

2014-15 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	Struebig Dr M

Contact Hours

12 Lectures; 12 Seminars

Synopsis

This module will inform students how climate has influenced the diversity of life on Earth, from past to present. The role that anthropogenic factors have played in contemporary climate change since the commencement of the industrial era will be examined in detail, in addition to considering their possible effect on future climatic scenarios. The impact of climate change on individual organisms, populations and communities will be investigated, with particular emphasis given to understanding how species are responding. Human impacts from and vulnerabilities to global warming will also be considered. The module will explore how conservation biologists are using particular interventions to ameliorate the most harmful and destabilising effects of climate change. From a more general perspective, the social, economic and political ways in which climate change can be mitigated will be assessed.

Learning Outcomes

Subject specific outcomes:

On successful completion of the module a student should be able to demonstrate:

- A clear understanding of past, present and future climates
- A detailed knowledge of the contribution anthropogenic factors have played in contemporary climate change
- An advanced comprehension of how organisms, populations and communities have/will respond to climate change
- An understanding of the measures that can be taken to mitigate climate change
- An appreciation of the various conservation actions/interventions that may be needed in a changing climate

Preliminary Reading

Hannah, L. 2010. Climate Change Biology. Elsevier. ISBN 13: 978-0-12-374182-0..

Peake, S. & Smith, J. 2009. Climate Change: from science to sustainability. 2nd edition, Oxford University Press, Oxford. university library.

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

Contact Hours

12 Lectures; 12 Seminars

Pre-requisites

SE302 and/or BI305/BI307

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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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	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Bennett Dr P

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

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

Available 2013/14 Not Available 2014/15

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

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DI508 Skills for Conservation Biologists (Field trip)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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 2013/14 and 2014/15

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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DI518	Contemporary Conservation Science					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Davies Dr Z

Contact Hours

12 Lectures and 12 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
- To confidently and actively participate in research discussions
- To understand how to manage study/work time effectively
- To develop critical thinking and reading skills
- To improve written presentation skills
- To successful conduct in-depth independent library-based research

Preliminary Reading

Recent issues of the journals: Nature, Science, PLoS Biology, Trends in Ecology and Evolution, Frontiers in Ecology and the Environment, Conservation Biology, Conservation Letters and Biological Conservation

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	Newing Dr H

Contact Hours

11 Lectures; 11 Seminars

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

Availability

Not Available 2013/14 Available 2014/15

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)

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DI521		Species Conservation				
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

DI522		Research Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Groombridge Dr J

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.

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DI530	Spatial Analysis: Principles and Methods					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Tzanopoulos Dr J

Contact Hours

12 Lectures 12 Seminars

Pre-requisites

None

Synopsis

The overall aim of this module is to provide students with an outline of the principals of Spatial Analysis and to introduce a range of methods for collection and analysis of spatial data. Particular attention is paid to the development of students' analysis skills through the use of remote sensing techniques and Geographic Information Systems (GIS). GIS are increasingly being used in wildlife conservation and environmental sciences in general to help solve a wide range of "real world" environmental and associated social problems. As the current trend in ecological studies moves towards the acquisition manipulation and analysis of large datasets with explicit geographic reference, employers often report shortages of relevant GIS skills to handle spatial data. Thus, this module will introduce the use of GIS as a means of solving spatial problems and the potential of GIS and remote sensing techniques for wildlife conservation providing the student with marketable skills relevant to research and commercial needs. Topics will include:

- understanding the major concepts in Spatial Analysis;
- introduction to the principles of GIS;
- introduction to remote sensing
- data structures in GIS;
- data sources and methods of data acquisition
- georeferencing, co-ordinate systems and projections
- working with raster and vector data
- mapping (how to create and transform maps),
- ArcGIS -overview of ArcGIS, ArcMap, ArcCatalog; ArcToolbox, Spatial Analyst.
- GIS operations (Calculating area, Intersection of polygons etc)
- manipulation, spatial data query and analysis of a wide range of environmental and socio-economic information relevant to wildlife conservation

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

Learning Outcomes

Knowledge of the generic concepts spatial analysis and an understanding of the application of GIS and remote sensing for biodiversity conservation using real world examples

12.2 Ability to acquire and combine data from multiple sources in a GIS to solve practical problems in wildlife conservation

12.3 An understanding of the principals underlying the analysis of spatial data and remote sensing data

12.4 Practical knowledge of GIS analytical techniques and how to use them to generate, map, analyse and describe environmental data

12.5 Ability to generate and critically evaluate GIS and remote sensing outcomes and write reports on GIS mapping and analysis

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DI531	Human Wildlife Conflict and Resource Competition					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Humle Dr T

Contact Hours

11 hours; one lecture per week for 11 weeks

14 hours; one seminar per week for 11 weeks plus one

Synopsis

Human-wildlife conflicts and resource competition imply costs on human social, economic or cultural life and on the ecological, social or cultural life of wildlife concerned, often to the detriment of conservation objectives and socio-economic realities. This module aims to introduce students to the magnitude and multidisciplinary dimensions of human-wildlife conflicts (HWC) and resource competition, and current approaches and challenges in mitigating and preventing HWC. We will explore how theoretical frameworks for approaching HWC are most often confined within disciplinary boundaries and how more holistic approaches can better equip conservationists and other professionals in dealing with the issue. Using a variety of teaching and learning methods, students will learn about issues involved in determining and analysing HWC, and planning, implementing and evaluating conflict mitigation or prevention schemes.

Learning Outcomes

13.1: think critically about conservation issues and their multidisciplinary dimensions.

13.2: integrate theory and practice into understanding of human-wildlife conflicts and issues.

13.3: communicate with their peers in an academic setting.

13.4: be equipped to use a variety of tools effectively to conduct research.

13.5: coherently present published data supported by quantitative and qualitative evidence both verbally and in written form.

13.6: engage effectively in independent research and learning required for further study or professional work.

Preliminary Reading

- Knight J. (2000) *Natural Enemies: Human-Wildlife Conflict in Anthropological Perspective*. London: Routledge.
- Sillero-Zubiri C. et al. (2007) *Living with wildlife: the roots of conflict and the solutions*. In: Macdonald D (Ed.) *Key Topics in Conservation Biology*. Oxford: Blackwell.
- Woodroffe R. et al. (2005) *People and Wildlife: Conflict or Coexistence?* Cambridge: Cambridge University Press.
- Hockings K.J and Humle T. (2009) *Best Practice Guidelines For The Prevention And Mitigation Of Conflict Between Humans And Great Apes*. Gland, Switzerland: IUCN/SSC Primate Specialist Group (PSG).
- Knight J. (2006) *Waiting for Wolves in Japan: An Anthropological Study of People-Wildlife Relations*. Oxford: Oxford University Press.
- Wang S. (2011) *Human Wildlife Conflict Management: Understanding the fundamentals of human wildlife conflicts in human dominated landscapes*. LAP LAMBERT Academic Publishing.

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DI532	Creative Conservation					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Bride Dr I

Contact Hours

Lectures and seminars totalling 30 contact hours

Pre-requisites

None

Method of Assessment

100% coursework

Synopsis

Creative Conservation will engage students with a range of ways of thinking critically about conservation issues and their communication whilst developing their own creative practice and skills portfolio. The approach will seek to take a truly interdisciplinary approach, exploring these issues from a range of disciplinary perspectives and seeking syntheses and new imaginings in addressing them. Topics of focus will be chosen from amongst:

- History of place and the relationship with nature – esp. East Kent and the Blean
- Photography - and the use of the still image
- Video - as representation and a research tool
- Art and Conservation - craftwork, eco-regional design and natural resource utilisation
- The Wildlife Documentary - a critical deconstruction and analysis
- Conservation, Religion and Culture
- Campaigning for Conservation
- Conservation and Agriculture
- Literature and Storytelling
- Conservation and Cuisine - benefit or burden to the conservation mission?
- Performance Ethnography - a theoretical framework for action research in conservation

In each case the theoretical, as well as the applied practical aspects of the topic will form a core component of the learning and teaching.

Learning Outcomes

11.1 Students will develop their creative practice in the context of a deeper understanding of specific conservation issues

11.2 Students will acquire and develop a range of practical skills relating to the module topics and of use to conservation practice

11.3 Students will gain an understanding of the theoretical underpinnings to their creative conservation practice

11.4 Students will develop their capacity to work alone and in teams whilst focussing on different conservation-oriented activities

11.5 Students will develop their capacity to communicate and explain process, nature and outcomes of their creative practice

11.6 Students will engage critically with all aspects of their creative practice across each of the individual topics selected to comprise the curriculum (see below) and will engage with the theoretical background and underpinnings as well as the more practical aspects.

Preliminary Reading

Indicative Reading List:

Cameron, J. (1992) *The Artist's Way: A Spiritual Path to Higher Creativity*. Penguin

Denzin, N. (2003) *Performance Ethnography: critical pedagogy and the politics of culture*. Sage.

Emerling, J. (2012) *Photography: history and theory*. Routledge.

Kimber, R. and Richardson, J. (1974) *Campaigning for the Environment*. Routledge and Kegan Paul.

Oaks, R. and Mills, E. (2010) *Coppicing and Coppice Crafts: a comprehensive guide*. The Crowood Press.

Oldfield, M. and Alcorn, J. (1991) *Biodiversity culture, conservation and ecodevelopment*. Westview Press.

Video. (2003) *Je' accuse: the Wildlife documentary*. Without Walls

Zipes, J. (1995) *Creative Storytelling: building community, changing lives*. Routledge.

DI534	Critical Perspectives on Global Conservation					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

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DI535	Tropical Ecology and Conservation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)		

Contact Hours

The main taught component of the module will be delivered on location during an intensive field study of approximately 11 days. Formal contact time will vary according to logistical factors but will comprise approximately 88 hours (including 4 hours in Canterbury meetings).

Pre-requisites

None

Availability

The module will be offered to Stage 3 students and taught in the summer vacation, between Stages 2 and 3. Credit will be awarded in Autumn term at Stage 3.

Method of Assessment

100% coursework

Synopsis

This residential module is designed to provide students with first-hand experience of ecological processes, biodiversity and conservation issues associated with humid tropical environments.

The module will take place in a field studies centre at a rainforest location where there is an adequate infrastructure to ensure an acceptable standard of logistical support and health and safety conditions. Students will spend time working in forest and non-forest systems, and there will be an emphasis on practical training in ecological survey and assessment methods.

Teaching on conservation will be integrated with short visits to surrounding sites to gain direct appreciation of the issues, problems and solutions surrounding rainforests and their wildlife.

Learning Outcomes

11.1: Gain in-depth knowledge and experience of the characteristics and ecological processes that define tropical rainforests (including nutrient cycling, decomposition and pollination), as well as the characteristics of disturbed tropical forests and the breakdown of ecological processes within these habitats.

11.2: Understand the importance of tropical forests as centres of biodiversity and ecological diversification.

11.3: Gain theoretical and direct experience of the major conservation issues surrounding rainforests, and evaluate ways by which environmental impacts on tropical habitats can be mitigated.

11.4: Gain practical and analytical skills concerning ecological survey techniques and assessment methods for a range of tropical biota, which can also be applied to other ecosystems.

Preliminary Reading

Textbooks:

- Gardner, T. 2010 *Monitoring forest biodiversity : improving conservation through ecologically responsible management*. Earthscan, London.
- Ghazoul, J., and Sheil, D. 2010 *Tropical rain forest ecology, diversity, and conservation*. Oxford University Press.
- Montagnini F., and Jordan, C. 2006 *Tropical forest ecology: the basis for conservation and management*. Springer Verlag.
- Osborne, P. 2012 *Tropical ecosystems and ecological concepts*. Second edition. Cambridge University Press.
- Sodhi, N and Ehrlich, P. 2010. *Conservation biology for all*. Oxford University Press.
- Whitmore, T. 1990 *An introduction to tropical rain forests*. Clarendon Press, Oxford.

Journals:

Various, including: *Nature*, *Science*, *PNAS*, *Frontiers in Ecology and Environment*, *Conservation Biology*, *Biological Conservation*, *Trends in Ecology and Evolution*, *Biotropica*, *Journal of Tropical Ecology*.

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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. You will be expected to conduct original research into some aspect of scientific anthropology and present your research findings in the form of a 10,000 – 12,000 word dissertation and a 15-minute oral presentation. You will also have to submit a project participation file. For your project you can collect and analyse your own data, analyse previously published data in an original manner, or combine the two approaches. In most cases the research will include collecting/analysing quantitative data. You will be assigned an individual supervisor who will advise you on your choice of topic and your research strategy.

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

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	Hodges Dr M

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.

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SE541 The Evolution of Hominin Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	Miskiewicz Ms J

Contact Hours

11 Lectures; 9 Seminars; 2 Practical

Pre-requisites

SE302 Foundations of Human Culture - and SE581 Biological Anthropology: The Human Animal

Availability

Stage 3 only

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

SE542 Human Ecology						
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 2013/14; Not Available 2014/15

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"

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SE547 South East Asian Societies						
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 2013/14; Not Available 2014/15

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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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	Waldstein Dr A

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2013/14 Available 2014/15

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	Fotta Dr M

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2013/14; Available 2014/15

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	Fischer Prof M

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2013/14; Available 2014/15

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	Fischer Prof M

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2013/14; Available 2014/15

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	Poltorak Dr M

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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SE556 Social Sciences in the Classroom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Johns Dr S

Contact Hours

Contact hours (initial training and support classes): 12 hours

Placement time: 18 hours

Self study: (Writing log book, preparing teaching materials, writing report and preparing oral presentation skills): 120 hours

Pre-requisites

This module has no specific prerequisites but requires a solid understanding of the degree subject area. Students will be required to successfully complete a DBS check before going into a school. Acceptance onto the module is by interview and is subject to confirmation of a school placement. All applicants will normally be interviewed at the end of Stage 1. If a student is not selected to take the module, or if a suitable placement cannot be found, then the student will be able to choose another 15-credit spring term module appropriate for their degree.

Restrictions

This module is not available to students registered for programmes in the School of Politics and International Relations (can take PO652 instead), or students outside the Faculty of Social Sciences.

Places on the module are strictly limited and are dependent on placement opportunities. Participation in the module is subject to a successful DBS check.

Availability

The module is a "Wild Module" for ALL undergraduate programmes in the Faculty of Social Sciences (excluding Pol/IR programmes) where there is space in the timetable for a 15 credit module in the Spring term of either the second or final year of the degree. Student must also attend non-credit bearing training sessions in the Autumn term before they officially begin this module.

Synopsis

This module is a one-term placement opportunity that allows students to teach aspects of their degree subject in a local school. Launched to coincide with Kent's 50th anniversary, this module highlights the longstanding excellence of social science research and teaching at the University, and the important role the institution has in contributing to the local community

The module will begin with (formative) training sessions (2x3hours) in the Autumn term. These will include sessions on the sections of the national curriculum that are degree specific, the relationship with the teacher, how to behave with pupils, as well as how to organise an engaging and informative session on an aspect of the specific degree subject.

In the Spring term the student will spend one session per week for six weeks in a local school. Generally, they will begin by observing lessons taught by their designated teacher. Later they will act somewhat in the role of a teaching assistant by working with individual pupils or with a small group. Finally the student will progress to the role of "teacher" and will be expected to lead an entire lesson. The student will be required to keep a weekly log of their activities. Each student will also create resources to aid in the delivery of their subject area within the curriculum. Finally, the student will devise a special project (in consultation with the teacher and with the local module convener).

Learning Outcomes

Ability to present core degree subject specific concepts, methods, theories, ideologies, to describe and comment upon particular aspects of current research in the degree discipline, as well as key features of the specific degree subject clearly within a classroom setting.

Understanding of the importance of professional responsibility and of following professional guidelines.

Understanding of the National Curriculum and interpreting (however broadly) the role of the specific degree subject within it.

Knowledge of the organisation within schools and the management of people within them

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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 theories of natural and sexual 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.
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.
Recognize the implications of Darwin's theories of natural and sexual selection for 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

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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

SAC Students must take this module at stage 2 to allow them to take SE569 at stage 3. Students outside of SAC taking SE566 as a wild module can do so in stages 2 or 3.

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

SE567		Methodology in Anthropological Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Mahoney Dr P

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

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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	Burger Dr O

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 evaluate 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 2013/14; Not Available 2014/15

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		Medicinal Plants: Home Remedy, Pharmaceutical, Illicit Drug				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Waldstein Dr A

Contact Hours

12 Lectures; 12 Seminars

Pre-requisites

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

Availability

Not Available 2013/14; Available 2014/15

Method of Assessment

60% exam; 40% coursework.

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

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

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

Hsu, E. and S. Harris "Plants, Health and Healing"

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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	Peluso Dr D

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2013/14; Available 2014/15

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	Wheeler Dr B

Contact Hours

21 Lectures; 3 Seminars

Restrictions

Normally Stage 2 for Anthropology Students

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

Strier, K.B. (2011) "Primate Behavioural Ecology" (4th edn.)

Krebs, Davies & West (2012) "An Introduction to Behavioural Ecology"

Redmond (2008) "Primates of the World"

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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	Fahy Dr G

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

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

SE582 Comparative Perspectives in Primate Biology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Newton-Fisher Dr N

Contact Hours

14 hours of Lectures; 9 hours of Practicals

Restrictions

Stage 2 or 3 (See individual Programme rubric)

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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SE584 The Anthropology of Business						
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 2013/14; Not Available 2014/15

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

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 2013/14 Not Available 2014/15

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"

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SE586	Ethnographies 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Campbell Dr B

Contact Hours

6 x 1 Hour Lectures; 6 x 2 Hour Seminars

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	Wheeler Dr B

Contact Hours

6 x 2 Hour Lectures; 6 x 2 hour Seminars

Restrictions

Stage 2

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*. Berkeley, 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	Campbell Dr B

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)	70% Exam, 30% Coursework	Henig 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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SE591 Southern Mediterranean Societies: Mashriq andMaghreb						
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 2013/14; Not Available 2014/15

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.

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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	Henig Dr D

Contact Hours

12 Lectures; 12 Seminars

Availability

Not Available 2013/14; Available 2014/15

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

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	Burger Dr O

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 evolution of biological diversity within 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 into human phenotypic and genetic diversity across the globe.

Biological anthropologists today use a variety of analytical models and techniques drawn from population genetics, quantitative genetics, and evolutionary ecology to analyse human biological diversity. Students will be introduced to these so that the complexities of evolutionary and ecological theories are readily understood.

Students will learn the extent to which humans have adapted to various environmental conditions, as well as understanding the effects of recent demographic changes and population expansions.

This facilitates a direct comparison with other non-evolutionary ecological patterns, while placing human diversity in broad comparative perspective. This also serves as a platform for critically evaluating claims of human ecological or evolutionary uniqueness.

Learning Outcomes

Student learning outcomes include the following points: An appreciation of the historical process underlying the development of anthropology as an academic discipline, an understanding of the nature and extent of human phenotypic adaptation to varying environmental conditions, a concise understanding of microevolutionary theory and the processes that generate biological diversity, broadly defined, an in-depth understanding of the quantifiable range of genetic and phenotypic diversity found amongst human populations, an understanding of how human diversity can be employed to infer patterns and processes of human evolution.

Preliminary Reading

- Human evolutionary genetics - Jobling, Mark A., Hollox, Edward, Kivisild, Toomas, Tyler-Smith, Chris 2013.

- Genetics and analysis of quantitative traits - Lynch, Michael, Walsh, Bruce 1998.

- Human biological variation - Mielke, James H., Konigsberg, Lyle W., Relethford, John 2011.

- Brown, D.E., 2009. Human Biological Diversity, 1 edition. ed. Pearson, Upper Saddle River, NJ.

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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 2013/14; Not Available 2014/15

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	

Contact Hours

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

Availability

Available 2013/14 Not Available 2014/15

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, legal and ethical issues, mobile and ubiquitous computing and augmented 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, responses, adaptation to and adaptation of social computing.

Methods for data collection, analysis and interpretation of social and cultural formations 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 to Everything Else and What it Means for Business" 2002

Dennis, R.A. et.al. "Fire, People and Pixels: Linking Social Science and Remote Sensing to Understanding 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 Johanson "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)	50% Coursework, 50% Exam	Pina-Cabral Prof J

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.

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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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Contact Hours

12 Lectures 12 Seminars

Pre-requisites

None

Availability

Available 2012/13

Synopsis

Human-wildlife conflicts and resource competition imply costs on human social, economic or cultural life and on the ecological, social or cultural life of wildlife concerned, often to the detriment of conservation objectives and socio-economic realities. This module aims to introduce students to the magnitude and multidisciplinary dimensions of human-wildlife conflicts (HWC) and resource competition, and current approaches and challenges in mitigating and preventing HWC. We will explore how theoretical frameworks for approaching HWC are most often confined within disciplinary boundaries and how more holistic approaches can better equip conservationists and other professionals in dealing with the issue. Using a variety of teaching and learning methods, students will learn about issues involved in determining and analysing HWC, and planning, implementing and evaluating conflict mitigation or prevention schemes.

Learning Outcomes

- 12.1: critically engage with theoretical questions and practical challenges posed by human-wildlife conflicts (HWCs) and resource competition.
- 12.2: demonstrate familiarity with the multidisciplinary dimensions of human-wildlife conflict issues and their global scope
- 12.3: demonstrate an understanding of how to study HWCs, to design conflict mitigation schemes, and to evaluate their effectiveness.
- 12.4: demonstrate knowledge of the differing implications and impacts of HWCs across protected and non-protected area landscapes.
- 12.5: understand current debates around rewilding and reintroductions and conflict issues
- 12.6: demonstrate an ability to comply with academic publishing instructions and organize a conference style oral presentation.

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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Contact Hours

12 Lectures 12 Seminars

Pre-requisites

None

Availability

Available 2012/13

Synopsis

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

Learning Outcomes

- 12.1 Be conversant with the major theoretical positions taken in contemporary Social Anthropology.
- 12.2 Be able to discuss critically the evidence supporting competing anthropological theories.
- 12.3. Be able to connect the way anthropological debates relate to current affairs, including political, social and economic developments and historical events.
- 12.4 Be able to describe some of the historical development of anthropological ideas in the 20th century
- 12.5 Have cultivated an in-depth understanding of the recognised topic in anthropology of violence and conflict and the related fields of power and politics, the nation-state, anthropological approaches to memory and emotions, gender, war and ethics.
- 12.6 Be able to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with discussion of ethnographic data.
- 12.7. Be able to plan a small research project that connects anthropological debates to broader social issues and current events.
- 12.8. Be able to present their findings in an oral presentation and work with other students in order to develop their ideas.

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SE601 European Societies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

12 Lectures and 12 Seminars

Pre-requisites

SE301

Availability

Available 2013/14 not Available 2014/15

Method of Assessment

50% Coursework 50% Exam

Synopsis

'European Societies' surveys the social anthropology of contemporary Europe, with a focus on Western European urban and rural societies. The module explores changes in European societies since the end of the Cold War, including conflict related to the reorganisation and 'fortification' of Europe's southern and eastern borders. We read ethnographies exemplifying contemporary approaches to studying industrial and post-industrial societies. We critically review key debates in the study of community and identity politics; nationalism and ethnic conflict; borders, migration and transnationalism; tradition, modernity, and heritage; tourism; industrial and post-industrial work; new religious movements; and biosocialities. A further focus is interrogation of the concept of 'Europe' itself, through analyzing the process of 'Europeanization' within the EU, and issues raised by the financial crisis; and through presenting ethnographic vantage points from which students can rethink the idea of 'Europe' for themselves. The module includes a critical history of anthropological study of Europe and the Northern Mediterranean, with special attention to the role of the University of Kent in the development of the regional literature. It is designed to be accessible to anthropology students, and those interested in European studies more generally.

Learning Outcomes

- 11.1 be conversant in the main themes and trends of the anthropology of European societies
- 11.2 have cultivated an in-depth critical understanding of the historical depth and cultural diversity of a number of Western European societies in both urban and rural contexts, and at a regional and national level
- 11.3 have acquired a critical understanding of the historical development of those societies
- 11.4 be able to apply anthropological insights to contemporary political, social, and economic developments in the European context e.g. nationalism and conflict; the socio-cultural impact of new technologies; the development and consequences of tourism within Europe; the heritage industry; the European Union; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on Europe
- 11.5 understand the impact of study of industrial and post-industrial European societies on anthropological methods
- 11.6 be knowledgeable about key theoretical contributions of Europeanist anthropologists to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity
- 11.7 be able to analyse and communicate their understanding of anthropological texts in both written and spoken form
- 11.8 be able to construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

Preliminary Reading

- Asad, T., J. Fernandez, M. Herzfeld, A. Lass, S.R. Rogers, J. Schneider and K. Verdery. 'Provocations of European Ethnology', *American Anthropologist* 99(4):713-30, 1997.
- Berdahl, D. 1999. *Where the World Ended: Re-Unification and Identity in the German Borderland*. Berkeley: University of California Press.
- Davis, J. 1977. *People of the Mediterranean: an Essay in Comparative Social Anthropology*. London: Routledge.
- Goddard, V.J., J. Llobera, and C. Shore (eds), 1994. *The Anthropology of Europe: Identities and Boundaries in Conflict*, Oxford: Berg.
- Kockel, U., Craith, M.N. and Frykman, J. (eds), 2012. *A Companion to the Anthropology of Europe*. Oxford: Wiley.
- Macdonald, S. (ed) 1993. *Inside European Identities: Ethnography in Western Europe*. Oxford: Berg.
- Navaro-Yashin, Y. 2012. *The Make-Believe Space: Affective Geography in a Post-War Polity*. Durham: Duke University Press.
- Pina-Cabral, J. and J.K. Campbell (eds.) 1992. *Europe Observed*. London: Palgrave MacMillan.
- Rabinow, P. 1999. *French DNA: Trouble in Purgatory*, Chicago: University of Chicago Press.
- Rapport, N. (ed) 2002. *British Subjects: An Anthropology of Britain*. Oxford: Berg.
- Shore, C. 2000. *Building Europe: The Cultural Politics of European Integration*. London: Routledge.
- Silverstein, P. 2004. *Algeria in France: Transpolitics, Race, and Nation*. Bloomington: Indiana University Press.

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SE752	Anthropology of Creativity					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Hodges Dr M

Contact Hours

12 1-hour lectures + 12 1-hour seminars = 24 contact hours

Pre-requisites

SE301

Availability

Available 2014/15, not available 2015/16

Method of Assessment

100% coursework

Synopsis

This module critically surveys anthropological approaches to creativity and creative expression—selected from research on creativity itself, and on the anthropology of art and literature (both oral and written). We explore three fields of creative practice as they relate to contemporary anthropology. 1) We review classic approaches to the anthropology of art, in both non-Western and Western contexts. We assess recent breakthroughs which challenge the borders between artistic and ethnographic discourse, exploring how the ethnographic encounter can be rethought via dialogue with contemporary artists. 2) We review the anthropology of literature, and assess both pioneering forms of literary expression in the work of anthropologists, and the output of anthropological practitioners of literary fiction and poetry. 3) We examine how anthropology itself can be conceptualised as the creative expression of an encounter with others, lived experience, and the unknown, and explore the implications for anthropological modes of representation (including public anthropology). Students have the option to develop a creative project during the module that builds on this training, and can submit both academic and practice-led creative anthropological research as their assessment.

Learning Outcomes

- 11.1 be conversant in the main themes and trends of the anthropological literature on creativity and creative expression (e.g. Western humanist and emerging post-humanist approaches to creativity and material culture; the ethnographic turn in contemporary art practice; the impact of new technologies on creative practice)
- 11.2 have acquired a selective critical understanding of the historical development of the anthropological literature on creativity and creative expression
- 11.3 have cultivated an understanding of the historical depth and cultural diversity of creative practices, in both Western and non-Western societies, and how anthropologists have approached their study
- 11.4 be able to situate and analyse from an anthropological perspective the topics of creativity, creative expression and the arts in relation to relevant social, political, economic, and historical contexts; and to develop awareness of the strengths and limitations of such an approach compared to other disciplinary perspectives on creativity and creative expression
- 11.5 be knowledgeable about key theoretical contributions of anthropologists working on creativity, art and literature to the wider discipline of social anthropology
- 11.6 understand the impact of key works in the anthropology of creativity on anthropological modes of representation
- 11.7 be able to analyse and communicate their understanding of anthropological texts on creativity in both written and spoken form
- 11.8 be able to construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data

Preliminary Reading

- Archetti, E. (ed) 1993. *Exploring the Written: Anthropology and the Multiplicity of Writing*. Oslo: Scandinavian University Press.
- Benson, P. 1993.(ed) *Anthropology and Literature*. Chicago: University of Illinois Press.
- De Angelis, R. (ed) 2002. *Between Anthropology and Literature*. London: Routledge.
- Gell, A. 1998. *Art and Agency: An Anthropological Theory*. Oxford: Clarendon Press.
- Marcus, G. And F. Myers. (eds) 1996. *The Traffic in Culture: Refiguring Art and Anthropology*. Berkeley: University of California Press.
- Narayan, K. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.
- Schneider, A and C. Wright. 2013. *Anthropology and Art Practice*. London: Bloomsbury.
- Schwab, G. 2012. *Imaginary Ethnographies: Literature, Culture, and Subjectivity*. New York: Columbia University Press.
- Stewart, K. 2007. *Ordinary Affects*. Durham: Duke University Press.
- Svasek, M. 2007. *Anthropology, Art and Cultural Production*. London: Pluto Press.