

2012-13 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

45 School of Anthropology and Conservation

DI501 Climate Change and Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Pre-requisites

2 DI modules including DI308 or DI310

Availability

Not Available 2011/12; Available 2012/13

Synopsis

This module will introduce students to how climate has influenced the diversity of life from the formation of the biosphere until the present day. The distribution of different taxa according to different climatic zones will be presented. The influence of anthropogenic factors in the post-industrial age will be discussed, with particular emphasis on global warming and the impact of greenhouse gases. This will lead into a discussion of those actions, which can be used to mitigate the effects of climate change and the political and economic consequences of implementing such actions.

Learning Outcomes

An understanding of contemporary issues in the climate change debate.

Preliminary Reading

Leggett, J. "The Carbon War"

Burroughs, W.J. "Climate Change, A Multidisciplinary Approach"

Moore, P.D., Chaloner, B. & Stott, P. "Global Environmental Change"

DI503 Evolutionary Genetics and Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Exam	

Contact Hours

12 Lectures; 12 Seminars

Pre-requisites

Either DI308 or SE305 (or equivalent)

Availability

Not Available 2011/12; Available 2012/13

Synopsis

Genetics forms the basis of the diversity of life on earth, and is fundamental to biodiversity, speciation, evolutionary ecology, and has become recognized to be vital to the successful restoration of endangered species. An understanding of the evolutionary processes that foster biodiversity and genetic diversity is essential for modern conservation biologists, across timescales ranging from a few generations to millions of years. This module will examine two broad areas. First, the principles of genetics within a context of conservation will be introduced, ranging from the maintenance of genetic diversity in natural populations, to population genetic management of wild and captive populations, the genetic problems encountered by small populations, extinction, and the modern molecular tools available to conservation geneticists. Second, the application of molecular phylogenetics to conservation will be explored, how measurement of evolutionary distinctiveness can aid biologists in priority-setting for conservation, and the mechanisms involved in the evolution of island biota. Case studies will be used to illustrate these and other topics throughout the course. Students will gain an understanding of the importance of genetic processes and evolutionary mechanisms within the context of conservation.

Learning Outcomes

An appreciation of how genetic diversity operates within natural populations, and its relevance to conserving endangered species.

An appreciation of the important role of evolutionary genetics in modern conservation.

An understanding of genetic management in conservation, and associated biodiversity management strategies.

An awareness of the concept of evolutionary distinctiveness, genetic methods for measuring distinctiveness, and the relevance of phylogeny in conservation.

A theoretical understanding of island evolution, island endemism and related genetic concepts.

An awareness of case studies that illustrate the importance of evolutionary genetics in modern conservation.

Preliminary Reading

Endler, J.A. "Natural Selection in the Wild"

Frankham, R.A. "Primer of Conservation Genetics"

Frankham, R. "Introduction to Conservation Genetics"

Soule, M.E. "Viable Populations for Conservation"

MacArthur, R. & Wilson, E.O. "Island Biogeography"

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DI504 Design and Management of Protected Areas

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

16 lectures; 4 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

Module Details: Protected areas are one of the key strategies for the conservation of biodiversity. Since countries usually limit protected areas to 10% of their territory it is vital that these areas are maximizing the biodiversity they preserve. This requires an understanding of the mechanical aspects of size as well as the linkages between reserve areas, local people, and biodiversity. This module looks at these issues of reserve design and aspects of planning legislation for protection.

Learning Outcomes

Skills for stakeholder analysis.

To appreciate the human dimensions of conservation management.

Practical skills for management and design.

Preliminary Reading

Walkey, M., Swingland, I. & Russell, S. "Integrated Protected Area Management"

Shafer, C. "Nature Reserves: Island Theory and Conservation Practice"

Brandon, K., Redford, K. & Sanderson, S. "Parks in Peril: People, Politics and Protected Areas"

DI505 Topics in Conservation Biology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Roberts Dr D

Contact Hours

12 Lectures; 12 Seminars

Synopsis

The aim of the module is to cover major over arching and current issues, including biodiversity in the fossil record, the 5 mass extinctions and what happened, extinction rates and how we get these figures, how many species are there and why it matters, taxonomy and conservation. In addition, there will be guest lectures, and discussion of current global issues that are making the press such as the results of major international conferences. In the past this has included the out comes of the Copenhagen conference on climate change, the concept of 'Planetary Boundaries'.

Learning Outcomes

Promote conceptual thinking and develop an understanding of

global and current issues

where the figures come from

and how they are reported.

Preliminary Reading

Recent issues of Nature, Science and PNAS.

May, R.M. (1988) "How Many Species Are There on Earth?", Science 241: 1441-1449

Pimm, et al. (2006) "Human Impacts on the Rates of Recent, Present, and Future Bird Extinctions", PNAS 103: 10941-10946

Rockstrom, et al. (2009) "A Safe Operating Space of Humanity", Nature 461: 472-475

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DI506 Tourism and Conservation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

11 Lectures; 11 Seminars

Availability

Not Available 2012/13 Available 2013/14

Synopsis

Nature-based tourism is a subject of growing importance in biodiversity conservation, wildlife management, and community development. This course will introduce students to the conceptual, ethical and practical issues concerning environmental, social, cultural and economic impacts of tourism, and will provide them with some basic tools for visitor and site management. It thus provides essential theoretical and practical training for conservation and wildlife managers. It is also one of the modules within DICE that focuses on social aspects of conservation, thus strengthening the interdisciplinary nature of the degrees.

Learning Outcomes

1. Acquisition of factual and conceptual knowledge on the nature-based tourism
2. Acquisition of practical tools for visitor management
3. The ability to carry out library research, critically evaluate published journal papers, and cite them correctly
4. The ability to produce a concise and well-structured piece of written work on a set topic.
5. Increased confidence in presentations,

Preliminary Reading

Fennel, D. 2007. "Ecotourism. 2nd Edition."

Honey, M. "Ecotourism and Sustainable Development. Who Owns Paradise?" 2008. 2nd Edition.

Mowforth, M. and I. Munt (2003), *Tourism and Sustainability*. Routledge, London. 2nd Edition

DI507 Wildlife Management and Sustainable Use

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12; Available 2012/13

Synopsis

The aim of this module is to familiarise students with the ecology, management and sustainable use of wildlife populations. This module will explore in depth how theoretical models drawn from population biology can be used to assess whether current levels of human exploitation of wildlife are sustainable over the long term. Wildlife management and sustainable use are examined from both theoretical and practical perspectives. Extensive use of historical and current case studies from both the animal and plant kingdoms will illustrate how unregulated overexploitation has often caused the extinction of species. The manner in which variation in the morphological, life history and ecological characteristics of species determine their resilience to exploitation is explored. The underlying theory of population ecology is examined using models of single-species populations, interspecific interactions and population regulation. Models for calculating sustainable yields and the uncertainties in the assumptions of these calculations will be examined. Examples of modern approaches to conservation involving sustainable harvesting by local communities will be explored and critically evaluated.

Learning Outcomes

Quantitative skills for population analysis.

Methods for assessing sustainable use.

Skills for developing species management plans.

To appreciate the relationships between wildlife exploitation and biodiversity conservation.

To appreciate the relationships between wildlife exploitation and biodiversity conservation

Critical evaluation of sustainable exploitation as a conservation strategy

Preliminary Reading

Caughley, G. & Sinclair, A. "Wildlife Ecology and Management"

Robinson, J. & Bennett, E. "Hunting for Sustainability in Tropical Forests"

Shaw, J. "Introduction to Wildlife Management"

Taylor, V. & Dunstone, N. "The Exploitation of Mammal Populations"

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DI508 Skills for Conservation Biologists (Field trip)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Roberts Dr D

Contact Hours

12 Lectures, 12 Seminars

Availability

Normally taken at Stage 2

Synopsis

The most important skill of a field biologist is to be able to correctly interpret the biological meaning of their data. This course is designed to introduce and re-affirm statistical concepts, and their correct use and relevance to field biologists. Throughout this taught module, emphasis will be placed on practical application of statistics as much as possible, and when and how they are applied. Since there is both a theoretical and practical component to this module, students should aim to link the theory presented in lectures with the practical sessions and field trip parts of the course. By the end of the module, students should have a knowledge of the underlying principles of biological statistics, be able to evaluate from a theoretical stand-point and in practise, statistical results, and have a sound appreciation of the benefits and limitations of different statistical techniques and their application to field biology.

Learning Outcomes

How to collect data from the field in a manner appropriate to performing statistical analyses, and an awareness of the considerations involved.

How to process data in a manner appropriate to the investigatory questions being asked.

How to choose and apply appropriate statistical techniques for analyzing different types of data.

A working knowledge of how different statistical analyses operate, and their associated assumptions.

How to use computer programmes to statistically analyse data.

Preliminary Reading

Fowler, J., Cohen, L. & Jarvis, P. "Practical Statistics for Field Biology" (2nd edn.)

DI510 Global Biodiversity

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures, 12 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

The aim of this module is to explore the evolutionary, ecological and biological concepts underlying biodiversity. Patterns of species richness, endemism and extinction risk will be examined at different spatial scales using recently available global datasets for mammals, birds and amphibians. We will consider the abiotic and biotic processes that explain these patterns including: - climatic, latitudinal and altitudinal gradients; topography; productivity; habitat heterogeneity and human population density. The main anthropogenic threats to biodiversity will also be examined including habitat loss, fragmentation, over-exploitation and invasive species. Finally, predictive models of future biodiversity loss will be appraised.

Learning Outcomes

Understanding of global distribution patterns of species richness, endemism and threat for major taxonomic groups

Understanding of environmental gradients, ecosystem processes and the origins of biodiversity

Methods for prioritising areas of high species richness and endemism

Critical evaluation of the concepts of biodiversity hotspots, congruence and surrogacy

Critical evaluation of global approaches to predicting biodiversity loss and conservation strategies

Preliminary Reading

Begon, M., Townsend, C.R. and Harper, J.L. 2005 Ecology: From Individuals to Ecosystems. 4th Ed. Blackwells.

Brown, J.H. 1995 Macroecology. The University of Chicago Press, Chicago.

Gaston, K.J. and Blackburn, T.M. 2000 Pattern and Process in Macroecology. Blackwell Publishing.

Pimm, S.L. 1991 The Balance of Nature: Ecological Issues in Conservation of Species and Communities. University of Chicago Press, Chicago

Ricklefs, R.E. 1990 Ecology 3rd Edn. W.H. Freeman & Co.

Wilson, E.O. 1992 The Diversity of Life. Harvard: Belknap Press of Harvard University Press.

Gaston, K.J. and Spicer, J.I. 2004 Biodiversity: An Introduction. Blackwell Publishing.

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DI511		Biodiversity Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Newing Dr H

Contact Hours

4 hours Supervision

Pre-requisites

Only available to students registered for Biodiversity Conservation and Management and Wildlife Conservation

Restrictions

Stage 3

Synopsis

The dissertation project consists of carrying out a piece of research relevant to the field of conservation through a systematic and innovative search and analysis of the relevant literature. Some examples of the kinds of thing a dissertation might set out to do are (1) to analyse a specific area of environmental policy, identify gaps and weaknesses, and come up with recommendations; (2) to examine a specific topic in a novel way by applying a particular conceptual framework, bringing together material on different subtopics, or synthesising material on the same issue from different disciplines or subdisciplines; or (3) to carry out a 'meta-analysis' of existing case studies on a particular topic.

Learning Outcomes

Skills at developing research questions.

Skills for systematic library or archival searches.

Skills in conceptual analysis.

Skills in writing a research report.

Skills for oral presentation of research.

Preliminary Reading

Pechenik, J. & Lamb, B. "How to Write About Biology"

Newing, H. , 2011, "Conducting Research in Conservation: Social Science Methods and Practice"

DI512		Practical Research Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Newing Dr H

Contact Hours

4 hours Supervision

Pre-requisites

Only available to students registered for Biodiversity Conservation and Management

Synopsis

The opportunity to engage in personal research is seen as an essential element of academic training in all disciplines. The particular skills necessary to undertake practical field or laboratory work can only be taught through the medium of practically-orientated investigative tasks. The principle objective in the research project is to assist students in gaining insight into the organisation, analysis and communication of research. The approved investigation may be novel, i.e. one that has not previously been carried out or it may repeat previously executed work for comparative or novel purposes. Students will be trained in experimental design, sampling procedures, data analysis and report writing.

Learning Outcomes

Skills at developing research questions.

Skills for designing individual project and methodologies.

Skills in field data collection.

Skills for analyzing field data.

Skills for writing a research report.

Skills for oral presentation of research.

Preliminary Reading

Fowler, J. & Cohen, L. "Practical Statistics for Field Biology" (2nd edn.)

Furness, P. & Lane, A. "Practical Conservation: Water and Wetlands"

Prance, G. & Lovejoy, T.E. (eds) "Amazonia: Key Environments"

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DI518		Further Topics in Conservation Biology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	15 (7.5)	100% Coursework	Davies Dr Z

Contact Hours

48 Seminars

Restrictions

Stage 3

Synopsis

Conservationists must continually analyse relevant and topical issues in a broad, real-world context. This includes understanding contemporary research, critically evaluating its ecological, evolutionary and interdisciplinary basis, and using this information to inform effective solutions to conservation problems that are embedded in social, political and economic reality. In this module, students will use and apply knowledge/skills gained throughout their degree programme during in-depth discussions of how current research programmes, as presented at the weekly DICE seminars, fit into the wider conservation context. In addition, they will write up these evaluations as a series of 'News and Views' style commentary articles, as published in the top international journal Nature.

Learning Outcomes

- On successful completion of the module a student should be able to:
- Place research ideas and concepts into a wider contemporary conservation context
- Appreciate the interplay between pure and applied conservation studies
- Review, summarise and commentate on current research topics
- Synthesise information in the specialist primary peer-reviewed journal literature, and subsequently use it to support a personal opinion

Preliminary Reading

Recent issues of the journals:

Nature, Trends in Ecology and Evolution, Conservation Biology, Conservation Letters and Biological Conservation

DI519		The Shaping of International Biodiversity Regulation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

11 Lectures; 10 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

The module will examine the way in which existing international legislation, which aims to preserve biodiversity, is intended to operate. Taking this as a theoretical basis, the practical implementation of this legislation, in the international, regional and national sectors, will be analysed with a view to ascertaining the forces and dynamics which, not only shape this area of law, but also obstruct the achievement of the objectives of biodiversity preservation. Beyond this preliminary approach, specific areas which will be analysed in detail include the relationship between international biodiversity management and the regulation of land usage, intellectual property, international trade and international funding mechanisms, the impact of non-governmental organisations on regulatory developments and the relevance of human rights to conservation.

Learning Outcomes

Wild animal welfare in international law.

Legal principles.

The nature of international law and the history of international biodiversity conservation regulation.

The main international instruments of dealing with conservation of species, habitats and biodiversity.

Indigenous peoples and rural communities rights as relevant to conservation.

Preliminary Reading

Klemm, C. de "Biological Diversity and the Law"

Birnie & Boyle "International Law and the Environment"

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DI520	Conservation and Communities					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

11 Lectures; 11 Seminars

Increased confidence in presentations, group work, critical evaluation and seminar participation.

Availability

Available 2012/13 Not Available 2013/14

Synopsis

The driving causes of biodiversity loss are not just ecological, but also political, economic and cultural, and conservationists need to acquire the knowledge and skills to address broader social contexts. This module aims to introduce students to cutting-edge debates about the place of local people in biodiversity conservation, and provide them with an overview of the essential role that the social sciences play in the analysis of environmental issues. Objectives of the module are to provide students with a broad conceptual understanding of the social context of conservation, and particularly of the importance of politics and economics; knowledge of the history of conservation approaches towards local communities; familiarity with key issues in the implementation of community conservation; and a critical approach to analysis of the current conservation-preservation debate.

Learning Outcomes

Knowledge of the history of western conservation approaches towards local communities

A broad conceptual understanding of the social context of conservation, including economic, cultural and political factors

Familiarity with different forms of community conservation and key issues and techniques in its implementation

The ability to analyse case studies and come up with practical recommendations for management measures related to the relationship between communities and conservation

A critical approach to analysis of the current conservation-preservation debate

The ability to carry out library research, critically evaluate published journal papers, and cite them correctly

The ability to produce a concise and well-structured piece of written work on a set topic.

Preliminary Reading

Russell, D. & Harsbarger, C. "Groundwork for Community Based Conservation"

Moulder, M.B. & Coppolillo, P. "Conservation: Linking Ecology, Economics and Culture" (2005)

DI521	Species Conservation					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Groombridge Dr J

Contact Hours

12 Lectures; 12 Seminars

Restrictions

Stage 3

This module is subject to a quota of 25.

Synopsis

This module examines the methods required to recover small populations, and highlights case histories which have succeeded or failed for particular reasons. After an appraisal of the advantages and disadvantages of such a strategy, this module will address both the issues and the methodologies involved with species conservation programmes. This will lead on to a reappraisal of particular approaches to species conservation, including captive-breeding, reintroduction, translocation, control of predators, and the field infrastructures which need to be in place to carry out these activities.

Learning Outcomes

The species concept.

Extinction risk, and how to quantify this.

Population recovery techniques and captive-breeding programmes.

Health and disease monitoring, and the interactions of these to endangered species management.

Case studies of species recovery programmes – why some have worked and other have failed.

Prioritizing conservation at the species level: methods and problems

Preliminary Reading

Soule, M.E. "Viable Populations for Conservation", 1987, Cambridge University Press

Begon, Michael "Population Ecology", Blackwell Science, 1996

Schemnitz, S. "Wildlife Management Techniques Manual", The Wildlife Society, 1980

Soule, M.E. "Conservation Biology: The Science of Scarcity and Diversity", Sinauer Associates Inc., 1986

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DI522 Practical Research Project:Wildlife Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Newing Dr H

Contact Hours

5 hours' class contact, giving practical guidance on the different stages of the project process

4 hours supervision

Attendance at DICE symposium (approx. 15 hours)

Restrictions

Only available to Stage 3 students registered for the Wildlife Conservation and Environmental Studies programmes

Synopsis

The opportunity to engage in personal research is seen as an essential element of academic training in all disciplines. The particular skills necessary to undertake field, laboratory or desk-based research can only be taught through the medium of practically orientated investigative tasks. The principle objective in the research project is to assist students in gaining insight into the organisation, analysis and communication of research. The approved investigation may be novel i.e. one that has not previously been carried out, or it may repeat previously executed work for comparative or control purposes. Guidelines for research design, execution and presentation will be provided and each student will be allocated a project supervisor.

Learning Outcomes

Develop research questions.

Design individual project and methodologies.

Write a research report.

Give an oral presentation of research.

Carry out field research

Data processing and analysis.

Preliminary Reading

Pechenik, J. & Lamb, B. "How to Write About Biology", Harper Collins, 1994

Robson, C., 2007, "How To Do A Research Project", Blackwell, Oxford.

Newing, H., 2011, "Conducting Research in Conservation: Social Science Methods and Practice", Routledge, London.

Fowler, J. & Cohen, L., "Practical Statistics for Field Biology" (2nd Edn.)

Previous Years BSc Biodiversity Practical DICE Research Reports

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

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DI527	Practical Guiding and Interpretation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Bride Dr I

Contact Hours

24

Synopsis

The purpose of this module is to provide students with both a theoretical and working knowledge and understanding of guiding and interpretation (where interpretation is seen as educational activity that aims to reveal meaning and relationships through the use of first hand experience and illustrative media, rather than simply communicating factual information). In offering a rigorous, academic understanding of the subject area, as well as engaging with basic background facts and issues the lectures will cover the theoretical context of each subtopic, whether this is for example, the historical development of guiding, the process of storytelling, or the nature of factual information. Seminars will address the theoretical and evidential background covered in the lectures, address questions and issues that arise, critically examine relevant literature, and consider the practical implications in relation to guiding and interpretation. They will also assess examples of guiding from other sites, discuss and inform student's private study activities, and include visits to potential guiding sites on campus. Lectures and seminars will be complemented by student presentation exercises and practical guiding and critique sessions. The final assessment will be of a short guided tour of campus focussed on a specific subject/theme, plus a written descriptive and analytical report that sets this tour within the wider theoretical and research framework. Successful completion of the module will enhance prospects of employment and business set-up in conservation and related heritage tourism industries

Topics covered

- What guiding and interpretation are + their history, development and importance
- The visitor experience – expectations, the visit event and outcomes
- Preliminary site surveys and information gathering
- Improving presentation and interpretative skills
- Developing fact lists and interpretative materials
- The nature of narrative and the narrative of nature
- Guiding and interpretation in practice I
- Planning, risk assessment and 'customer care'
- Guiding and interpretation in practice II

Learning Outcomes

Research, design and plan more effectively and more creatively.

Demonstrate improved organisation and communication skills.

Critically evaluate his/her own guiding performance and that of others.

Critically evaluate interpretative materials.

Preliminary Reading

Elder, J., Coffin, C. & Farrow, M. "Engaging the Public on Biodiversity: A road map for education and communication strategies", Wisconsin: The Biodiversity Project, 1998

Farber, M.E. & Hall, T.E., "Emotion and the Environment: Visitors' extraordinary experiences along the Dalton highway in Alaska", *Journal of Leisure Research* 39(2): 248-270, 2007

Gough, N., "Environmental Education, Narrative Complexity and Postmodern Science Fiction", *International Journal of Science Education* 15(5): 607-625, 1993

Herrick, T.A. & McDonald, C.D., "Factors affecting overall satisfaction with a river recreation experience", *Environmental Management* 16(2): 243-247, 1992

Lee, B., Shafer, C.S. & Kang, I.H., "Examining relationships among perceptions of self, episode-specific evaluations, and overall satisfaction with a leisure activity", *Leisure Sciences* 27(2): 93-109, 2005

Malone, K., "Environmental Education Researchers as Environmental Activists", *Environmental Education Research*, 5(2): 163-176, 1999

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DI528 Conservation Social Science: Methods and Research Design

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Newing Dr H

Contact Hours

10 x 2 hour Sessions

Restrictions

Stage 2

Synopsis

This module introduces students to social science methods and research design - an increasingly important area of expertise in conservation, both in academia and in professional practice. Students will gain basic training and practical experience in the design and use of (a) qualitative interviews and (b) questionnaires. Sessions will also be devoted to processing and analysis of qualitative data, and also basic descriptive statistics to analyse quantitative data, but not inferential statistics, since this is covered elsewhere in the BSc programme (DI508). Towards the end of the module we will look in more depth at the principles of research design in order to help students begin to plan their final year research projects.

Learning Outcomes

A sound understanding of different basic approaches to research design, including different research strategies (induction/deduction) and different research design structures (experimental, observational and so on). Understanding of the broad differences between quantitative and qualitative approaches to research and the relative merits of each.

Skills in the design and use of qualitative interviews and questionnaires.

Skills in simple analysis and presentation of both qualitative and quantitative data.

An understanding of how social aspects of conservation research projects need to be designed, analysed and reported.

Skills in planning, carrying out, analysing and writing up a piece of empirical research, including general learning and study skills; critical, analytical and problem-solving skills; ability to express ideas in writing and orally; design, implementation, analysis and write-up of a research project (or dissertation); computer skills; report writing; time management; library skills; independent research skills.

Preliminary Reading

Newing, H. (2011) "Conducting Research in Conservation: Social Science Methods and Practice", Routledge

Fowler, F. 1995. Improving survey questions: design and evaluation. Applied social research methods series volume 38. Thousand Oaks / London / New Delhi: Sage Publications.

SE533 Project in Anthropological Science

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Project, 30% Coursework	Johns Dr S

Contact Hours

Approx. 8 hours of individual supervision

Pre-requisites

SE567 Methodology in Anthropological Science

Availability

Only available to Stage 3 students registered for BSc Anthropology (including year abroad); BSc Biological Anthropology (including year abroad) and BSc Medical Anthropology.

Synopsis

In this module you will develop and apply the practical skills gained in previous years to an independent research project in an area of anthropological science. You will agree a topic and a plan of research with your supervisor in the Spring Term of your Stage 2 during SE567 Methodology in Anthropological Science.

Learning Outcomes

Critically evaluate scientific papers and contribute to academic discussions and debates.

Know how to use the library and online resources.

Understand hypothesis development and testing.

To design and conduct a study into one or more aspects of anthropological science

Interpret research findings and relate them to other research that is published in the anthropological and scientific literature

Be able to handle data and use statistical tests where appropriate

Communicate results in written and oral form

Appreciate the reliability and limitations of research within anthropological science.

Preliminary Reading

Bell, J. (2010). Doing Your Research Project: A Guide for First Time Researchers in Education, Health and Social Science (5th Ed.). Open University Press.

Day, R.A & Gastel, B. (2011). How to Write and Publish a Scientific Paper (7th ed). Greenwood Press.

Dancey, C.P, and Reidy, J. (2011). Statistics Without Maths for Psychology. London: Prentice Hall.

Pallant, J. (2010) SPSS Survival Manual (4th edition). Open University Press

Brace, N et al. (2009). SPSS for Psychologists (4th edition). London: Palgrave Macmillan

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SE534 Special Project in Social Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Demian M Dr

Contact Hours

By arrangement with supervisor; recommendation is 4-6 meetings per term

Pre-requisites

SE586: Ethnographies I; SE587: Ethnographies 2; SE588: Advanced Social Anthropology I; SE589: Advanced Social Anthropology II

Availability

Stage 3 only

Synopsis

This module offers students the opportunity to design, execute and write up an extended piece of research of their own devising. Students may pursue a module of reading under supervision on a particular topic or undertake a limited fieldwork project. Students registering for the special project will normally be expected to be achieving 2.1 grades or above and to have shown strong evidence of the sort of self-discipline necessary for successfully carrying out extended independent work. All projects must be supervised by a member of staff. Students who wish to do a project should collect the information sheet from the School Undergraduate Office (room 13a Marlowe Building) and return to the office – signed by the proposed supervisor – both the slip at the bottom and a one page typed sheet outlining the proposed project and including a preliminary reading list of at least five books. This must be done during Stage 2 not later than one week before Registration Day; students who do not provide a signed slip and proposal by this date may not be allowed to register for the project.

Learning Outcomes

Formulate a research project and to present it and its organizing thesis statement convincingly to a supervisor.

Locate, assess and synthesize relevant sources of data in developing and elaborating a thesis.

Communicate the results of research to others in a written form which follows academic conventions of research presentation.

SE541 The Evolution of Hominin Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Lycett Dr S

Contact Hours

11 Lectures; 9 Seminars; 2 Practical

Pre-requisites

SE302 Foundations of Human Culture

Availability

Normally taken at Stage 3

Synopsis

Hominins – the array of species of which ours is the only living representative – provide the clues to our own origins. In this module, the methods and evidence used to reconstruct their biology and behaviour are introduced. This module will provide students with an advanced knowledge of human evolution, including hominin nomenclature and taxonomy, as well as the principles and techniques used in the examination of the evolutionary history of hominins. Cultural evolution within the hominin lineage will also be examined.

Learning Outcomes

Understand how and why palaeoanthropologists reconstruct hominin behaviour.

Assess how successful palaeoanthropologists have been at explaining the development of human behaviour.

Explain the main tenets of evolutionary theory, and the analytical method, as it refers to the human case.

Summarise the key stages in the pattern of human evolution, both in terms of physical changes and cultural changes, as they are currently understood.

Summarise the geographical location of major sites and finds, and be able to locate them.

Compare and contrast the information about human evolution generated through the study of fossil/comparative anatomy, and archaeology.

Critically evaluate scientific papers and contribute to academic discussions and debates.

Preliminary Reading

Conroy, G.C. "Reconstructing Human Origins" (2nd edn.) 2005

Schick, K.D. & Toth, N. "Making Silent Stones Speak", 1993

Campbell, B.G., Loy, J.D., Cruz-Uribe, K. "Humankind Emerging" 2006

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SE542	Human Ecology					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

12 Lectures; 12 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

This is an introduction to environmental anthropology, and a critical exploration of theories concerning the relationship between culture, social organisation and ecology. The topics covered will include problems in defining nature and environment, environmental determinism and cultural ecology, biological models and the concept of system, ethnoecology, the description of subsistence, the concept of cultural adaptation, the ecology of hunting and gathering peoples, low intensity agriculture, intensification, environment, culture and development, and the anthropology of the environmental movement.

Learning Outcomes

Acquire a broad outline knowledge of the comparative human ecology of different kinds of subsistence system.

Develop theories to handle socio-ecological data and problems in applying this knowledge to practical situations.

Competently assess evidence and articulate theories concerning the relationship between culture, social organization and ecology.

Evaluate critically arguments and data in the field of environmental anthropology.

Preliminary Reading

Bates, D.G. & Lees, S.H. (eds.) "Case Studies in Human Ecology"

Milton, K. "Environmentalism and Cultural Theory"

Moran, E. "Human Adaptability"

SE547	South East Asian Societies					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

Over the course of twelve weeks this module provides students with a working knowledge of the ethnography of the countries of Southeast Asia and gives them the opportunity to discuss contemporary issues affecting the region. After being introduced to the places and peoples of the countries of Southeast Asia, students are directed to a study of agricultural and industrial developments, the political systems which exist at local and national levels, the importance of religious belief in everyday life, and issues of gender and power in the region.

Students should note that although this is an area course it is also an anthropological one and consequently students are urged to bring into their discussions in seminars and essays comparative material from other regions of the world to provide a dimension of cross-cultural analysis.

The emphasis of the module will be largely on Indonesia, Malaysia and Thailand though the other countries of the region will receive frequent mention. Students are encouraged to introduce into discussions and essays reference to ethnographic examples from countries in the region in which they have an interest but which may not have received much attention in the lectures.

Learning Outcomes

1] to identify the countries of the region and their important geographical features;

2] to identify the principal ethnic groups and describe their religious beliefs and practices and patterns of kinship organisation;

3] to discuss critically in writing and orally problems arising from modernisation and development in the region;

4] to discuss critically issues of gender and hierarchy as they affect the region today.

In terms of the programmes' learning outcomes this module provides the introduction to an ethnography of a region which illustrates several of the issues which have been touched upon in prerequisite modules and leads to a more nuanced understanding of the complexity of the issues by dealing with them in depth

Preliminary Reading

Howe, Leo "Hinduism and Hierarchy in Bali"

King, V. & Wilder, W. "The Modern Anthropology of South-East Asia"

Brenner, S.A. (1998) *The Domestication of Desire: Women, Wealth and Modernity in Java*. Princeton, New Jersey: Princeton University Press.

Cannell, F. (1999) *Power and Intimacy in the Christian Philippines*. Cambridge: Cambridge University Press.

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SE548 North Mediterranean Societies

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12 and 2012/13

Synopsis

The dominant themes of North Mediterranean ethnography have been institutional egalitarianism, honour and shame, gender, patronage, familism, migration, cultural urbanism and political turbulence. In examining these topics, students will be introduced to the classic ethnographies of the region, but also to their more recent reconsiderations and critiques. In particular, they will be encouraged to explore both social and cultural variation within the Mediterranean.

Learning Outcomes

Gain a broad knowledge of the characteristic features – social, cultural and economic – of northern Mediterranean societies.

Gain a detailed knowledge of a selection of the major ethnographic studies made of northern Mediterranean societies.

Be able to engage in comparative analyses of those features and of those ethnographic studies.

Gain an understanding of the development of Mediterranean anthropology within the context of the discipline as a whole.

Be able critically to assess the strengths and weaknesses of Mediterranean anthropology.

Preliminary Reading

Davis, J. "People of the Mediterranean"

Delamont, S. "Appetites and Identities"

Herzfeld, M. "Anthropology Through the Looking-Glass"

SE549 The Anthropology of Health, Illness and Medicine

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12; Available 2012/13

Synopsis

The module addresses the causes, effects, treatments and meanings of health and illness. Health and illness are of major concern to most of us, irrespective of our cultural, social and biological contexts. In this module we will begin with an overview of the major theoretical paradigms and methods in medical anthropology. We will then focus on how and why different diseases have affected various human populations throughout history and the ways perceptions of what constitutes health and illness vary greatly, cross-culturally as well as within one particular cultural domain. This will be followed by an overview of ethnomedical systems as a response to illness and disease. Anthropological studies in the sphere of medicine originally tended to concentrate on other people's perceptions of illness, but have increasingly come to focus on the difficulties encountered when trying to define what constitutes health in general. Anthropology has also turned its attention to a critical examination of biomedicine: originally thought of as providing a 'value free, objective and true' assessment of various diseases (epidemiology), biomedicine is now itself the subject of intense anthropological scrutiny and is seen as the expression of a culturally specific system of values. The module will finish with the consideration of practical applications of medical anthropology.

Learning Outcomes

Understand the development of the anthropology of medicine and its relationship to other fields of anthropology (such as kinship, ritual, body, economics, politics, environment, consumption)

Describe the wide range of variation in cultural models and technologies of medicine and health as reported in ethnography

Understand anthropological debates concerning health inequality, the relationship between health and the body, the historical development of western medicine and the relationship between biomedicine and other forms

Critically assess the context and distribution of disease and illness and human responses to them at both individual and population levels

Interpret varied information on aspects of human social, cultural and biological diversity in medical domains

Apply medical anthropological knowledge to a variety of practical situations, personal and professional

Preliminary Reading

Johnson & Sargeant "Medical Anthropology"

Turner, B. "Medical Power and Social Knowledge"

Douglas, M. "Risk and Blame"

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SE550 The Anthropology of Gender

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12; Available 2012/13

Synopsis

This module explores the central historical and contemporary debates in the anthropology of gender, including: the search for universal principles underlying gender inequality (such as nature/culture and domestic/public), relationships between gender, sex, and sexuality, how gender articulates with other indices of difference such as race, class and nation, gendered perspectives on power, the interaction of agency and structure in the production of femininities and masculinities, gender and technology, gender and the state, and gendered modernities. A key concern of the module will be to understand, discuss and debate how the primarily qualitative methods of ethnographic research can inform and further these debates. The module will first review the historiography of theoretical developments in the anthropology of gender and feminist anthropology, then move on to consider key classic and contemporary ethnographies to explore how they contribute to our ability to analyse and understand gender.

Learning Outcomes

An understanding of gender as a social and cultural construction which differs cross-culturally.

A familiarity with theoretical work in the anthropology of gender and an ability to explain theoretical points through reference to ethnographic examples.

An ability to make connections between work in the anthropology of gender and that in related fields such as kinship, medical anthropology, economic anthropology, politics and history.

An ability to critically reflect on British gender ideologies and structures through comparison with other societies.

Preliminary Reading

di Leonardo, M. (ed) 1991 *Gender at the Crossroads of Knowledge*
 Ortner, S. & Whitehead, H. (eds.) 1981 *Sexual Meanings*
 Moore, H. 1988 *Feminism and Anthropology*
 MacCormack, C. & Strathern, M. (eds) 1980 *Nature, Culture and Gender*
 Geller, P. & M. Stockett (eds) 2006 *Feminist Anthropology: Past, Present, and Future*

SE551 Anthropology and Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12; Available 2012/13

Synopsis

An introduction to linguistic anthropology and a critical exploration of the relationship between language, culture, and social organisation. Topics covered will include language and thought in the history of anthropology, the rudiments of linguistic description, language as a social phenomenon, oratory and ritual speech, the significance of the written word and literacy, speech variation, the links between language, social structure and culture, linguistic aspects of symbolism, the relationship between words and categories, colour classification and universalist versus relativist theories.

Learning Outcomes

Acquire a broad outline knowledge of the comparative study of the relationship between culture and cognition.

Develop theories to handle and interpret cognitive data in cultural contexts.

Competently assess evidence and articulate theories concerning the relationship between culture and cognition.

Evaluate critically arguments and data in the field of cognitive anthropology.

Preliminary Reading

Ardener, E. (ed.) "Social Anthropology and Language"
 Bauman, R. & Sherzer, J. (ed.) "Explorations in the Ethnography of Speaking"
 Duranti, A. "Linguistic Anthropology"
 Casson, R. (ed.) "Language, Culture and Cognition"
 Foley, W. "Anthropological Linguistics"

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SE552 Culture and Cognition

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12; Available 2012/13

Synopsis

An introduction to cognitive anthropology and a critical exploration of theories concerning the relationship between cognitive processes, culture and social organisation. The topics covered will include the forming of categories, relations between categories, the symbolic construction of nature, the classification of natural kinds, the convergence of cognitive and symbolic approaches, the evolution of hominid cognitive processes, the development of second order representations, social cognition and classification, spatial orientation, time reckoning and the cultural construction of knowledge.

Learning Outcomes

- Acquire a broad outline knowledge of the comparative study of the relationship between culture and cognition.
- Develop theories to handle and interpret cognitive data in cultural contexts.
- Competently assess evidence and articulate theories concerning the relationship between culture and cognition.
- Evaluate critically arguments and data in the field of cognitive anthropology.

Preliminary Reading

- D'Andrade, R. "The Development of Cognitive Anthropology"
- Douglas, M. "Rules and Meanings"
- Ellen, R. "The Categorical Impulse"
- Tyler, S. (ed.) "Cognitive Anthropology"

SE554 Visual Anthropology Theory

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Poltorak Dr M

Contact Hours

11 Lectures; 11 Seminars

Pre-requisites

SE301: Social Anthropology

Restrictions

This module is subject to a quota and is available to Stage 3 students only

Synopsis

The aims of this module are to investigate how anthropology can contribute to - and gain insight from - the analysis of visual forms of representation; to examine anthropological representations with reference to contemporary media of expression employing photography, film, video, television and other electronic means of communication; to develop an anthropological understanding of contemporary audio-visual forms of cultural communication; and to consider theoretical debates from other social sciences and humanities (including literary criticism, film theory and cultural studies) pertinent to visual anthropology.

Learning Outcomes

- Discuss with critical insight the relation between text and image in ethnographies.
- Mobilize the theoretical resources necessary to analyze the relations between images and their contexts of production and reception.
- Follow and engage with debates in anthropology and cognate fields about the role of the visual in social knowledge.

Preliminary Reading

- Collier, J. & Collier, M. "Visual Anthropology"
- MacDougall, D. "Transcultural Cinema"
- Banks, M. & Morphy, H. (eds.). 1997. "Rethinking Visual Anthropology"
- MacDougall, D. 1998. Transcultural Cinema.
- Askew, K. & R. Wilk. 2002. The Anthropology of Media: a Reader.
- Collier, John & Malcolm Collier. 1986. Visual Anthropology: Photography as a Research
- Banks, M. 2001. "Visual Methods is Social Research"
- Ginsburg, F, L. Abu-Lughod and B. Larkin (eds.) 2002. Media Worlds: anthropology on new terrain

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SE555		Project in Visual Anthropology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Project	Bowman Mr G

Contact Hours

12 Lectures; 12 Seminars

Restrictions

Must be taken with SE554 Visual Anthropology Theory

Available to Stage 3 students only

This module is subject to a quota and is taught in two streams.

Students chose to do a video OR a photographic project.

Synopsis

Building on conceptual issues introduced in Visual Anthropology Theory (SE554), students are given basic instruction in video or photographic methods which is linked through seminars and lectures to debates around and practical examples of video or still camera usage in ethnographic research and presentation.

Photographic Project

Students doing the photographic project should provide their own 35mm manual, semi-automatic or dedicated digital (not mobile phone) camera but will have access to black and white film stock as well as computer manipulation equipment and programmes (scanners and Adobe Photo Elements). They will as well have access to the department's black and white photographic darkroom. Students, using this knowledge and equipment, will design and carry out an ethnographic project using photographs. This, together with a field diary, a short photographic essay, and accompanying dissertation, will make up the materials assessed for the module.

Video Project

Students doing the video project will have access to video cameras and video editing software. Students are assessed on the basis of a ten minute film, a reflexive essay, a blog, a field diary and participation.

Learning Outcomes

Be conversant in the main themes and trends in Visual Anthropology.

Have cultivated an informed understanding of the production and analysis of visual texts.

Be able to analyse and communicate their comprehension of visual materials.

Be able to construct coherent and logical arguments combining visual and textual discourses, combining conceptual understanding with substantiated ethnographic examples.

Be able to carry out ethnographic research, especially using still and video cameras.

Be able to interview, observe and assimilate knowledge about ethnographic subjects.

Preliminary Reading

Banks, Marcus & Howard Morphy (eds.) 1997 "Rethinking Visual Anthropology" 1997

Collier, John & Collier, Malcolm. 1986. "Visual Anthropology: Photography as a Research Method" 1986

Edwards, Elizabeth (ed.). 1992. "Anthropology and Photography, 1860-1920" 1992

Hockings, Paul (ed.). 1995. "Principles of Visual Anthropology" 1995

Horenstein, Henry. 1983 "Black and White Photography: A Basic Manual" 1983

Barbash, I & L. Taylor 1998 Cross-Cultural Filmmaking: a handbook for making documentary and ethnographic films

Rabiger, M. 2004. Directing the documentary.

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SE565 Sex Evolution and Human Nature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Exam	Johns Dr S

Contact Hours

11 Lectures; 11 Seminars

Restrictions

Normally Stage 2

Method of Assessment

100% Examination (Pre-seen questions)

Synopsis

Understand the theoretical concerns, methods, and findings of current empirical research in evolutionary anthropology.
 Understand aspects of human behaviour in terms of our evolutionary past.
 Recognize the implications of Darwin's theory of natural selection for human behaviour.
 Have an in depth knowledge of human sexual and reproductive behaviour.
 Have the ability to critically evaluate new anthropological/evolutionary psychology approaches to the study of human behaviour.

Learning Outcomes

Understand the theoretical concerns, methods, and findings of current empirical research in evolutionary anthropology.
 Understand aspects of human behavior in terms of our evolutionary past.
 Recognize the implications of Darwin's theory of natural selection for human behavior.
 Have an in depth knowledge of human sexual and reproductive behavior.
 Have the ability to critically evaluate new anthropological/evolutionary psychology approaches to the study of human behavior.

Preliminary Reading

Barrett, L. et al "Human Evolutionary Psychology", 2002
 Diamond, J. "Why is Sex Fun?", 1997
 Ridley, M. "The Red Queen", 1993
 Low, B. "Why Sex Matters", 1999
 Baker, R. "Sperm Wars", 1996
 Dixson, A. "Primate Sexuality", 1988
 Pinker, S. "The Blank Slate", 2002
 Swami, V. "Evolutionary Psychology", 2011
 Thornhill, R. and Palmer, C. "A Natural History of Rape", 2001
 Meston, C. and Buss, D. "Why Women have Sex", 2009

SE566 Human Osteology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Deter Dr C

Contact Hours

11 Lectures; 11 Practicals

Restrictions

Stage 2 students only

Method of Assessment

100% coursework - please note students who fail to meet the requirements to pass the module will be asked to repeat the module. In this instance there will be no referral.

Synopsis

Human osteology is the study of human hard tissue, which is fundamental to the discipline of biological anthropology. This module examines human osteology through lectures and laboratory practicals. The purpose of the module is to provide students with a deep understanding about the development, form and function of hard tissues, as well as skills in the identification and analysis of these tissues from an archaeological context. Research applications of human osteology are also covered.

Learning Outcomes

Gain a comprehensive understanding about the structure, growth, and function of human hard tissues.
 Gain experience of identifying human hard tissues from an archaeological context.
 Gain experience analysing human hard tissues, including age, sex and stature estimates.
 Recognise the way that human osteology can be applied to research, including reconstructions of diet and disease in the past, osteometry, and forensic anthropology.
 Be able to critically evaluate new research in human osteology.

Preliminary Reading

White, Tim D. "Human Osteology" (3rd ed.)2012
 Bass, William M. "Human Osteology: A Laboratory and Field Manual", 1995
 Burns, Karen "The Forensic Anthropology Training Manual", 1999
 Hillson, S. 1996 Dental Anthropology Cambridge University Press
 Katzenberg, M.A. and Saunders, S.R. 2000 Biological Anthropology of the Human Skeleton Wiley-Liss

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SE567 Methodology in Anthropological Science

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Newton-Fisher Dr N

Contact Hours

11 Seminars/Practicals (22 hrs)

Restrictions

Stage 2

Synopsis

This module will introduce students to anthropological research, as well as basic statistics and data handling, through a combination of seminars and practical classes on research methods, statistics, and instruction in the use of the computer software to analyse data. The goal of this module is to provide students with an understanding of how anthropological research works, and how to design and undertake an independent research project. Topics covered include an introduction to parametric and non-parametric statistical techniques, how to use programmes such as SPSS, how to build and test hypotheses, and anthropology-specific research methods.

Learning Outcomes

Have the ability to propose a research project, and report its results.

Have knowledge and understanding of hypothesis building, methods of data collection, and research design.

Have an in depth understanding of statistics and data handling, including use of appropriate computer software.

Have the ability to critically evaluate the results of new research in the field.

Preliminary Reading

Dunbar, R. "The Trouble with Science", 1995

Fowler, J. et al "Practical Statistics for Field Biology", 1999

Rowntree, D. "Statistics Without Tears", 1988

Brace, Kemp & Snelgar "SPSS for Psychologists" (4th edn.) 2009

Pallant, J. "SPSS Survival Manual" (4th edn.) 2010

SE568 History of Evolutionary Thought

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

10 Lectures; 10 Seminars; 1 Field Trip (Wednesday afternoon)

Restrictions

Normally Stage 2

Availability

Not Available 2011/12 and 2012/13

Synopsis

This course will explore the emergence of modern evolutionary biology, its role in society, and how evolution is core to Biological Anthropology. We will delve into the ideas presented by Linneaus, Lamarck, Darin and Mendel (among others) to gain insight into the history of evolutionary ideas and we will explore the foundations and development of the modern evolutionary synthesis.

Learning Outcomes

Have knowledge and understanding of the history of evolutionary thought.

Have an understanding of how nature and biology have been studied from the 18th century onwards.

Understand Darwinism and associated theories.

Understand historical approaches to the study of human evolution and behaviour, and be able to critically evaluate differing historical perspectives.

Preliminary Reading

Desmond, A. & Moore, J. "Darwin", 1991

Darwin, C. "On the Origin of Species"

Bowler, P.J. "Evolution: The history of an Idea", 2003

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SE569 Palaeopathology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Mahoney Dr P

Contact Hours

12 Lectures; 11 Practicals

Pre-requisites

SE566 Human Osteology

Restrictions

Stage 3

Synopsis

Some diseases leave a characteristic signature on the human skeleton after death, which can be retained in the burial environment. Palaeopathology is the study of these diseases in human skeletons from an archaeological context to infer aspects of life in the past, such as childhood growth, as well as adult diet, activity, health, social interaction (caring, contact), and conflict.

The purpose of this module is to provide theoretical knowledge about the causes and manifestations of skeletal disease, and practical experience identifying and diagnosing palaeopathology. Skeletal growth is examined, including its relationship with disease, developmental disturbances, activity, and diet. Specific and non-specific infectious diseases are discussed. Skeletal responses to neoplasms and trauma are explored in the final section of the course.

Learning Outcomes

A comprehensive understanding of the relationship between human skeletal growth and developmental disturbances.

A comprehensive understanding of human skeletal structure and its functions.

A good knowledge of the causes of skeletal disease.

A good knowledge of the skeletal manifestations of disease.

Be able to identify and diagnose human skeletal pathology from an archaeological context.

Gain an understanding of the research themes in human palaeopathology.

Gain an understanding of the way that human palaeopathology can inform on aspects of life in the past including growth, activity, diet, health, social interaction, and conflict.

Be able to critically evaluate new research in human palaeopathology.

Preliminary Reading

Roberts, C. & Manchester, K. "Archaeology of Disease" (3rd edn.), 2003

Burns, Karen Ramey "The Forensic Anthropology Training Manual", 1999

White, Tim D. "Human Osteology" (2nd edn.), 1999

Bass, William M. "Human Osteology: A laboratory and Field Manual", 1995

Ortner, D. "Identification of Pathological Disorders", 2003

Aufderheide, A.C. & Rodriguez-Martin, C. (eds.) "The Cambridge Encyclopedia of Human Paleopathology", 1998

White, Tim D. Human Osteology (3rd ed) 2012.

SE570 Current Issues in Evolutionary Anthropology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	von Cramon-Taubadel Dr N

Contact Hours

11 x 2 Hour Seminars

Restrictions

Stage 3 - subject to quota of 22 students

Synopsis

This module is an advanced treatment of current topics and debates in evolutionary anthropology including those in anthropological genetics, palaeoanthropology, evolutionary psychology, bioarchaeology, cultural evolution and primatology. The module will help students understand the role of research and publication in anthropological science. Students will be exposed to a broad series of topics, opinions, methodologies and journals.

Learning Outcomes

Ability to critically evaluation new research in anthropological science.

Knowledge and understanding of theoretical concerns and new research in scientific and evolutionary anthropology.

An in-depth understanding of the internal workings of the research and publishing process in anthropological science

Preliminary Reading

Students should engage with current anthropological research as published in journals such as Nature, Science, Proceedings of the National Academy of Sciences (USA), Proceedings of the Royal Society, Journal of Human Evolution, Evolutionary Anthropology, Current Anthropology, American Journal of Physical Anthropology, PLoS ONE, Evolution and Human Behaviour, Journal of Archaeological Science etc.

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SE573 Ethnicity and Nationalism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

24

Availability

Available 2011/12; Not Available 2012/13

Synopsis

'Ethnicity' and 'nationalism' are matters of contemporary urgency (as we are daily reminded by the media), but while the meanings of these terms are taken for granted, what actually constitutes ethnicity and nationalism, and how they have been historically constituted, is neither clear nor self-evident. This module begins with a consideration of the major theories of nationalism and ethnicity, and then moves on to a series of case studies taken from various societies around the world. It then moves on to examine a number of other important concepts—indigeneity, 'race', hybridity, authenticity, 'invention of tradition', multiculturalism, globalization—that can help us appreciate the complexity and dynamics of ethnic identities. The general aim of the module is to enable and encourage students to think critically beyond established, homogenous and static ethnic categories.

Learning Outcomes

Ability to locate relevant data sources (library holdings and electronic data) for essay writing and seminar contributions.

Ability to summarise, interpret and present data in oral and written form (seminars, essays, exams).

Ability to communicate the results of research to others in written and oral form (essays, seminars, exams).

Ability to contribute constructively to group discussions (seminars).

Ability to relate ideas and material in one context (lectures) to material in another (seminars).

Preliminary Reading

Anderson B. "Imagined Communities"

Banks, M. "Ethnicity: Anthropological Constructions"

Baumann, G. "The Multicultural Riddle"

Gellner, E. "Nations and Nationalism"

Hylland-Erikssen, T. "Ethnicity and Nationalism"

Comaroff John and Jean Comaroff. 2009. "Ethnicity, Inc."

SE575 Medical Plants, Traditional Healing and Drug Discovery

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

12 Lectures; 12 Seminars

Pre-requisites

SE306: Animals, People and Plants or permission of the director of studies

Availability

Not Available 2011/12; Available 2012/13

Synopsis

This module is an introduction to ethnopharmacology, a multidisciplinary field of study that employs chemistry, ecology, biology, pharmacology and anthropology to evaluate and understand the use of plants (and other substances) in non-western medical systems. While students will be introduced to all of the disciplines involved in ethnopharmacological research, this module will have a heavy anthropological focus. Lecture and reading materials will address questions related to the actions of natural products in the human body, the ecological and evolutionary basis of medicinal plants use, the epistemology of non-western medical systems, the efficacy of medicinal plants and the ethics of developing pharmaceuticals based on traditional medicines.

Learning Outcomes

Knowledge and understanding of theoretical concerns, methods, and findings of current research on medicinal plants.

An understanding of how and why medicinal plants affect human physiology.

An understanding of the implications of nature, complexity and richness of human diversity and adaptation in health, wellness, illness and death.

An appreciation for the diverse strategies that humans have developed for dealing with sickness.

Preliminary Reading

Balick, Elisabethsky & Laird "Medicinal Resources of the Tropical Forest"

Etkin, N. "Plants in Indigenous Medicine and Diet"

Johns, T. "With Bitter Herbs They Shall Eat It"

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SE579 The Anthropology of Amazonia

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12; Available 2012/13

Synopsis

This course will examine Amazonia as a space of encounter and exchange between different peoples and historical conditions, which have fascinated the scientific and popular imagination of industrialized nations. 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".

Learning Outcomes

Communication.

Working the Others.

Development of discussion skills

To have the ability to rethink some of their own cultural assumptions in terms of the experience of native peoples of South America

An understanding of how anthropologists form questions about ethnographic material. This module provides an in-depth, more complex understanding of some of the issues touched upon in various prerequisite modules.

To have an appreciation for how ethnography contributes to theory and discuss key issues and debates in the Lowland South American ethnographic literature.

Problem solving.

Preliminary Reading

Clastres, P. "Society Against the State: Essays in Political Anthropology", 1987 [1974]

Fisher, W.H. "Rain Forest Exchanges: Industry and Community on an Amazonian Frontier", 2002

Hill, J. "Rethinking History and Myth: Indigenous South American Perspectives on the Past", 1988

Lévi-Strauss, C. "Tristes Tropiques", 1984

Overing, J. & Passes, A. (eds.) "The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia", 2000

Taussig, M. "Shamanism, Colonialism, and the Wild Man", 1987

SE580 Primate Behaviour and Ecology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Newton-Fisher Dr N

Contact Hours

21 Lectures; 3 Seminars

Restrictions

Normally Stage 2

Synopsis

This module introduces students to the discipline of behavioural ecology, with particular reference to non-human primates. The module looks at the patterns and principles that can be generalised from the variation in behaviour and ecology across primate species. Set within an evolutionary behavioural-ecological framework, this module combines established findings with the latest research. It emphasises the importance of direct observations of primate behaviour and the use of theoretical models with which to make sense of these data. The module covers social and reproductive behaviour within primate groups, the nature and evolution of primate societies, and cognition and communication, as well as interactions between primates and their environments: primates as foragers, predators and prey. The module will make particular use of multi-media technology to allow students to see and hear primates in their natural habitats, and will teach the basic methods used by researchers studying both captive and free-living primates.

Learning Outcomes

Explain evolutionary theory as it applies to primate behaviour.

Describe the ways in which primates interact with one another and their environments.

Explain the patterns and principles that account for the variation in ecology and behaviour of primates, using examples from a wide range of species.

Observe primate behaviour with precision and accuracy.

Use the methods of data collection and analysis that are common to primate ecological and behavioural studies.

Preliminary Reading

Napier, J.R. & Napier, P.H. "The Natural History of the Primates"

Richard, A. "Primates in Nature"

Strier, K.B. "Primate Behavioural Ecology" (3rd edn.)

Krebs & Davies (1992) Introduction to Behavioural Ecology

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SE581 Biological Anthropology: The Human Animal

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Lycett Dr S

Contact Hours

12 x 2 Hour Lectures; 5 x 1 Hour Seminars/Practicals

Restrictions

Stage 2

Synopsis

This module is a broad survey of human evolution covering such topics as the human fossil record, human variation and ecological adaptation. By the end of the module, students should have knowledge of the basic principles of biological anthropology and be able to relate those ideas to wider concepts in biology. Students should also have acquired some of the practical skills of data collection currently used by biological anthropologists.

Learning Outcomes

To demonstrate a knowledge of the basic principles of biological anthropology, specifically human evolution, adaptation and ecology.

To understand the palaeoanthropological evidence for human evolution

To understand the evolution of human life history relative to other primates

To demonstrate a basic understanding of the influence of diet on human evolution

To understand the broad pattern of modern human variability and adaptation

To demonstrate a knowledge of the basic principles of biological anthropology, specifically human evolution, adaptation and ecology.

Preliminary Reading

Cartmill, M. and Smith, F.H. (2009). *The Human Lineage*. Hoboken, NJ : Wiley-Blackwell.

Cela-Conde, C.J. and Ayala, F.J. (2007). *Human Evolution: Trails from the Past*. Oxford University Press.

Klein R.G. (2009). *The Human Career: Human Biological and Cultural Origins*, 2nd edition. Chicago: University of Chicago Press

Lewin, R. and Foley, R.A. (2004). *Principles of Human Evolution*. Oxford: Blackwell Science.

Wood, B. (2005). *Human Evolution: A Very Short Introduction*. Oxford: Oxford University Press.

SE582 Biological Anthropology: Comparative Perspectives

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Humble Dr T

Contact Hours

9 x 2-hour Lectures; 5 Practicals

Restrictions

Stage 2

Synopsis

This module will provide the fundamental theoretical and comparative perspective that lies at heart of biology, with a particular focus on the order Primates. Particular attention will be paid to the evolutionary history of the primates and comparative primate (skeletal) anatomy, both placed in an evolutionary ecological context (e.g. a consideration of dentition in relation to diet and feeding; post-cranial anatomy in relation to locomotion and phylogenetic trends). Extensive use of casts of primate skeletal material will provide hands-on 'experiential' learning. The module will provide a detailed treatment of natural and sexual selection as key components of evolutionary theory that shape the adaptations of organisms, and the way adaptations are used to make sense of the diversity of organisms with particular reference to the primates. It complements, and is complemented by, SE580 Primate Behaviour and Ecology.

Learning Outcomes

Understand the characteristic adaptations, together with the diversity and unifying themes in form and function, of species belonging to the order Primates

Understand how evolutionary theory explains the diversity of animals and their adaptations with particular reference to the order Primates; understand evolution as both history and process.

Be able to collect and critically evaluate morphological data in order to determine relationships between form and function; appreciate the link between morphology and behaviour.

Appreciate the value of a broad comparative approach in understanding diversities and commonalities between organisms and how this understanding in primates provides a foundation for studies of human evolution and adaptation.

Preliminary Reading

Stanford et al "Biological Anthropology", 2006

Dawkins "The Blind Watchmaker", 1984

Dawkins "The Selfish Gene", 1989

Mayr "What Evolution Is", 2001

Napier & Napier "The Natural History of the Primates", 1985

De Waal "Tree of Origin", 2001

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SE583	Pacific Societies					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Available 2012/13

Synopsis

The societies of the Pacific, including Melanesia, Polynesia, Micronesia and Australia, have long attracted anthropologists to the diversity of its peoples and the complexity of their social worlds. From classic studies of kinship, gift exchange and 'cargo cults' to more recent work on the colonial encounter and gendered relations, Pacific ethnography has perennially challenged anthropologists' assumptions about the conception and composition of persons and their relationships. In this module we will aim for a detailed exploration of the implications of Pacific ethnography in both written and filmed media. The continuing magnetism of the Pacific for anthropologists in search of unique forms of sociality, and for tourists in search of authentic primitives, will also be a topic of investigation. Pacific modernity, in its familiar and not-so-familiar configurations, offers a glimpse into the endeavours of peoples famed for their social innovations to engage with 'the global village' on their own terms.

Learning Outcomes

Be conversant in the main themes and trends in the anthropology of the Pacific.

Have cultivated an in-depth familiarity with one of the main 'culture areas' of the Pacific (Melanesia, Polynesia, Micronesia and Australia).

Be conversant with connections between the colonial era and contemporary political events in Pacific states and colonies.

Be able to analyse and communicate their understanding of anthropological texts in written and spoken contexts.

Be able to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with the discussion of ethnographic data.

Preliminary Reading

Hiatt, L. R. "Arguments about Aborigines: Australia and the Evolution of Social Anthropology"

Knauff, B. 1999 From Primitive to Postcolonial in Melanesia and Anthropology

Merry, S.E. & Brenneis, D. (eds) 2003 Law and Empire in the Pacific: Fiji and Hawai'i

Thomas, N. 1997 In Oceania: Visions, Artifacts, Histories

SE584	The Anthropology of Business					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lecture; 12 Seminars

Availability

Available 2011/2012; Not Available 2012/13

Synopsis

This module addresses the important role that anthropology plays in the examination of our own organizational lives as embedded in various forms of capitalism. The module will allow students to gain anthropological perspectives on business formation, structures, practices and ideologies. Businesses - be they individuals, families, corporations, nation-states or multi-lateral corporations - have identities that are invariably distinct from one another and which are forged upon and promote particular social relationships. Ethnographic case-studies, with a strong emphasis on the stock market in the last third of the course will provide the basis for discussing how these social relationships that enact power, are embedded in broader cultural processes extending from the local to the global. The module is designed to be accessible to both anthropology and business students.

Learning Outcomes

A clear understanding of the cultural diversity of organizational forms in the economic sphere knowledge of local, regional and international features of social and organisational structures.

Knowledge of the diversity of livelihoods, social and kinship organization, gender relations, and epistemologies.

An appreciation of how ethnography contributes to theory the ability to discuss key issues and debates in the culture of capital.

The ability to critically discuss organizations in terms of social changes.

The ability to rethink some of their own cultural assumptions in terms of the experience of local and global peoples, organizations and environments.

An understanding of how anthropologists form questions about ethnographic material.

Preliminary Reading

Bestor, Ted (2004) "Tsukiji: The Fish Market at the Center of the World" University of California Press

Zaloom, Caitlin (2006) "Out of the Pits: Traders and Technology from Chicago to London" University of Chicago Press

Comaroff, John L. and Jean Comaroff (2009) "Ethnicity Inc." University of Chicago Press

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SE585 From the Raw to the Cooked: The Anthropology of Eating

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

12 Lectures; 12 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

Students will learn about the evolution and significance of food production, especially in relation to globalisation, identity and health. The module will cover different modes of food production, the domestication of animals and the cultivation of staple crops in the course of social development. It will look at different theories about the importance of food production for the rise of urban cultures and organised religion, and the relationship of food production systems to trade, colonial expansion and the process of globalisation. Moving from production and distribution to eating itself, the module will cover notions of food identity at collective and individual levels, by looking at the process of food preparation and consumption and abstinence in different cultural settings. We will also look at various forms of disordered eating, the dynamic relationship between cultures and eating and contemporary debates over fast food, genetic engineering, and personal identity against the background of rising food prices, regional food shortage and the management of famine in different countries.

Learning Outcomes

Critically assess human nutritional requirements/recommendations from an evolutionary perspective.

Understand the complexity of the relationships between food production, cultural evolution and globalisation, including the significance of current global trading regimes in food production and shortage.

Trace the origins and histories of specific foods that are consumed in various cultural settings.

Understand the role of food consumption in the development of social/cultural identity and diversity.

Evaluate current hypotheses about the development of disordered eating patterns.

Preliminary Reading

Diamond, J. "Guns, Germs and Steel"

Etkin, N. "Eating on the Wild Side"

Bordo, S. "Unbearable Weight: Feminism, Western Culture and the Body"

SE586 Ethnographies 1

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Demian M Dr

Contact Hours

6 x 1 Hour Lectures; 6 x 2 Hour Seminars

Pre-requisites

This module MUST be taken with SE588 (Advanced Social Anthropology I)

Restrictions

Stage 2

Synopsis

The focus of this module is the intensive investigation of the canonical form in which research in social anthropology has been disseminated, the ethnography. The curriculum for the module therefore consists exclusively of professional ethnographic monographs of varying length. These monographs have been selected to complement the themes of SE588 Advanced Social Anthropology I, as these are both core modules for the BA in Social Anthropology programme of study. Considerable time will be spent, particularly in the earlier seminars, on instruction about how to read and analyse an ethnography. This might include how to examine its implicit (as opposed to explicit) theoretical assumptions, how to place it within the historical development of the discipline, how to evaluate its empirical exemplification of particular theoretical problems, how to evaluate the relationship between description and analysis, how to evaluate its contribution to particular issues and topics within social anthropology, and the examination of its structure, presentation and ability to communicate an understanding of a social and cultural group through the written word. Students' readings of the core ethnographies for the module will be complemented by their own pursuit of a brief ethnographic research project.

Learning Outcomes

To describe the contents of a number of ethnographic texts.

To identify the authors of specific ethnographic texts and indicate when and where the fieldwork described in the text was undertaken, as well as their conceptual background of problem-solving.

To discuss the strengths and weaknesses of specific texts.

To relate specific texts to general theoretical anthropological topics, for examples to the analysis of systems of exchange or the practical and ideological operation of descent groups.

To compare and contrast the approaches of different anthropologists and their ethnographies to questions of descriptive representation.

To explain the methods of research specific to the discipline of anthropology and illustrate them with reference to the studied local and regional ethnographies.

Preliminary Reading

Just, R. 2000 A Greek Island Cosmos

Taussig, M.T. 1980 The Devil and Commodity Fetishism in South America

Errington, F. & Gewertz, D. 2004 Yali's Question: Sugar, Culture, and History

Yngvesson, B. 2010 Belonging in an Adopted World: Race, Identity, and Transnational Adoption

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SE587	Ethnographies 2					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Bovensiepen J Dr

Contact Hours

6 x 2 Hour Lectures; 6 x 2 hour Seminars

Restrictions

Stage 2

This module MUST be taken with SE589 (Advanced Social Anthropology II)

Synopsis

The curriculum for this module will consist of professional ethnographic monographs of varying length to be read at the rate of one (or selected substantial parts of one) monograph per week. The selection of the ethnographies will be determined by thematic conjunction with the analytical topics to be taught in the Advanced Social Anthropology 2 module, thereby divided into two congruent blocs. These are labelled 'Power and Authority' and 'Belief and Practice' [see Module specification for SE 589]. Students will be expected to come to class with notes from their reading and will be encouraged to discuss that reading and to relate it to wider anthropological issues raised or implied by the authors of the ethnographies and also dealt with historically and analytically in the co-requisite module Advanced Social Anthropology 1. Considerable time will be spent, particularly in the earlier classes, on instruction about how to 'read' an ethnography e.g. on how to examine its implicit (as opposed to explicit) theoretical assumptions, on how to place it within the historical development of the discipline, on how to evaluate its empirical exemplification of particular theoretical problems, on how to evaluate the relationship between 'description' and 'analysis', on how to evaluate its contribution to particular issues and topics within anthropology, and on the examination of its structure, presentation and ability to communicate an understanding of a social group through the written word.

Learning Outcomes

To describe the contents of a number of ethnographic texts.

To identify the authors of specific ethnographic texts and indicate when and where the fieldwork described in the text was undertaken, as well as their conceptual background of problem-solving.

To discuss the strengths and weaknesses of specific texts.

To compare and contrast the approaches of different anthropologists and their ethnographies to questions of descriptive representation.

To explain the methods of research specific to the discipline of anthropology and illustrate them with reference to the studied local and regional ethnographies.

To relate specific texts to general theoretical anthropological topics, for example to the analysis of politics-ideology or the links of belief and practice.

To relate their reading for this module to wider conceptual and ethical concerns in anthropology, and within the social sciences in particular

Preliminary Reading

Jackson, M. 2000. *At Home in the World*. Durham, N.C.: Duke University Press.

Scott, J. 1985. *Weapons of the weak: everyday forms of peasant resistance*. New Haven: Yale University Press.

Turner, V.W., 1968. *Schism and continuity in an African society: a study of Ndembu village life*, Manchester: Manchester University Press for the Institute for African Studies at University of Zambia.

Willerslev, Rane. 2007. *Soul Hunters. Hunting, Animism, and Personhood among the Siberian Yukaghirs*. Berkely, Los Angeles, London: University of California Press.

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SE588 **Advanced Social Anthropology I**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Hodges Dr M

Contact Hours

12 x 2 Hour Lectures

Restrictions

Stage 2

Synopsis

The aim of this module is to introduce students to advanced anthropological thinking on two major fields of enquiry that are generally considered to constitute part of the core of contemporary anthropology:

- a) Kinship (dealing with the topics of Marriage, Family, Gender, Descent, 'Relatedness', the Developmental Cycle and Embodiment)
- b) Economics (dealing with the topics of Consumption, Exchange, Money, Markets, Property, Modes of Production, Agricultural systems, Urbanisation, Globalisation.)

These topics will be dealt with both thematically and historically, providing an account of the development of anthropology, and demonstrating the foundational position that these topics have held and continue to hold in the definition of the discipline.

Learning Outcomes

To be conversant with the major theoretical positions taken in contemporary Social Anthropology;

To be able to discuss critically the evidence supporting competing anthropological theories;

To be able to describe the historical development of anthropological ideas in the 20th century;

To have cultivated an in-depth understanding of recognized topics in the anthropology of kinship and economics;

To be able to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with discussion of ethnographic data.

Preliminary Reading

Carsten, J. *After Kinship*, CUP, 2004

Parkin, R. *Kinship: An Introduction to Basic Concepts*, 1997

Narotzky, S. *New Directions in Economic Anthropology*, Pluto, 1997

Wilk, R. & L. Clegg, *Economies and Cultures: Foundations of Economic Anthropology*, Westview, 2007

SE589 **Advanced Social Anthropology II**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Theodossopoulos Dr D

Contact Hours

10 x 2 hour Lectures; 1 x 2 hour Course Test

Restrictions

Stage 2

Synopsis

The aim of this module is to introduce students to advanced anthropological thinking on the major topics which are generally considered to constitute the core of contemporary anthropology. The curriculum is divided into a) Power and Authority (political systems, legal pluralism, power and rhetoric, millenarianism, the Nation-state, patrons and clients) and b) Belief and Practice (world religions, local beliefs, medical systems, rationality, morality, ideology, indigenous knowledge).

Learning Outcomes

To give an account of the major theoretical positions taken in contemporary anthropology.

To discuss critically the evidence supporting competing anthropological theories.

To describe the historical development of anthropological ideas in the 20th century.

To describe the scope of the recognised topics in anthropology: politics, religion, economics and kinship.

Preliminary Reading

The Blackwells series of Anthropological Readers e.g. M. Lambek "A Reader in the Anthropology of Religion" 2002

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SE590 The Anthropology of Law

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

Law is often assumed to stand 'outside' of society, either because it is 'above' us or even 'behind' us, as in 'society changes too fast for the law to keep up'. This module proposes law as an ethnographic subject, that is, a field of action governed by rather than governing social and cultural sensibilities. If, according to a classic cliché, anthropologists look for relationships while lawyers look for rules, the module will examine how social relationships can come to appear rule-like to legal and anthropological studies alike. Since lawyers in fact contributed to the early formation of the discipline of anthropology, anthropology itself may be seen as the product of a legalistic classification of human relations. The curriculum will therefore proceed through the history of the relationship between anthropology and law as disciplines, and through ethnographic material from different legal environments. In doing so it will consider subjects such as language, gender, class, and religion and their effects upon the experiences of people involved in processes of dispute and its resolution. Finally, the module will investigate how well law 'travels' between societies, and between different levels of the same society: for instance, how do concepts such as legal pluralism, the cultural defense, and universal human rights affect the theory and practice of law?

Learning Outcomes

Be conversant in the main themes and trends in legal anthropology.

Cultivate an in-depth understanding of the relationship between law and anthropology as disciplines.

Understand the international circulation of legal forms as artefacts historically of colonialism and currently of globalisation.

Be able to analyse legal processes critically, and to locate them in the social organisation and cultural value systems of particular societies.

Be able to analyse and communicate their understanding of anthropological texts in written and spoken contexts.

Be able to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with the discussion of ethnographic data.

Preliminary Reading

Moore, S.F. (ed) 2004 Law and Anthropology: A Reader

Pottage, A. & Mundy, M. (eds) 2004 Law, Anthropology and the Constitution of the Social: Making Persons and Things

Griffiths, A. & von Benda-Beckmann, F and K (eds) 2005 Mobile People, Mobile Law: Expanding Legal Relations in a Contracting World

Hirsch, S.F. 1998 Pronouncing and Persevering: Gender and the Discourse of Disputing in an African Islamic Court

Merry, S.E. 1999 Colonizing Hawai'i: The Cultural Power of Law

Darian-Smith, E. 1999 Bridging Divides: The Channel Tunnel and English Legal Identity in the New Europe

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SE591 Southern Mediterranean Societies: Mashriq and Maghreb

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Available 2011/12; Not Available 2012/13

Synopsis

The northern and southern shores of the Mediterranean have been involved in a 'constitutive' relationship since traffic across the 'inland sea' began. This module, ideally but not necessarily paired with Anthropology's 'Northern Mediterranean Societies' module (SE548), opens with a consideration of that formative tension, both in popular and academic thought more generally (from Pirenne's 'Charlemagne and Mohammad' to Huntingdon's 'Clash of Civilisations') and in anthropology more particularly, with attention to the history and theorisation of the Anthropology of the Middle East and the Anthropology of Islam in relation to 'Mediterranean Anthropology'.

In the following weeks a number of themes -- gender, honour, tribes and families, rural and urban life, popular and institutional religions, writing and recitation, modernity -- will be unpacked with a dual reference to the anthropological literature on the general topic paired with specific instantiation in ethnographic studies linked to core areas in the curriculum.

In the closing weeks the course will take up core issues of contemporary political and cultural concern -- fundamentalisms, terrorism, dynastic dictatorship among them -- and seek to elaborate both continuities and discontinuities with the themes treated in the preceding weeks as well as with those treated in other domains of anthropology. The final session will look at the question of how to write ethnographies of the Southern Mediterranean today, and will seek to show students that Southern Mediterranean anthropology is very much part of the family of contemporary anthropologies.

Learning Outcomes

To be conversant in the main themes and trends in the anthropology of the Southern Mediterranean (a region here defined as including, under the sub-heading Mashriq, Lebanon, Syria, Israel, Jordan, Palestine, Iraq, Cyprus and parts of Turkey and Egypt, and, under the sub-heading Maghreb, Morocco, Tunisia, Libya, Algeria, parts of Malta and the remainder of Egypt);

To acquire a sound knowledge of the social and cultural characteristics of such Southern Mediterranean societies at both a national and a regional level;

To apply anthropological insights to contemporary political developments such as Islamicisation, nationalism, terrorism, dynastic dictatorship, the 'Clash of Civilisations', and the use of media in representations of and representations by Southern Mediterranean populations;

To assess the distinctiveness of the South Mediterranean as a "culture area" and consider continuities and discontinuities with the Northern Mediterranean;

To be able to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with the discussion of ethnographic data.

Preliminary Reading

Abu-Lughod, Lila. 1989. "Zones of Theory in the Anthropology of the Arab World." *Annual Review of Anthropology*, 18: 267-306.

Eickelman, Dale. 1998. *The Middle East and Central Asia: An Anthropological Approach*. Upper Saddle River, N.J.: Prentice Hall.

Peteet, Julie. 1991. *Gender in Crisis: Women and the Palestinian Resistance Movement*. New York: Columbia University Press.

Rabinow, Paul. 1977. *Reflections on Fieldwork in Morocco*. Berkeley: Univ. of Calif. Press.

SE592 The Ethnography of Central Asian Societies

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2011/12; Available 2012/13

Synopsis

The course covers ethnographies of western Asian societies ranging from Pakistan through Central Asia (Afghanistan, Iran, Turkey, and ex-Soviet Central Asian nations such as Tajikistan, Uzbekistan, and Kazakhstan) to the Caucasus. It introduces the history of civilization and Turco-Persian cultures in this region, its history of orientalist (philological) scholarship, and modern fieldwork. Thematic topics include: tribe and state, peasant and urban economies, family and marriage, codes of prestige and etiquette, sexuality and seclusion, religion and experience. A primary focus is on Central Asian Islamic religion and civilization, but minority faiths (Zoroastrian, E. Christian, and pre-Islamic traditions) are treated together with modern predicaments of secularization and political fundamentalism. Students are particularly encouraged to study modern cinema films and narrative literature from this region.

Learning Outcomes

Be able to analyse and communicate their comprehension of anthropological texts on this region.

Be able to construct coherent and logical arguments, particularly in written form, which combine conceptual understanding with substantiated ethnographic examples.

Be conversant in the main themes and trends in the anthropology of Central Asia.

Cultivate an informed understanding of its societies and religious cultures.

Preliminary Reading

Eickelman, Dale "The Middle East and Central Asia: An Anthropological Approach" (4th ed.) 2002

Lindholm, Charles "The Islamic Middle East: Tradition and Change" 2002

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SE593	Evolution of Human Diversity					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	von Cramon-Taubadel Dr N

Contact Hours

11 Lectures; 11 Seminars.

Pre-requisites

SE302 Foundations of Human Culture. Students are recommended to have taken SE581 and SE582

Restrictions

Stage 3

Synopsis

This module deals specifically with the biological evolution of the human species. The nature and extent of the biological diversity observed amongst human populations has been at the heart of anthropological enquiry for centuries. This module will provide an in-depth introduction to 'racial anthropology' and its impact on the modern disciplines of both biological and socio-cultural anthropology. Students will review historical aspects of racial anthropology such as the establishment of racial classification schemes, the abuse of quantifiable biological data to support racially-motivated schemes and socio-political movements such as eugenics. These historical accounts will provide the necessary background to appreciate and fully understand the modern discipline of physical anthropology.

Physical anthropologists today use a variety of analytical models and techniques drawn from population and quantitative genetics in order to analyse human biological diversity in a meaningful way. Students will be introduced to these such that the complexities of microevolutionary theory are readily understood through a series of modern human case studies. Students will learn the extent to which humans have adapted to various environmental conditions as well as understanding the effects of recent migrations, demographic changes and population expansions. This facilitates a direct comparison with other non-evolutionary methods of analysis such as those employed by forensic anthropologists today. Finally, students will investigate the potential for using models of human diversity to understand the evolution of other human paleospecies. This places the study of modern human biology within the broader framework of human evolution.

Learning Outcomes

An appreciation of the historical process underlying the development of anthropology as an academic discipline.

A concise understanding of microevolutionary theory, through the use of modern human case-studies

Knowledge of population and quantitative genetic models, as they might apply to the analysis of human diversity

An in-depth understanding of the quantifiable range of genetic and phenotypic diversity found amongst human populations

An appreciation of the relative roles of neutral and adaptive evolution in shaping human diversity

An understanding of the nature and extent of human phenotypic adaptation to varying environmental conditions

An understanding of how human diversity can be employed to infer patterns and processes of human evolution

Preliminary Reading

Cavilli-Sforza, L.L., Menozzi, P., & Piazza, A., "The History and Geography of Human Genes", Princeton University Press, New Jersey, 1994

Coon, C.S., 1962 "The Origin of Races", Knoff, New York, 1962

Gould, S.J., "The Mismeasure of Man", Norton, New York, 1981

Jobling, M.A., Hurles, M.E., & Tyler-Smith, C., "Human Evolutionary Genetics. Origins, Peoples and Disease", Garland, Oxford, 2004

Lahr, M.M., "The Evolution of Modern Human Diversity: a Study of Cranial Variation", Cambridge University Press, Cambridge, 1996

Lynch, M., & Walsh, B., "Genetics and Analysis of Quantitative Traits", Sinauer, Sunderland, 1998

2012-13 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE594 Anthropology and Development

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures; 12 Seminars

Pre-requisites

SE301 Social Anthropology

Availability

Available 2011/12; Not Available 2012/13

Synopsis

This module is primarily intended to offer a critical analysis of the concept of development, particularly as it is used to talk about economic and social change in the developing world, the module shows how anthropological knowledge and understanding can illuminate 'development issues' such as rural poverty, environmental degradation, international aid and humanitarian assistance, climate change and the globalization of trade. Topics discussed include the role of anthropology in development practice, by examining some of the methods being used to either study or participate in current development projects, whether at local, national or international levels of intervention.

Learning Outcomes

Gain an appreciation of the global problems that development policies aim to address.

Understand the history of anthropological involvement in development.

Acquire ethnographic knowledge of how anthropology illuminates issues such as rural poverty, environmental degradation and the globalization of trade.

Acquire ethnographic knowledge of how indigenous people have responded to development programmes.

Gain an understanding of anthropological critiques of development theory and projects.

Gain practical experience in some of the methods used by anthropologists to study development projects.

Gain practical experience in interviewing and analyzing interviews.

Explore why development projects fail or succeed.

Preliminary Reading

Mosse, D. "Cultivating Development" 2005

Pretty, J. "The Living Land", Earthscan, 2001

Erdmann, S. "Nine Hills to Nambankaha", St. Martin's Press, 2003

UNDP Human Development Report: Climate Change and Human Development, 2007

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SE595	Social Computing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	Fischer Prof M

Contact Hours

4 x 1 Hour Lectures; 4 x 1 Hour Seminars; 8 x 2 Hour Workshops

Synopsis

In this module you will learn how people are using social computing resources, how anthropologists and others understand these activities, how to access and deploy these resources yourself, and how to leverage your participation to better understand social and cultural processes that are underway in social computing contexts.

In Social Computing we describe and analyse how people use and adapt new technologies to form and navigate cultural and social contexts, create and spread knowledge and undertake action emerging from computer-enhanced capabilities. Capabilities include the internet (including so call Web 2.0), clouds, augmented reality, robotics and virtual devices, wearable computers and sensors and artificial intelligence.

We begin by looking at the major theoretical paradigms and methods that have guided research on these in anthropology and related disciplines. In the remainder of the module we examine case studies of social computing based on different capabilities, using a tool-kit that supports the creation and analysis of social computing capabilities and developing group and individual contributions to an on-going collective module project that will contribute to the Social Computing context.

Topics considered include the creative commons of open source, Web 2.0 and resource clouds, social networks, organisational change, reputation, social, lgel and ethical issues, mobile and ubiquitous computing and argmented reality. Topics discussed in class will provide ideas and models for student research projects.

Learning Outcomes

Knowledge and understanding of theoretical concerns, methods, and findings of current empirical research in old, new and emerging contexts of cultural and social uses, resp0nses, adaptation to and adaptation of social computing.

Methods for data collection, analysis and interpretation of social and cultural formatons arising from social computing.

An understanding of the implications of nature, complexity and richness of human diversity and adaptation as influenced by social computing.

The cultural construction of social computing.

The interaction of social, cultural and biological aspects of human groups with social computing systems.

Ability to create social computing resources for research and reporting.

Preliminary Reading

Barabasi, A.L. "Linked: How Everything is Connected t Everything Else and What it Means for Business" 2002

Dennis, R.A. et.al. "Fire, People and Pixels: Linking Social Science and Remove Sensing to Unerstanding Underlying Causes and Impacts of Fires in Indonesia" 2005

Fielding, J. "Coding and Managing Data" 2001

Fischer, M. "Applications in Computing for Social Anthropologists" 1994

White, Douglas and Ulla Johanse "Network Analysis and Ethnographic Problems" 2004

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SE596 Theoretical Perspectives in Social Anthropology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Demian M Dr

Contact Hours

11 x 1 Hour Lectures; 11 x 1 Hour Seminars

Restrictions

Stage 3

Synopsis

This module aims to develop the anthropological imagination of Stage 3 students, that is, to instill 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 topics 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.

Learning Outcomes

Be conversant in the main theoretical schools to have affected social anthropology.

Have cultivated an in-depth understanding of the relationship between social anthropology and the disciplines from which it draws its theoretical sources.

Understand the ways in which social anthropologists have used these theories in relationship to their ethnographic writings.

Be able to analyse theoretical positions critically, and to locate them in the appropriate intellectual schools of thought from which they originate.

Be able to analyse and communicate understanding of anthropological texts in written and spoken contexts.

Be able to construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

Preliminary Reading

Moore, H.L. & Sanders, T. (eds) 2006 Anthropology in Theory: Issues in Epistemology

Fabian, J. 2002 Time and the Other: How Anthropology Makes Its Object

Layton, R. 1998 An Introduction to Theory in Anthropology

SE597 Theoretical Topics in Social Anthropology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Hodges Dr M

Contact Hours

11 x 1 Hour Lectures; 11 x 1 Hour Seminars

Restrictions

Stage 3

Synopsis

This module aims to aid Stage III 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 engaged with the pressing political and social concerns of their day.

Learning Outcomes

Be conversant in the main theoretical schools to have affected social anthropology.

Have cultivated an in-depth understanding of the historical depth of theoretical debates in social anthropology.

Understand how social anthropologists have applied the theories of their day to the ways in which they have conducted ethnographic research and writing.

Be able to analyse theoretical positions critically.

Be able to analyse and communicate their understanding of anthropological texts in both written and spoken form.

Be able to construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

Preliminary Reading

Barnard, A. 2000. History and Theory in Anthropology. Cambridge: Cambridge University Press.

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.