity Press.  
Moore, H. & T. Sanders. 2005. *Anthropology in Theory: Issues in Epistemology*. Oxford: Blackwell.

### Pre-requisites

None

### Synopsis \*

This module aims to aid postgraduate students in making connections between theoretical issues and the ways in which they recur in the practices and debates of social anthropologists. The module teaches theoretical engagement by means of tracking the way that similar problems in ethnographic practice have been approached by different theoretical schools. The module engages a series of themes that illustrate how social anthropologists throughout the history of the discipline, and from different national traditions within the discipline, have each engaged with the pressing political and social concerns of their day.

## 2018-19 Postgraduate Module Handbook

<b>SE884 Botanical Foundations of Ethnobotany</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Foster Dr A

### Availability

Autumn Term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) identify and collect a variety of plant material and process them into herbarium voucher specimens
- 2) source, critically evaluate, synthesise and present botanical, anthropological and other pertinent ethnobotanical information regarding particular plant species
- 3) identify plants that belong to two of the major plant families of Ethnobotanical interest
- 4) be familiar with a variety of plants and their characteristics, which belong to of the 'functional groups'.

### Method of Assessment

Assessment for this module is by 100% coursework, which will consist of two 3000 word plant profiles (40%), 10 herbarium voucher specimens (50%), two 15 minute presentations concerning useful plants of their choice (10%).

### Preliminary Reading

The reading list is updated each year with additional texts as appropriate, however core texts remain:

Basic:

Rose, Francis: 1981. *The Wildflower Key: a guide to plant identification in the field of the British Isles and NW Europe*. London: Frederick Warne and Co.

Heywood, V.H. 1993. *Flowering Plants of the World*. New York: Oxford University Press

Harris, J.G. & Harris, M.W. 2001. *Plant Identification Terminology. An Illustrated Glossary*. Spring Lake Publishing.

Systematics:

Judd, W.S., C.S. Campbell, E.A. Kellogg and P.F. Stevens. 1999. *Plant Systematics: a Phylogenetic Approach*. Sunderland: Sinauer Associates.

Cronquist, Arthur. 1988: *The Evolution and Classification of Flowering Plants, Second Ed.* Bronx, New York: The New York Botanical Garden.

Stace, C. 1997. *New Flora of the British Isles, Second Ed.* Cambridge: Cambridge University Press.

Zomlefer, W. 1994. *Guide to Flowering Plant Families*. Chapel Hill, N.C.: Iniversity of North Carolina Press.

Herbarium Techniques

Bridson, D. and L. Forman (eds.) 1998 *The herbarium handbook*. Kew: Royal Botanic Gardens.

Economic Botany:

Simpson, B.B. and M.C. Ogorzaly. 2001. *Economic Botany: Plants in our World, Third Edition*. Boston: McGraw Hill.

Lewington, Anna. 1990. *Plants for People*. London: Natural History Museum Publications

Cook, Frances E. M. 1995 *Economic botany data collection standard*, Kew : Royal Botanic Gardens.

### Pre-requisites

None

### Synopsis \*

Plant Resource Pools

a) Use of plant keys for identification. b) Plant collecting for voucher specimens.

Processing and mounting plant specimens.

Underutilised food plants - Sourcing appropriate botanical information.

a) Two important plant families. b) Writing a plant profile.

a) Food plants. b) Medicinal plants.

Student Plant reports.

Ethnopharmacology.

Material culture – basket making.

## 2018-19 Postgraduate Module Handbook

<b>SE885 Anthropological Research Methods I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Fischer Prof M

### Availability

Autumn Term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) examine the relationship between theory, research design and methods
- 2) use anthropological methods, including analysis of data collected in class exercises
- 3) gain an introduction to the 'participant observation' method and its analysis through practical experience
- 4) develop, conduct and analyse interviews, questionnaires, workshops and focus groups, as part of a broader anthropological project
- 5) explore case studies through which these tools and methods can be examined and critiqued
- 6) learn the basics of research design and how to write an initial research project abstract
- 7) appreciate the potential challenges and benefits of anthropological research in a variety of settings, including as part of applied anthropological research associated with natural science and biodiversity conservation programmes.

### Method of Assessment

Assessment for this module is by 100% coursework. This module will have a two thousand word essay associated with it, the topics of which will be decided between the student, his or her supervisor, and the course convenor (65%) of his or her module mark. The remainder of the mark will be made up of two assignments based on class exercises (35%) of the final module grade.

### Preliminary Reading

- Abbott, Andrew. 2014. *Digital Paper: A Manual for Research and Writing with Library and Internet Materials*. Chicago: Chicago University Press.
- Bernard, H. Bernard. 2005. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Altamira Press.
- Boellstorff, Tom, Bonnie Nardi, Celia Pearce, and T. I. Taylor. 2012. *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton: Princeton University Press.
- Greenwood, Davydd J. 2006. *Introduction to Action research: Social research for Social Change*. Sage Publications.
- Kindon, Sara, Rachel Pain, and Mike Kesby. 2007. *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place*. Routledge.
- Martin, G. 2004. *Ethnobotany: A Methods Manual*. Reprint from 1995. Earthscan.
- Newing, H, Eagle, C, Puri, R and Watson, C. 2011. *Conducting research in conservation: social science methods and practice*. Routledge.
- Pelto, Pertti and Gretel H. Pelto. 1978. *Anthropological Research: The Structure of Inquiry*.
- Robben, Antonius and Jeffrey A. Sluka, eds. 2006. *Ethnographic Fieldwork; an Anthropological Reader*. Blackwell Books.

### Pre-requisites

None

### Synopsis \*

The module will consist of twelve two hour classes consisting of short introductions to weekly topics by the course convenors followed by practical exercises to allow students to experience and learn by doing several key methods and tools used in anthropological fieldwork. Assignments based on the use of several methods, a research proposal abstract for their future dissertation project, and an essay will be used to assess the student's achievement of learning outcomes. Seminar topics may include: Introduction to research in the natural and social sciences, participant observation, choosing informants, interviewing, processing interview data, analysis and presentation of qualitative data, questionnaire design and analysis, developing an integrated research design, running workshops and focus groups, ethics and consent.

## 2018-19 Postgraduate Module Handbook

<b>SE886 Anthropological Research Methods II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Peluso Dr D

### Availability

Spring Term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module MA students will be able to:

- 1) provide critical skills for examining the relationship between anthropological theory and methods
- 2) introduce various methodological approaches within anthropology
- 3) instil a sophisticated understanding of ethics within the context of fieldwork and the discipline at large
- 4) develop proficiency in following the guidelines of the Association of Social Anthropologists of the UK and Commonwealth (ASA) Statement on Ethics and the American Anthropological Association (AAA) Code of Ethics, as well as complying with school fieldwork ethical requirements necessary for conducting fieldwork
- 5) develop a critical understanding of the 'participant observation' method and its role within anthropological fieldwork
- 6) provide the necessary skills to develop, conduct and analyse a 'life history' as part of a broader anthropological project
- 7) present case studies through which these concepts can be thought and critiqued
- 8) develop a nuanced comparative perspective on these concepts engaging ethnographic materials
- 9) gain an appreciation of the potential challenges and benefits of anthropological research in local, regional, national and international settings

### Method of Assessment

Assessment is by 100% coursework and set forth as follows: 15% for class participation and performance; 20% for an oral presentation based on a small research project; 65% for the proposal (2000 words) which will engage theoretical work and methods gleaned from the lectures and readings in conjunction with their summer fieldwork project for their dissertation thesis.

### Preliminary Reading

Alexiades M. and D. M. Peluso, 2002. Prior Informed Consent: the politics of cross cultural exchange. In: S. A. Laird, ed. Biodiversity and Traditional Knowledge: Equitable Partnerships in Practice. London: Earthscan.  
Antonius, C. G. M. Robben and Jeffrey A. Sluka, eds. 2007. Ethnographic Fieldwork: An Anthropological Reader. London: Blackwell.  
Bernard, H. Bernard. 2005. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Altamira Press.  
Bourgois, Philippe 1996. "Confronting Anthropology and Inner-City Apartheid," in American Anthropologist. 98(2):249-258.  
Clifford, James 1986. Introduction: Partial Truths. In Writing Culture: The Poetics and Politics of Ethnography, ed. James Clifford and George Marcus, 1-26. Berkeley: University of California Press.  
Faubion, J.D. and G.E. Marcus (eds) 2009. Fieldwork is Not What it Used to Be: Learning anthropology's method in a time of transition. Ithaca: Cornell University Press.

### Pre-requisites

No prerequisites, but SE885 Anthropological Research Methods I is strongly recommended

### Synopsis \*

Fieldwork is the hallmark of anthropological research. Its style and delivery, as well as the discourses surrounding it, have changed alongside the discipline. In his book Routes, Travel And Translation In The Late Twentieth Century, Clifford (1997) flags two important aspects of fieldwork: first, the formation of intensive interactions and relationships that produce "deep" cultural understanding in settings that can vary in time and location, and, second, a sense of displacement, movement or travel for the fieldworker thus allowing for an objective detached perspective. The ways in which anthropologists strive to interact with people while maintaining objectivity, make research ethics and methodological choices particularly important since their presence in the field has implications on the people whom they study.

## 2018-19 Postgraduate Module Handbook

<b>SE889 Lowland South American Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Peluso Dr D

### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module MA students will be able to:

- 1) Think critically in anthropological terms about social phenomena
- 2) Use (and combine effectively) written, oral and visual modes of communication
- 3) Read, comprehend and assimilate texts written for a professional audience
- 4) Present their ideas systematically and cogently both orally and in writing
- 5) Work effectively within a small group

### Method of Assessment

Assessment is by 100% coursework and set forth as follows: 10% for seminar participation and performance; 30% for a one-hour short answer class exam; 60% for the essay (2500 words) which will engage theoretical work from the lectures and readings in conjunction with the ethnographic works of their choice. The exam and essay test the achievement of critical thinking and ability in writing on salient issues as outlined in this module as well as the students knowledge of the key recommended texts; the seminar performance assessment tests oral critical skills and the knowledge of required information.

These seminars are facilitated so as to be all-inclusive. Seminars will be assessed based on the weekly tracking of each student's level of preparedness for seminars (as measured by their response to systematic broad random questioning), their oral contributions to discussion and degree of participation in the debates around which many of the seminars will be structured (as measured by their relevant oral interventions). During each session these variables are tracked on index cards as major /minor or no contribution. A major contribution is based on active involvement in debating with a demonstration of having read the material. A minor contribution is based on either the student's ability to participate in a debate or show knowledge of the readings but not both. 'No contribution' is based on an inability to respond to broad random questioning and only a minimal head-nodding level of participation in debates.

### Preliminary Reading

- Clastres, Pierre 1987 [1974] *Society Against the State: Essays in Political Anthropology*. NY: Zone Books.
- Descola, Philippe 1996 *In the Society of Nature: A Native Ecology in Amazonia* (Cambridge Studies in Social and Cultural Anthropology). Cambridge University Press.
- Fisher, William H. 2000 *Rain Forest Exchanges: Industry and Community on an Amazonian Frontier*. Washington: Smithsonian Institution Press.
- Levi-Strauss, Claude 1984 *Tristes Tropiques*. New York: Penguin.
- Overing, Joanna y Alan Passes. (eds) 2000 *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*. London: Routledge.
- Taussig, Michael 1987 *Shamanism, Colonialism, and the Wild Man*. Chicago: University of Chicago Press.
- Wolf, Eric 1982 *Europe and the People without History*. Berkeley, University of California Press.

### Pre-requisites

None

### Synopsis <span style = "color:red;">\*/span>

Throughout the five hundred years of contact between Europe and the Americas, Amazonia has captivated the political, scientific and popular imagination of industrialized nations. To many people in our society, "the Amazon" epitomizes the mysterious, the wild, the uncivilized - an image that anthropologists have variously exploited and criticized. Either way, they usually describe Amazonian societies as being either isolated from or opposed to "civilization" (i.e. the capitalist state). As Amazonians are incorporated into the nation-state and the global economy, however, it has become impossible to view them as either isolated or silent. Today, there is increased interest and concern relating to the place of humans in the environment and the future of indigenous peoples and the areas in which they dwell.

This course will employ several classic ethnographic studies of South America – by anthropologists, such as Claude Levi-Strauss, Pierre Clastres, Philippe Descola, William Fisher, Neil Whitehead and Michael Taussig – to examine how the Amazon has inscribed itself on the imagination of anthropologists, as well as how anthropologists have used their experiences in non-Western societies to contribute to broad debates in Western philosophy. Ethnographic case-studies will provide the basis for discussing issues of theoretical and topical importance, such as environmentalism; political ecology, ethnogenesis, gender relations, kinship and exchange. Ultimately, this engagement challenges some of the most basic categories of our discipline: "the state," "society," and "culture."

## 2018-19 Postgraduate Module Handbook

<b>SE890 Gender and Interdisciplinarity in Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Garcia-Bonet Dr N

### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) develop a command of the key theoretical schools or movements in the anthropology of gender
- 2) relate these theories to the changing ways in which gender has been documented and analysed ethnographically
- 3) be conversant in the multi-disciplinary origins of the theories of gender upon which social anthropology in particular has drawn
- 4) understand how the ways in which changes in scholarly ideas about sex in gender are also a product of the political and economic climate in which these ideas emerge
- 5) understand that analyses of gender throughout the history of anthropology have been some of the most fruitful 'lenses' through which anthropologists documented and theorised local-level understandings of difference between kinds of persons and how that difference is organised socially, politically, economically or ritually.

### Method of Assessment

Assessment for this module is by 100% coursework. The following assessment methods will be used:

One case study presentation (15-20 minutes, spoken text + visuals) investigating the implications of gender expression and gender theory for a current event or case, in the UK or internationally, 30% – testing critical study skills, communication skills, data retrieval, synthesis and presentation of different information sources and their application to theories of gender. One essay (4000 words) relating to the content of the module on a subject chosen after discussion in tutorials, 70% – testing the ability to research and compose a substantial critical evaluation of a theoretical or ethnographic problem in the anthropology of gender.

### Preliminary Reading

M. di Leonardo (ed), 1991 *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era*. Berkeley: University of California Press.

P.L. Geller and M.K. Stockett (eds), 2007 *Feminist Anthropology: Past, Present, and Future*. Philadelphia: University of Pennsylvania Press.

H.L. Moore, 1994 *A Passion for Difference: Essays in Anthropology and Gender*. Cambridge: Polity Press.

M. Strathern, 1989 *The Gender of the Gift: Problems with Women and Problems with Society in Melanesia*. Berkeley: University of California Press.

D.J. Haraway, 1991 *Simians, Cyborgs, and Women: The Reinvention of Nature*. London: Free Association Books.

J. Butler, 2006 *Gender Trouble: Feminism and the Subversion of Identity*. 2nd ed. London: Routledge.

M. Foucault, 1990 *The History of Sexuality Vol. III: The Care of the Self*. 3rd ed. London: Penguin.

### Pre-requisites

None

### Synopsis \*

Students will be expected to read a series of texts in relation to their investigation of how social anthropology has drawn on other disciplines (such as sociology, psychoanalytic theory, philosophy, and the history of science) to aid its understanding of gender as a basis for human social organisation. Most of these texts are theoretical in orientation and aimed at postgraduates or professional readers (see Indicative Reading List), and are intended to complement the more ethnographic readings of *Anthropology of Gender*. Each reading addresses a particular problem in the impact of gender studies on anthropological thought, such as academic and political feminisms, sexuality, kinship, economics, and the distinction between what is 'natural' and what 'artificial' in the human experience. Students will be required to relate these themes to ethnographic data in both the co-requisite module and in their other modules. The module will be an optional one within the programmes to which it contributes, and as such will provide the opportunity for students in different Master's programmes to identify issues which they share in relation to the problem of gender as an arbiter of theoretical difference and ethnographic description.

<b>SE893 Contemporary Ethnography in Environmental Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	15 (7.5)	100% Coursework	Puri Dr R

**Availability**

Autumn and Spring Terms

**Contact Hours**

24

**Learning Outcomes**

On successfully completing the module MA/MSc students will be able to:

- 1) identify contemporary theoretical and applied problems in environmental anthropology
- 2) discuss critically the structure, style and content of ethnographic writing
- 3) discuss critically a range of ethnographies containing environmental anthropological information
- 4) To review critically book-length ethnographies

**Method of Assessment**

Assessment for this module is by 100% coursework, which will consist of 8 short book reviews (800 words each) testing the level of reading and critical analysis, each assessed at 12.5% of total mark.

**Preliminary Reading**

The list of books may vary from year to year but the following can be considered indicative of the range of materials which will be discussed:

Johnson, A. 2003. Families of the Forest: The Matsigenka Indians of the Peruvian Amazon; Kosek, J. 2007. Understories: The Political life of forests in Northern New Mexico; Orlove, B. S. 2002. Lines in the Water: Nature and Culture at Lake Titicaca; Lansing, S. J. 2006. Perfect Order: Recognizing Complexity in Bali; Anderson, D.M. 2002. Eroding the Commons: The Politics of Ecology in Baringo, Kenya 1890s-1963; Sciama, L. D. 2005. A Venetian Island: Environment, History and Change in Burano; Sturgeon, J. 2006. The Politics of Akha Land Use in China and Thailand; West, P. 2006. Conservation is our Government Now: The Politics of Ecology in Papua New Guinea.

**Pre-requisites**

None

**Synopsis**

Students will be expected to read eight ethnographies over the course of 24 weeks (one every three weeks). A three hour seminar will be held to discuss the work. For each seminar, students will be expected to prepare, for evaluation, a book review. In discussing each study substantive issues concerning the case studies will be highlighted. Theoretical issues will be raised concerning the representation of anthropological knowledge, book organization and writing styles, and the relationship between theoretical perspective and presentation. In addition attention will be drawn to the way fieldwork and ethical issues are presented and discussed in ethnographies

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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module MA students will be able to:

- 1) Be conversant in the main themes and trends of the anthropology of European societies
- 2) Cultivate an in-depth understanding of the historical depth and cultural diversity of a number of European societies in both urban and rural contexts, and at a regional and national level
- 3) Demonstrate an understanding of the historical development of those societies
- 4) Apply anthropological insights to contemporary political, social, and economic developments in the European context e.g. nationalism and conflict; the socio-cultural impact of new technologies; the development and consequences of tourism within Europe; historical acceleration; the heritage industry; the European Union as a socio-cultural and political economic phenomenon
- 5) Understand the impact of study of industrial and post-industrial European societies on anthropological methods
- 6) Critically assess the theoretical contributions of Europeanist anthropologists to the wider discipline

### Method of Assessment

The module is assessed by 100% coursework.

The coursework mark is made up of seminar participation (10%), a short essay of 1500 words (30%), and a long essay of 3,000 words (60%)

### Preliminary Reading

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

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.

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

Navaro-Yashin, Y. 2012. *The Make-Believe Space: Affective Geography in a Post-War Polity*. Durham: Duke University Press.

### Pre-requisites

None

### Synopsis \*

'The Anthropology of Europe' surveys the social anthropology of contemporary Europe. 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. We read ethnographies exemplifying contemporary approaches to studying industrial and post-industrial societies. We critically review 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. A further focus is interrogation of the concept of 'Europe' itself, through analyzing the process of 'Europeanization' within the European Union, and issues raised by the financial crisis; and through presenting ethnographic vantage points from which students can rethink the idea of 'Europe' for themselves. The module includes a critical history of anthropological study of Europe and the Northern Mediterranean, with special attention to the role of the University of Kent in the development of the regional literature.

## 2018-19 Postgraduate Module Handbook

<b>SE895</b>		<b>Anthropology of Creative Expression</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Hodges Dr M

### Availability

Spring Term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module MA students will be able to:

- 1) Critically engage with current problems and key trends in anthropological literature on creativity and creative expression (e.g. humanist and post-humanist approaches to creativity and material culture; anthropology and art; the ethnographic turn in art practice; the relationship between anthropological and literary representation; the affective turn in social theory; the impact of new technologies on creative practice)
- 2) Understand the historical development of the anthropological literature on creativity and creative expression applicable to their own scholarship and research
- 3) Cultivated an in-depth understanding of the historical depth and cultural diversity of creative practices and modes of creative expression, in both Western and non-Western societies, and a practical understanding of how anthropologists, past and present, have approached their study, both theoretically and methodologically
- 4) Situate and analyse from an anthropological perspective the topics of creativity, creative expression and the arts in relation to relevant social, political, economic, and historical contexts; and to develop critical awareness of the strengths and limitations of this approach compared to other disciplinary perspectives on creativity
- 5) Assess the originality and key theoretical contributions of anthropologists working on creativity, art and literature to the wider discipline of social anthropology
- 6) Understand the impact of key works in the anthropology of creativity on anthropological modes of representation; and have developed a critical understanding of the practical relevance of their training to the use of anthropological methods and representational techniques

### Method of Assessment

The module is assessed by 100% coursework.

Seminar participation comprises 10% of the coursework mark; a short essay (1,500 words) comprises 30% of the coursework mark; and a final project comprises the remaining 60% of the coursework mark.

For the short essay, students may work on a topic of relevance to the final project. For the final project, students can choose to submit either: 1) a 3,000 word essay drawing on library-based research developed during the module; or 2) a 1,500 word essay accompanied by a literary ethnographic text, visual anthropological text, or a combination of the two. In the case of option 2, students will be expected to develop this hybrid work via practice-led, creative anthropological research generated by seminar exercises and the workshop, and under the guidance of the module convenor.

### Preliminary Reading

Archetti, E. (ed) 1993. *Exploring the Written: Anthropology and the Multiplicity of Writing*. Oslo: Scandinavian University Press.

Benson, P. 1993.(ed) *Anthropology and Literature*. Chicago: University of Illinois Press.

De Angelis, R. (ed) 2002. *Between Anthropology and Literature*. London: Routledge.

Gell, A. 1998. *Art and Agency: An Anthropological Theory*. Oxford: Clarendon Press.

Hallam, E. and T. Ingold. (eds) 2008. *Creativity and Cultural Improvisation*. Oxford: Berg.

Marcus, G. And F. Myers. (eds) 1996. *The Traffic in Culture: Refiguring Art and Anthropology*. Berkeley: University of California Press.

Morphy, H. and M. Perkins. 2005. *The Anthropology of Art: A Reader*. Oxford: Wiley-Blackwell.

### Pre-requisites

SE882 Theory and Ethnography in Social Anthropology I

### Synopsis <span style =

This module critically surveys anthropological approaches to creativity and creative expression—selected from research on creativity itself, and on the anthropology of art and literature (both oral and written)—and lays the foundations for students to undertake their own innovations in anthropological form. The notion of 'creativity' is often tied to a Western humanist model of subjectivity. In this module, we rethink creativity from a 'post-humanist' standpoint informed by new anthropological research, and interdisciplinary work on novelty, affect, desire, materiality, and material agency. We explore three fields of creative practice as they relate to contemporary anthropology. 1) We review classic approaches to the anthropology of art, in both non-Western and Western contexts. We assess recent breakthroughs which challenge the borders between artistic and ethnographic discourse, exploring how the ethnographic encounter can be rethought via dialogue with contemporary artists. 2) We review the anthropology of literature, and assess both pioneering forms of literary expression in the work of anthropologists, and the output of anthropological practitioners of literary fiction and poetry. 3) We examine how anthropology itself can be conceptualised as the creative expression of an encounter with others, lived experience, and the unknown, and explore the implications for anthropological modes of representation (including public anthropology). Students have the option to develop a creative project during the module that builds on this training, and can submit both academic and practice-led creative anthropological research as their assessment.

## 2018-19 Postgraduate Module Handbook

<b>SE896 Environmental Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Puri Dr R
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Availability

Autumn Term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) identify historical theoretical and applied problems in environmental anthropology
- 2) discuss critically the themes, debates and trends in environmental anthropology
- 3) discuss critically a range of classic ethnographic case studies

### Method of Assessment

Assessment for this module is by 100% coursework, which will consist of one 3000 word essay

### Preliminary Reading

Bates, D. G., 2001. *Human Adaptive Strategies: Ecology, Culture and Politics*, Boston, MA: Allyn and Bacon.  
 Crumley, C., ed. 2001. *New Directions in Anthropology and Environment*. Altamira Press.  
 Dove, M.R and Carpenter, C. 2007. *Environmental Anthropology: A Reader*. Routledge.  
 Ellen, R. F. 1982. *Environment, Subsistence and System. The Ecology of Small-Scale Social Formations*. Cambridge.  
 Hardesty, D.L. 1977. *Ecological Anthropology*. New York: John Wiley And Sons.  
 Moran, E.F. 2000. *Human Adaptability*. 2nd Edition. Boulder, CO: Westview Press.  
 Moran, E.F. 2006. *People and Nature: An introduction to human ecological relations*. Blackwell.  
 Sutton, Mark and Eugene Anderson, 2004. *Introduction to Cultural Ecology*. Berg.  
 Townsend, P., 2001. *Environmental anthropology. From Pigs to Policies*. Waveland Press.

### Pre-requisites

None

### Synopsis \*

This module introduces some of the main theoretical approaches and some practical applications of the study of environmental anthropology (in particular, the cultural ecology of Steward, the concepts of carrying capacity and limiting factors as used in eco-systematic models, historical and political ecology, and new approaches deriving from post-modern anthropology). It considers some of the main cultural and social aspects of the human-environment interface, such as the relationship between social organisation and ecology; alternative forms of land use and management; the impact of processes of globalization on human interactions with the environment in a number of non-western societies; and the cultural dimension of human adaptation to the environment. The middle section of the module looks at five categories of subsistence strategy and the environments they occur in, foraging and hunting (in arid, arctic and tropical forest ecosystems), fishing (coastal marine environments), pastoralism (in grassland and arid ecosystems), low intensity and high intensity agriculture (in arid, grassland and tropical environments). For each of these production systems we will also examine a complementary contemporary issue in conservation and/or development. These issues may involve great debates in theory, problems of methodology or issues in applying research results to solve practical problems. Throughout the module we address methods and problems of applying research in environmental anthropology to related development, conservation and human rights issues, and in particular this year we look at adaptation to climate change among Indigenous peoples.

## 2018-19 Postgraduate Module Handbook

<b>SE897</b>		<b>Ethnobiological Knowledge Systems</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Puri Dr R

### Availability

Autumn Term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) Critically discuss the relationship between people and other organic species, in terms of the social and knowledge systems of which they are part, and using anthropological approaches and data
- 2) Apply various methodological approaches within ethnobiology
- 3) Understand the ways in which different societies and cultures have come to perceive, know, use, classify and symbolically represent plants and animals
- 4) Appreciate the ways in which anthropologists have approached the study of local systems of classification and knowledge, and peoples' management and use of plants and animals
- 5) Present case studies through which these concepts can be thought and critiqued
- 6) Develop a nuanced comparative perspective on these concepts engaging ethnographic and ethnobiological materials
- 7) Appreciate the potential challenges and benefits of ethnobiological research in local, regional, national and international settings

### Method of Assessment

The module is assessed by 100% coursework. Two analytic notes (1000 words each) worth 50% and a one hour in-class course test (50%).

### Preliminary Reading

Anderson, E.N., D. Pearsall, E. Hunn and N. Turner. 2011. *Ethnobiology*. John Wiley & Sons.

Atran, Scott 1990 *Cognitive Foundations of Natural History. Toward an Anthropology of Science*. Cambridge University Press

Berlin, Brent 1992 *Ethnobiological Classification: Principles of Categorization of Plants and Animals in Traditional Societies*. Princeton University Press

Cotton, C. M. 1996 *Ethnobotany. Principles and Applications*. John Wiley & Sons

Ellen, R. (ed.) 2006 *Ethnobiology and the Science of Humankind*. JRAI Special Issue. Also published as book. Oxford: Blackwell.

Hsu, E. and S. Harris 2010. *Plants, Health and Healing: On the Interface of Ethnobotany and Medical Anthropology*. Berghen Books.

Minnis, P. E. (ed.) 2000 *Ethnobotany: a reader*. Norman: University of Oklahoma Press.

### Pre-requisites

None

### Synopsis \*

This module is intended to enable students to discuss critically the relationship between people and other organic species, in terms of the social and knowledge systems of which they are part, using anthropological approaches and data. The module deals with the ways in which different societies and cultures have come to perceive, know, use, classify and symbolically represent plants and animals. It also introduces students to the ways anthropologists have approached the study of local systems of classification and knowledge, and people's management and use of plants and animals.

## 2018-19 Postgraduate Module Handbook

<b>SE898 Plant Resources and their Conservation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	15 (7.5)	100% Coursework	Puri Dr R

### Availability

Autumn and Spring Terms

### Contact Hours

24

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) articulate and assess a number of botanical approaches to issues in economic botany and conservation.
- 2) understand the study of economic botany and plant conservation in relation to how the subject has developed, and the role of botanic gardens
- 3) evaluate various theories of how botanical knowledge is organized and explained
- 4) think critically in botanical terms about the relationship between plants and people
- 5) choose appropriate methods in relation to ethnobotanical questions suitable for research study
- 6) present ideas systematically and cogently both orally and in writing
- 7) interact with peers and their seminar leaders in the exchange of ideas
- 8) summarise complex material succinctly

### Method of Assessment

Assessment for this module is by 100% coursework, which will consist of a single 3000-4000 word essay on a topic to be agreed by the student, the supervisor and the module convenor.

### Preliminary Reading

Balick, M.J., and P. Cox 1996. Plants, people and culture  
Harris, J.G. and M. W. Harris 1994. Plant identification terminology  
Heywood, V. 1993. Flowering plants of the world  
Hobhouse, H. 1992. Seeds of change  
Lewington, A. 2002. Plants for people  
Mabberley, D. J. 1997. The plant book.

### Pre-requisites

None

### Synopsis \*

Botanical information resources  
Basic taxonomy  
The role of the herbarium  
Plant systematics and family sorts  
Taxonomy of selected families  
Collecting plant specimens under tropical conditions  
Ethnobotanical research at Kew  
Yam ethnobotany  
History of economic botany and the role of the botanic garden  
Chinese herbal medicine  
Plant phytochemistry in relation to ethnobotany  
Applied Ethnobotany

## 2018-19 Postgraduate Module Handbook

<b>SE990 Contemporary Issues in Ethnobotany and Environmental Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Alexiades Dr M

### Availability

Spring Term

### Contact Hours

24

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) Understand how some of the key contemporary issues in Ethnobotany are being theorized and appreciate how these new approaches have either grown out of, or as a reaction against, past approaches
- 2) Critically analyze and debate the broader theoretical, social, political and ethical issues surrounding human-plant interactions
- 3) Use key recent books and peer-reviewed articles to provide the most up-to-date perspectives on contemporary issues in ethnobotany and environmental anthropology
- 4) Demonstrate knowledge of key case studies from around the world that illustrate some of the challenges and difficulties of carrying out research and applied projects on the relationships between people and plants
- 5) Plan and complete their own independent research projects at various field locations, and leave the MSc program with a working knowledge of the current debates and controversies in the multidisciplinary field of ethnobotany

### Method of Assessment

The module is assessed by 100% coursework.

70% for a 2000 word essay on a question to be decided in consultation with the convenor of the module based on topics covered in the module; 15% for leading or co-leading a seminar (45 minutes); and 15% for class participation.

### Preliminary Reading

Agrawal, A. 2003. Sustainable governance of common-pool resources: context, methods, and politics. *Annual Review of Anthropology* 32: 243-62.

Alexiades, M. N. (ed.) 2009. *Mobility and Migration in Indigenous Amazonia: Contemporary Ethnoecological Perspectives*. Oxford: Berghahn.

Anderson, D.G. and E. Berglund (eds.) 2003. *Ethnographies of Conservation: Environmentalism and the Distribution of Privilege*. London: Routledge.

Greenberg, J.B. et al. (eds.) *Reimagining political ecology*. Durham: Duke University Press.

Heckler, S. (ed.) *Landscape, process and power: re-evaluating traditional environmental knowledge*. New York: Berghahn Books.

Berkes, F. et al. (eds.) *Navigating social-ecological systems: building resilience for complexity and change*. Cambridge: Cambridge University Press.

### Pre-requisites

None

### Synopsis \*

This module seeks to critically and dynamically explore the diverse, complex and dynamic nature of human-environmental interactions, including associated knowledge and practices. By engaging with recent debates and case studies from different regions it seeks to critically assess, compare and contrast some of the key contemporary, at times controversial, debates that engage collaborators, colleagues and critics from diverse academic specialties and perspectives. Through the use of lectures, class discussions and student-led seminar discussions on specific papers it seeks to review and compare some of concepts and approaches used to research, analyze and theorise the material, symbolic, historical, political dimensions of human-plant and human-environment relations. It also seeks to assess how such an understanding can better guide our attempts to address the complex socio-environmental problems facing our world and our future.

## 2018-19 Postgraduate Module Handbook

<b>SE991 Ethnicity and Nationalism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

### Availability

Autumn term

### Contact Hours

20

### Learning Outcomes

On successfully completing the module MA students will be able to:

- 1) Understand how people are shaped by their social, cultural and physical environments while nonetheless possessing a capacity for individual agency which can allow them to transcend environmental constraints
- 2) Recognise the pertinence of an anthropological perspective to understanding major national and international events
- 3) Interpret texts and performance by locating them within appropriate cultural and historical contexts
- 4) Critically apply anthropological theories and perspectives in the presentation of information and argument
- 5) Devise questions for research and study which are anthropologically informed
- 6) Perceive the way in which cultural assumptions may affect the opinions of others and oneself
- 7) Make rational sense of cultural and social phenomena which may appear at first sight incomprehensible

### Method of Assessment

The module is assessed by 100% coursework.

Two short essays (500 words each) written in response to a reading chosen from the reading list, 10% each; one case study presentation (15 minutes, text + optional visuals) applying a specific theory or theories of ethnicity and nationalism to a current event or case in the UK or internationally, 30%; one long essay (2000 words) relating to the content of the module on a subject chosen after discussion in tutorials, 40%; seminar/tutorial participation, 10%

### Preliminary Reading

Taylor, C. Multiculturalism. The Politics of Recognition.

Leoussi, A. and Grosby, S. (eds) Nationalism and Ethnosymbolism

Kymlicka, W. Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship

Hobsbawm, M. Nations and Nationalism since 1780: programme, myth, reality

Smith, A. Nations and Nationalism in a Global Era

Jenkins, R. Rethinking Ethnicity: Arguments and explorations

### Pre-requisites

None

### Synopsis \*

This module requires students to examine theories of ethnicity and nationalism as a particular example of anthropology's critical engagement with other disciplines. Students will be expected to read a series of texts in relation to their investigation of how social anthropology has drawn on and contributed to other disciplines (particularly sociology, social history and political philosophy) in its understanding of ethnicity and nationalism as major features of contemporary social, political and cultural life. Most of these texts are theoretical in orientation and aimed at postgraduates or professional readers (see Indicative Reading List below) Students will be required to relate these readings to ethnographic data in both the this module and in their other modules.

## 2018-19 Postgraduate Module Handbook

<b>SE992      Advanced Topics in Evolutionary Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Johns Dr S

### Availability

Autumn Term

### Contact Hours

22

### Learning Outcomes

1. Advanced knowledge and in-depth understanding of theoretical concerns and new research in scientific and evolutionary anthropology
2. Exposure to evolutionary approaches to the study of human behaviour
3. Ability to critically evaluate new research in evolutionary anthropology, and more generally, that of evolutionary science
4. An in depth understanding of the internal workings of the research and publishing process in evolutionary and anthropological science

### Method of Assessment

This module will be assessed by 100% coursework: 1. Seminar leadership by each student, including their facilitating the discussion, setting the topic and assigning the readings (20%) and 2. a 4,000 word Extended Essay on one of the seminar topics covered in the module (80%)

### Preliminary Reading

The reading list for this module will change from year to year. It will contain the most up to date and/or controversial topics in a variety of fields associated with evolutionary anthropology.

Articles will be drawn from the following journals and other relevant sources where appropriate:

Evolution and Human Behavior

Evolutionary Psychology

Journal of Human Evolution

Human Nature

Human Biology

International Journal of Primatology

Nature

Science

Trends in Ecology & Evolution

### Pre-requisites

None

### Synopsis \*

This module is an advanced treatment of current topics and debates in evolutionary anthropology such as human behavioural ecology, anthropological genetics, evolutionary demography, growth and development, human evolution, primatology, and human adaptability. Emphasis is on advances in these areas during the past decade and the directions of future research. The goal of this course is to understand these topics and, specifically, how research and publication works in evolutionary and anthropological science. This module will allow students to be exposed to a broad series of topics, opinions, methodologies, journal articles, and ideas in numerous highly relevant fields of research. Seminars will critically examine classic and recent journal articles, considering the quality of research and presentation, and the utility and diversity of using Darwinian approaches to explore and explain human behaviour.

## 2018-19 Postgraduate Module Handbook

<b>SE993 Advanced Topics in Primate Behaviour</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	Newton-Fisher Dr N

### Availability

Spring Term

### Contact Hours

43

### Learning Outcomes

- 1 An advanced understanding of evolutionary theory as it applies to primate behaviour.
- 2 An advanced understanding of the ways in which primates interact with one another & their environments.
- 3 Knowledge and understanding of the patterns and principles that account for the variation in ecology and behaviour of primates, using examples from a wide range of species.
- 4 A clear appreciation of the use of primate models to understanding human behaviour
- 5 An understanding of methods of data collection and analysis common to primate behavioural studies.

### Method of Assessment

This module will be assessed by 100% Coursework: 1. a 4000 word extended essay (80%) and 2. seminar participation (20%)

### Preliminary Reading

Fleagle (2013) Primate Adaptations and Evolution, 3rd Edition, Academic Press, San Diego.  
Krebs, Davies & West (2012) Introduction to Behavioural Ecology 4th Edition, Wiley-Blackwell, Chichester.  
Campbell et al. (2010) Primates in Perspective. 2nd Edition, Oxford University Press, Oxford  
Strier (2011) Primate Behavioral Ecology. 4th Edition, Prentice Hall, Upper Saddle River, NJ  
Dolhinow & Fuentes (1999) The Nonhuman Primates. Mayfield, London.  
Richard (1985) Primates in Nature. W.H.Freeman, London.

### Pre-requisites

None

### Synopsis \*

The purpose of this module is to provide students with an understanding of primate behaviour and ecology, and how this allows us to better understand the evolutionary biology of human behaviour. Set within an evolutionary framework, this course combines established findings with the latest research. Seminars will critically examine classic and recent journal articles, considering the quality of research and presentation, and the utility of models derived from primate studies for understanding specific aspects of human behaviour.

## 2018-19 Postgraduate Module Handbook

<b>SE994 Advanced Topics in Human Behaviour</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Johns Dr S

### Availability

Autumn Term

### Contact Hours

22

### Learning Outcomes

1. An advanced understanding of evolutionary theory as it applies to human behaviour.
2. Knowledge and understanding of theoretical concerns, methods, and findings of current empirical research in the evolution of human behaviour.
3. A clear understanding of the implications of Darwin's theory of natural selection for human behaviour
4. An advanced knowledge of human reproductive behaviour and biology.
5. The ability to critically evaluate new research in anthropological/evolutionary psychology approaches to the study of human behaviour.
6. An understanding of methods of data collection and analysis common to evolutionary behavioural studies involving human subjects.

### Method of Assessment

This module will be assessed by 100% coursework: a conference-style poster constructed in MS Powerpoint to international conference standards (80%) and seminar participation (20%)

### Preliminary Reading

Main text

Human Evolutionary Psychology, Barrett, L., Dunbar, R.I.M & Lycett, J.E. 2002. Palgrave:London.

Supplementary texts

Why Is Sex Fun?, Diamond, J. 1997. New York: Basic.

The Red Queen, Ridley, M. 1993. New York: Penguin.

Why Sex Matters, Low, B. 1999. Princeton: Princeton U. Press.

Sperm Wars, Baker, R. 1996. New York: Basic.

Primate Sexuality, Dixson, A. Oxford: Oxford U. Press.

Journals: Evolution and Human Behavior, Evolutionary Psychology, Human Nature

### Pre-requisites

None

### Synopsis \*

The material presented in this module is drawn from the relatively new academic disciplines of evolutionary anthropology, human behavioural ecology, and evolutionary psychology. The goal of this module is to explore and understand the principles of evolutionary psychology and other complementary paradigms. The module explores human behaviour (primarily human sexual behaviours) from a Darwinian perspective. Topics covered are reproductive and mating strategies, parenting behaviour, kinship, cooperation, survival, jealousy, and aggression. The module will provide students with an advanced understanding of the deeply biological nature of human behaviour, and develop skills in critical thinking. Students will be encouraged to bring relevant questions and observations to seminars, and time will be allocated to deal with them. Seminars will critically examine classic and recent journal articles, considering the quality of research and presentation, and the utility and diversity of using Darwinian approaches to explore and explain human behaviour.

## 2018-19 Postgraduate Module Handbook

<b>SE995 Visual Anthropology Theory</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Garcia-Bonet Dr N

### Availability

Autumn Term

### Contact Hours

19

### Learning Outcomes

On successfully completing the module MA/MSc students will be able to:

- 1) explore the theoretical background of anthropological approaches to visual material.
- 2) consider methodological and theoretical issues with respect to visual representations.
- 3) address visual and other sensory aspects of anthropological understanding in the light of visual anthropological theory
- 4) demonstrate a knowledge of basic techniques of visual production.

### Method of Assessment

The module is assessed by 100% coursework.

65% for a 2000 word essay; 35% for an analytic note on a photograph or film.

### Preliminary Reading

- Banks, Marcus & Howard Morphy (eds). 1997. *Rethinking Visual Anthropology*. Yale, UP
- Ruby, J. 2000. *Picturing Culture: Explorations in Film and Ethnography*. U of Chicago Press
- MacDougall, D. 1998. *Transcultural Cinema*. Princeton University Press
- MacDougall, D. 2006. *The corporeal image: film, ethnography, and the senses*. Princeton, N.J.; Oxford: Princeton University Press.
- Collier, John & Malcolm Collier. 1986. *Visual Anthropology Photography as a Research Method*. Albuquerque: University of New Mexico Press
- Crawford, Peter & David Turton (eds). 1992. *Film as Ethnography*. Manchester University Press
- Barbash, I., L. Taylor, S. Murray & C. Vaughan. 1997. *Cross-cultural filmmaking: a handbook for making documentary and ethnographic films and videos*. Berkeley: University of California Press.

### Pre-requisites

None

### Synopsis \*

This module is a general introduction to visual anthropology. It includes treatment of cross-cultural cognition and symbolic analysis, the contextualisation of the visual within the wider sensorium, the social history of still photography and film relating to ethnographic subjects, the process of ethnographic filmmaking in terms of wider debates related to intersubjectivity, the study of national and regional cinematic traditions (outside Europe and America), the politics and efficacy of indigenous media, the contexts of visual advocacy and activist filmmaking, the nexus of the visual and medical and the comparative ethnography of television and broader consideration of issues of social representation and political ideology in visual imagery. The module combines empirical ethnographic analysis of these issues with the alternative (complementary) contributions of scholars of visual imagery from a literary and humanistic tradition of interpretation.

## 2018-19 Postgraduate Module Handbook

<b>SE998      Dissertation: Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	60 (30)	100% Project	
2	Canterbury	Autumn and Spring	M	60 (30)	100% Project	Waldstein Dr A

### Contact Hours

14

### Learning Outcomes

The module will:

- develop the student's ability to conduct research applied to their particular subdiscipline of Anthropology
- develop the student's ability to organise and express cogently a body of research.

On completion of this module students will be able to:

- Set up a testable research question
- Design a research project to test the research question
- Select an appropriate methodology, involving either qualitative or quantitative approaches, or a combination of the two
- Negotiate access to the field of study, arrange the research and carry out the study
- Conduct data analysis using appropriate methods
- Write up the dissertation

### Method of Assessment

The dissertation will be of 12,000 words to 15,000 and will propose a field of research, review earlier and cognate approaches to that topic, and mobilize ethnographic and other materials so as to set out and test a hypothesis pertaining to that domain. The work will be presented in the form of an academic paper. The thesis will have an abstract and a full bibliography (set out according to the style of the Journal of the Royal Anthropological Institute) and will provide within its text a literature review, a discussion of methodology, a delineation of the field, a theoretical presentation of the argument, and a testing of that argument against the data collected.

The dissertation will be double marked out of 100% (and scrutinized by the external examiner) and will make up 60 of the 180 credits needed for the MSc degree.

Students are required to pass their dissertation to complete either the MA or MSc.

### Preliminary Reading

There is no specific required reading for this module, apart from readings included in the research methods module.

All students will be required to complete their own project-specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the initial research proposal and the subsequent dissertation.

### Pre-requisites

Students registering for this dissertation will have successfully completed the 6 modules respectively required for the MAs in Social Anthropology, Visual Anthropology, Anthropology of Ethnicity, Nationalism and Identity, and Environmental Anthropology or the MSc in Ethnobotany.

### Synopsis \*

Throughout the terms preceding the initiation of the dissertation module students will be encouraged by their supervisor and the instructors of other modules they take to develop ideas for their dissertation research project. They will also be taught appropriate research methods. The final essay of their pre-dissertation work will draw together materials they have learned through the preceding terms and will synthesise these with students' research interests in order to set up a prospectus for the thesis proposal itself. Students will be passed into the dissertation module by the examiners meeting on the basis of a pre-presented written plan for their research project prepared under supervision by their tutor and modified in relation to questions and comments raised by staff and fellow students during the research presentation day. Subsequent to this, the student will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation with his or her supervisor and other concerned members of staff. The student will then independently work on the thesis over the summer until mid-September when it will be submitted. Throughout this time the student will be able to gain supervision through electronic mail.