

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes to:  
BSc in Wildlife Conservation  
BSc Human Ecology  
BA Environmental Social Studies

Also available as a Wild Module

### Contact Hours

The module will be taught via a combination of the following, with a total of 24 contact hours over 12 weeks:

- Lectures (10 contact hours)
- Seminars (10 contact hours)
- Computing session (4 contact hours) in which students will explore predicted climate data for various parts of the world, and the implications that this has for biodiversity. This session will focus on analytical skills and statistical interpretation in teams

### Learning Outcomes

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

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

### Method of Assessment

- A critical writing assignment (30%)
- A computing practical report (20%)
- A 2 hour written examination, comprising 3 essay-style questions from a choice of 6 (50%)

### Preliminary Reading

Brodie, J. Post, E. and Doak, D. (Editors) 2012. Wildlife conservation in a changing climate. University of Chicago Press, Chicago.

Burroughs, W.J. 2001. Climate Change: a multidisciplinary approach. Cambridge University Press, Cambridge.

Hannah, L. 2015. Climate change biology. Second Edition, Academic Press, London.

IPCC, 2014. Climate change. Fifth assessment synthesis report. (Pachauri, R.K and Reisinger, A. Editors.). IPCC, Geneva, Switzerland. (<http://www.ipcc.ch/report/ar5/syr/>)

Peake, S. and Smith, J. 2009. Climate change: from science to sustainability. 2nd edition, Oxford University Press, Oxford

Journals:

Various, but including: Nature, Science, PNAS, Proceedings of the Royal Society B, Global Change Biology, and Diversity and Distributions,

### Pre-requisites

DI530 Spatial Analysis: Principles and Methods  
DI310 Skills for Wildlife Conservation and Management

Or equivalent modules that cover similar material and specific learning outcomes of the prerequisite modules listed above-to be evaluated by the module convenor

### Synopsis \*

This module will inform students how climate has influenced the diversity of life on Earth, from past to present, and its likely future impacts. We will begin with a summary of the physical science basis of contemporary climate change and the role that anthropogenic factors have played since the commencement of the industrial era. We will then explore the biological and ecological impacts of climate change on individual organisms, populations and communities, with particular emphasis given to understanding how species are responding. The module will then 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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

DI503 Evolutionary Genetics and Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Exam	Jackson Dr H
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Jackson Dr H
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Jackson Dr H

### Availability

available as a 'wild' module

This Module contributes: BSc Wildlife Conservation

### Contact Hours

12 Lectures; 12 Seminars and 1-day field trip to the Chiltern Hills

### Learning Outcomes

Students will learn the different issues involved in evolutionary genetics, both from a theoretical standpoint, as well as gaining knowledge of the practical tools available to measure genetic diversity and evolutionary distinctiveness for making conservation management decisions. By the end of the module, students should be able to know about, and discuss intelligently:

- Genetic Diversity in Natural Populations.
- Genetic Management of Wild & Captive Populations.
- Problems Encountered by Small Populations.
- Molecular Phylogenies & Evolutionary Distinctiveness.
- Evolution & Conservation of Island Populations.

### Method of Assessment

Assessment is by 100% examination.

### Preliminary Reading

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

Frankham, R. "Introduction to Conservation Genetics"

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

Stearns, S. C. & Hoekstra, R. F. (2000). Evolution – An Introduction. Oxford University Press.

Nei, M. & Kumar, S. (2000). Molecular Evolution and Phylogenetics. Oxford University Press.

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

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

Caughley, G. & Gunn, A. (1996). Conservation Biology in Theory and Practice. Blackwell, Oxford.

Bennett, P. M. & Owens, I. P. F. (2002). Evolutionary Ecology of Birds – Life histories, mating systems and extinction. Oxford Series in Ecology & Evolution. Oxford University Press.

Schluter, D. (2001) The Ecology of Adaptive Radiation. Oxford Series in Ecology & Evolution. Oxford University Press.

Grant, P. (2002). Ecology and Evolution of Darwin's Finches. Princeton University Press.

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

Meffe, G. K. & Carroll, C. R. (1997). Principles of Conservation Biology. Sinauer Associates.

Avise, J. C. (1994). Molecular Markers, Natural History and Evolution. Chapman & Hall, London.

Scott, J. M., Conant, S. & Van Riper III. (2002). Evolution, Ecology, Conservation, and management of Hawaiian Birds: A vanishing Avifauna. Studies in Avian Biology No. 22. Allen Press, Inc., Kansas.

Mindell, D. P. (1997). Avian Molecular Evolution and Systematics. Academic Press, London.

Frankel, O. H. & Soulé, M. E. (1981). Conservation and Evolution. Cambridge University Press.

Smith, T. B. & Wayne, R. K. (1996). Molecular Genetic Approaches in Conservation. Oxford University Press, New York.

Frankham, R, J. D. Ballou and D.A. Briscoe. (2004). A primer of Conservation Genetics. Cambridge University Press.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Pre-requisites

At least three DI modules

### 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. Students will gain an understanding of the importance of genetic processes and evolutionary mechanisms within the context of conservation.

DI505 Conceptual Frameworks in Conservation Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Bennett Dr P

### Availability

available as a 'Wild' Module

This Module contributes: BSc Wildlife Conservation

### Contact Hours

Contact hours consist of 24 1-hour sessions (Total: 24 hours). Twelve sessions will be lecture based including question and answers. The other twelve sessions will consist of 50:50 lecture and discussion surrounding the topic or practical sessions.

### Learning Outcomes

Students who successfully complete this module will:

- Have a sound understanding of current issues in biodiversity and conservation.
- Have Gained skills in conceptual thinking.
- Understand how these current issues impacts on conservation practice.

### Method of Assessment

The formal assessment of this module will be through two written reports <2000 words (50%). And an exam paper lasting 2hrs will for the other 50%.

### Preliminary Reading

Recent issues of Nature, Science and PNAS:

Haldane, J.B.S. (1926) On being the right size. Harper's Magazine (March)

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

### Pre-requisites

None

### Synopsis >\*

The aim of the module is to cover major overarching and current issues, such as understanding biodiversity in the fossil record, extinction rates and how they are calculated, and how many species are there and why it matters. By looking at these "bigger picture" issues conceptual thinking will be brought in; for example how using basic biological knowledge, we can estimate the number of species on Earth. 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; past examples included the outcomes of the Copenhagen conference on climate change and the concept of 'Planetary Boundaries'.

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	Bicknell Mr J

### Availability

Normally taken at Stage 2

This Module is available only to students on Biodiversity Conservation and Management, and Wildlife Conservation.

### Contact Hours

12 Lectures, 12 Seminars and Field trips

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

Students will acquire an appreciation of the different statistical tools that can be applied to different kinds of biological data, and a practical and theoretical understanding of the circumstances in which particular statistical tests must be applied to types of biological data.

By the end of the module, students should be able to know about, and discuss intelligently:

- The theoretical Normal Distribution, and its application to data analysis.
- Null Hypotheses, Type I and II Errors, Sample Strategies, and Independence.
- One- and Two-Tailed Tests, and Experimental Design.
- Analysis of Variance, and Chi-Squared.
- Bivariate Data, Regression Analysis and Correlation Coefficients.
- Practical Application of SPSS Statistical Software.

### Method of Assessment

The module is assessed as 100% coursework. Assessment is by (i) 80% coursework, and (ii) 20% module test, which is to be taken at the end of the course.

### Preliminary Reading

Recommended Text:

Fowler, J., Cohen, L. & Jarvis, P. (1998). *Practical Statistics for Field Biology*. John Wiley & Sons. Chichester, UK.

Ruxton, G. D. & Colegrave, N. (2003). *Experimental Design for the Life Sciences*. Oxford University Press.

Text for Supplementary Reading:

Ambrose, H. W. & Ambrose, K. P. (1977). *A handbook of biological investigation*. Hunter Textbooks, Inc.

Moroney, M. J. (1951). *Facts From Figures*. Penguin Publishers, London.

This book has been continuously in print since its publication: a useful and readable general introduction to the subject.

Rowntree, D. (1991). *Statistics Without Tears*. Penguin Publishers. This book explains how statistics works without defining complex calculations: useful for the 'maths-phobic'.

Huff, D. (1991). *How To Lie With Statistics*. Penguin Publishers. A very readable, and classic, introduction on how statistics can deceive!

Clegg, F. (1990). *Simple Statistics – A course book for the social sciences*. Cambridge University Press. This book covers the necessary ground for social scientists without being too mathematical.

Cohen, S. S. (1988). *Practical Statistics*. London, Melbourne.

Thomas, D. H. (1976). *Figuring anthropology: first principles of probability and statistics*. Holt, Rinehart & Winston Publishers.

Forthofer, R. & Lee, E. S. (1995). *Introduction to biostatistics: a guide to design, analysis and discovery*. Academic Press, London.

Bancroft, H. (1970). *Introduction to biostatistics*. Harper & Row, Medical Division.

Henry, G. T. (1990). *Practical sampling*. Sage publications, Newbury Park, London.

Bishop, O. N. (1966). *Statistics for biology: a practical guide for the experimental biologist*. Longmans Publishers.

Slonim, M. J. (1960). *Sampling: a quick reliable guide to practical statistics*. Simon & Schuster Publishers.

Langley, R. (1968). *Practical statistics for non-mathematical people*. Pan Books Publishers.

Wardlaw, A. C. (2000). *Practical statistics for experimental biologists*. Wiley, Chichester.

Finney, D. J. (1980). *Statistics for Biologists*. Chapman & Hall Publishers.

Glantz, S. A. *Primer of biostatistics*. (1997). McGraw-Hill, Health Professions Division, London.

Sokal, R. & Rohlf, J. (1973). *Introduction to biostatistics*. W. H. Freeman Publishers, San Francisco.

Goldstein, A. (1964). *Biostatistics: an introductory text*. MacMillan Publishers, New York.

### Pre-requisites

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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

This course is designed to introduce and re-affirm statistical concepts, and their correct use and relevance to field biologists. Introductory topics will include measures of central tendency, frequency distributions, the normal distribution, standard errors, and how sample parameters, and null hypotheses apply in real biological situations. Further topics will include one- and two-tailed tests, chi-squared test, regression analysis, and analysis of variance. The role of probability in field biology will be considered, and its application to biological questions. Throughout this taught course, 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 course, students should aim to link the theory presented in lectures with the practical sessions and field trip parts of the course. The field trips will be towards the end of the course, by which time students will have been exposed to sufficient statistical methods, and be ready to apply it. 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.

The role of this module has been to provide students with the statistical knowledge to conduct their data analysis for their research project, and to reinforce the appreciation and knowledge of statistical methods within a biological framework. It is often the case that students in the second and third years of their degree are able to execute statistical analysis via computer programmes, but lack an appreciation of what the statistical results actually mean, and the ability to correctly interpret them in the context of their research. This module is designed to address these issues through a combination of lectures on statistical topics within a biological framework, and practical tasks and exercises.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI510</b>		<b>Global Biodiversity</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Bennett Dr P

### Availability

Only available to students registered for BSc in Wildlife Conservation

### Contact Hours

11 hours= one lecture per week for 11 weeks.

11 hours=11 one hour seminars.

### 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

### Method of Assessment

50% Coursework, 50% Written Examination

### 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. 2000 Global patterns in biodiversity. *Nature* 405, 220-226.

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

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

Grenyer, R., et al. 2006 The global distribution and conservation of rare and threatened vertebrates. *Nature* 444, 93-96.

McCullough, D.R. 1996. *Metapopulations and Wildlife Conservation*. Island Press, Washington, D.C.

Orme C.D.L. et al. 2005 Global hotspots of species richness are not congruent with endemism or threat. *Nature* 436,1016-1019.

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.

### Pre-requisites

Only available to students registered for BSc in Wildlife Conservation

### 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 climate change, habitat loss, fragmentation, over-exploitation and invasive species. Finally, predictive models of future biodiversity loss will be appraised.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

this module contributes:  
BSc in Wildlife Conservation

### Contact Hours

11 Lectures x 1 hr, 11 Seminars x 1 hr and three two-hour coursework feedback sessions (6 hours)

### 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 successfully conduct in-depth independent library-based research

### Method of Assessment

100% Coursework - three equally weighted coursework assignments

### Preliminary Reading

Journals:

Various, but including: Nature, Science, PLoS Biology, Trends in Ecology and Evolution, Frontiers in Ecology and the Environment, Conservation Biology, Conservation Letters and Biological Conservation

### Pre-requisites

None

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI520 Conservation and Communities</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Gardner Dr C

### Availability

This module contributes:  
Wildlife Conservation

### Contact Hours

11 Lectures x 1 hr; 11 Seminars x 1 hr  
Increased confidence in presentations, group work, critical evaluation and seminar participation.

### 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.

### Method of Assessment

50% Coursework; 50% 2-hour Written Examination

### Preliminary Reading

Russell, D. & Harsbarger, C. "Groundwork for Community Based Conservation"  
Moulder, M.B. & Coppelillo, P. "Conservation: Linking Ecology, Economics and Culture" (2005)

### Pre-requisites

None

### 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI521</b>		<b>Species Conservation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Groombridge Dr J
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Groombridge Dr J

### Availability

Biodiversity Conservation and Management; Wildlife Conservation

### Contact Hours

12 Lectures; 12 Seminars= 24 hours

### 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

### Method of Assessment

100% Coursework

### 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

### Pre-requisites

DI308 Life's Systems and Processes; DI309 Animals and People; DI310 Skills for Wildlife Conservation and Management

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI522 Research Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Struebig Dr M

### Availability

Only available to students registered for Wildlife Conservation and Environmental Studies

### 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)

Total: 24 hours

### Learning Outcomes

Students will learn to design and carry out a piece of research related to conservation and the environment, to analyse the results and place them in the context of the existing literature, and to present and write up the findings (subject-specific PLOs: WILDCON BSc C3 (Research design, statistics); ENVSTUD BA B2 (Research skills, including the ability to identify a research question and to collect and manipulate data to answer that question); C1 (Identify and use theories and concepts to analyse environmental issues), C3 (Undertake an investigation of an empirical issue, either on their own or with other students).

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.

### Method of Assessment

Current assessment 100% coursework, consisting of the following:

1. Oral presentation of project (10%)
2. First draft of research report (10%)
3. Final research report (80%)

### 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.

### Pre-requisites

Only available to students registered for Wildlife Conservation and Environmental Studies

### Restrictions

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

### Synopsis \*

The module is considered as an important element of Wildlife Conservation undergraduate training. 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 research, whether practical fieldwork or laboratory work or a desk-based study, 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.

<b>DI527 Practical Guiding and Interpretation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Availability

As a Wild module it does not require reference to a specific programme (although the initial teaching focus on the only established University Trail, namely the Nature Trail, would make it particularly suitable to students on the BSc in Wildlife Conservation)

### Contact Hours

24

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

Carry out appropriate research to gather the information necessary for the design of a guided tour of part of the University campus  
Design and plan an effective guided tour of part of the University campus  
Conduct and critically assess an effective guided tour of part of the University campus  
Relate the above practice to the wider theory and practice of guiding  
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.

### Method of Assessment

Fact list (information gathering and organisation)  
Narrative presentations (communication skills)  
Guiding practice (relating practice to theory; organisation and planning skills; communication skills)  
Final guiding narrative text and practice (writing skills; skills application; critical evaluation)

### Preliminary Reading

Biodiversity Project – <http://www.biodiversityproject.org>

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

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

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

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

Jacobson, S.K. 1997. Rapid assessment for conservation education (RACE). *Journal of Environmental Education*, 28(3): 10-19.

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

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

Mehmetoglu, M. 2007. Typologising nature-based tourists by activity – theoretical and practical implications. *Tourism Management* 28(3): 651-660.

Nabhan, G. and St. Antoine, S. 1993. The Loss of Floral and Faunal Story: The Extinction of Experience. in S.R.Kellert and E.O.Wilson (eds.) *The Biophilia Hypothesis*. Washington: Island Press. pp. 229-250.

Palmer, J. and Neal, P. 1994. *The Handbook of Environmental Education*. London: Routledge. SLC

Rickinson, M. 2001, 'Learners and Learning in Environmental Education; a critical review of the evidence' *Environmental Education Research*, 7(3):207-320.

Society for Conservation Biology 2004. *Principles of Conservation Biology: Recommended Guidelines for Conservation Literacy from the Education Committee of the Society for Conservation Biology*. *Conservation Biology* 18(5):1180-1190.

Tait, J. *Practical conservation: site assessment and management planning*. The Open University in association with the Nature Conservancy Council, 1988.

WWF – A Biodiversity Education Framework: key concepts and skills.

### Pre-requisites

None

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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

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	St John Dr F

#### Availability

Core for BSc Wildlife Conservation and for BA Environmental Studies

#### Contact Hours

10 x 2 hour Sessions

#### 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.

#### Method of Assessment

written report 60%; exam 40%

#### 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.

Robson, C. 2007. How to do a research project: a guide for undergraduate students. Blackwell Publishing, Oxford.

#### Pre-requisites

None

#### Restrictions

Stage 2

### Synopsis \*

The module will begin with an introduction to research. Students will be asked to think about what counts as research, how research validity can be assessed, and. Subsequent sessions will give training in the design and use of (a) qualitative interviews and (b) (quantitative) 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 in a separate core module on statistics 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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:  
BSc in Wildlife Conservation

### Contact Hours

- Lectures (one hour per week) which will explain the theory of the topics and practice of the techniques used (total hours: 11).
  - Computer based practicals to acquire hands-on experience using ArcGIS (one hour per week following the lectures) (total hours: 11)
- Seminars where students will present and discuss their work - the small projects that they will carry out working in groups of 4-5 (total hours 2)

24 hours

### Learning Outcomes

- 12.1 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

### Method of Assessment

- An individual practical report around 400 words in length including generated maps, technical description and map interpretation (20%)
- A group project based on solving a particular problem – Group powerpoint presentation and discussion of the results during the seminars (20%)
- An assessment exercise - individual report around 800-900 words in length- on solving a particular problem related to wildlife conservation (60%). Students will be asked to acquire, map, manipulate and analyse data and provide and interpretation of the results

### Preliminary Reading

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

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

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

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

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

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

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

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

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

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

### Pre-requisites

None

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:  
BSc Wildlife Conservation  
BA Environmental Studies

### Contact Hours

11 hours; one lecture per week for 11 weeks

14 hours; one seminar per week for 11 weeks plus one additional 3 hour seminar block allocated for student individual presentations.

25 hours

### Learning Outcomes

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

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

### Method of Assessment

100% Coursework: Essay 60%; Publication abstract 20%; Individual oral presentations 20%

### 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.

### Pre-requisites

None

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This is essentially a wild module, but could usefully contribute to the following programmes:

BSc Anthropology; BA Environmental Studies

BA Liberal Arts; BSc Wildlife Conservation

BSc Human Ecology

### Contact Hours

Lectures and seminars totalling 30 contact hours

### 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.

### Method of Assessment

100% coursework. There will be three informal assessments, plus three formal assessments.

### 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.

### Pre-requisites

None

### 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI533 Professional Placements</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	120 (60)	100% Coursework	Struebig Dr M

### Availability

From September 2015. The programmes of study to which the module contributes: [Standard SAC programmes] with a year in professional practice

### Contact Hours

Not applicable

### Learning Outcomes

During the placement, students will:

- gain familiarity with the workings of a professional organisation working in a field related to their degree programme
- develop an advanced ability to apply academic knowledge from their degree programme and related generic skills to day-to-day work for a professional organisation
- understand and explain the theoretical, technical or applied dimensions of an applied problem relevant to their degree programme

### Method of Assessment

100% Coursework: Manager Appraisal (10%); Report (80%) and Presentation (10%)

### Preliminary Reading

None

### Pre-requisites

Not applicable

### Synopsis \*

The aim of the module is to provide students with the opportunity to spend a year (minimum 24 weeks) working in a professional environment, applying and enhancing the knowledge, skills and techniques that they have acquired in Stages 1 and 2 of their degree programme. This may be made up of a single placement of at least 24 weeks or of two or more shorter placements that together add up to at least 24 weeks. Individual placements will involve one or more defined roles or tasks; for example placements may involve contributing to, producing or carrying out (i) a piece of research; (ii) a management plan or other management tool; (iii) a policy report, a piece of law or policy or its implementation; (iv) an exercise related to the storage and systematisation of data sets; (v) facilitation, planning and coordination of a consultation process or an event (vi) development of educational, awareness-raising or advocacy materials or activities. The work they do is entirely under the direction of their line manager at each placement, but support is provided via a named member of academic staff within the School (the 'Placement coordinator' for each student). This support includes ensuring that the work they are being expected to do is such that they can meet the learning outcomes of the module.

Participation in this module is dependent on students obtaining an appropriate placement or placements. It is also normally dependent on maintaining a clean disciplinary record during their registration on the degree programme up to the time of their placement, although these requirements may be waived in individual cases at the discretion of the module and programme convenors where we judge that there is a strong case for allowing the placement to go ahead. Students who do not meet these conditions will normally be required to transfer to the appropriate programme without a Year in Professional Practice.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

DI535 Tropical Ecology and Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Struebig Dr M

### 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.

Start date of the module: June 2015 Summer

This module contributes:

BSc. Wildlife Conservation

### 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), to include:

- Lectures (12 contact hours)
- Field practicals in groups (4-5 students) (approximately 32 hours)
- Additional group activity work and presentations (2-3 students) during the field-course (approximately 40 hours)
- Pre- /post trip meetings for preparation and coursework discussion (4 hours)

### Learning Outcomes

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

### Method of Assessment

100% coursework

- A field notebook (15%)
- A group presentation (15%)
- 2 practical reports (70% - 35% each)

### Preliminary Reading

DI303 Survey and Monitoring for Biodiversity  
DI505 Conceptual Frameworks in Conservation Science  
DI508 - Skills for Conservation Biologists

### Pre-requisites

DI303 Survey and Monitoring for Biodiversity  
DI505 Conceptual Frameworks in Conservation Science  
DI508 - Skills for Conservation Biologists

### Synopsis <span style =

This residential module is designed to provide students with first-hand experience of ecological processes, biodiversity and conservation issues associated with humid tropical environments. Tropical rainforests are the most biologically diverse habitats on Earth and the loss of rainforest is of tremendous conservation concern, both due to loss of diversity as well as its consequences for global warming. Topics to be covered in the curriculum include:

- Ecological processes and services in tropical rainforests including nutrient cycling, decomposition, pollination and seed dispersal.
- Rainforest structure and defining characteristics of pristine and disturbed habitats.
- Rainforest community ecology and tropical forests as centres of ecological diversification and biodiversity.
- Practical training in ecological techniques and survey methods for a range of terrestrial taxonomic groups.
- Anthropogenic factors affecting rainforests including logging, fragmentation, global warming & agriculture.

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.

Participation in the module will be dependent on maintaining a clean disciplinary record during registration on the degree programme prior to the module. These requirements may be waived in individual cases at the discretion of the module and programme convenors where we judge that there is a strong case for allowing the student onto the module.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE533 Project in Anthropological Science</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Johns Dr S
1	Canterbury	Autumn and Spring	H	30 (15)	70% Project, 30% Coursework	Johns Dr S
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Johns Dr S

### Availability

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

This module contributes:

BSc Anthropology, BSc Biological Anthropology, (by extension: BSc in Anthropology with a year in Europe, BSc in Anthropology with a year in Japan, BSc in Biological Anthropology with a year in the US), BSc Medical Anthropology.

### Contact Hours

Seminars (4 hours)  
Supervision (8 hours)

### Learning Outcomes

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.  
Critical thinking  
Development of writing skills, such as clarity and correct referencing of sources  
Development of reading skills  
Development of oral presentation skills  
Time management and preparation  
Organisation of information in a clear way

### Method of Assessment

Dissertation of 10,000-12,000 words (70%); Participation File (10%); 15 minute Oral Presentation (20%)

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

General research:

Dunbar, R. (2006). *The Trouble With Science*. Harvard University Press.

Ford, E.D. (2000). *Scientific Method for Ecological Research*. Cambridge University Press.

Lasker, G.L. & Mascie-Taylor, C.G.N. (2005). *Research Strategies in Human Biology*. Cambridge University Press.

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

Pechenik, J.A. & Lamb, B.C. (1996). *How To Write About Biology*. Prentice Hall.

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

Bernard, H.R. (2005). *Research Methods in Anthropology*. AltaMira Press.

Statistics and SPSS:

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

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

Fowler, J, Cohen, L and Jarvis, P. (1998). *Practical Statistics for Field Biology*. John Wiley & Sons.

Madrigal, L. (1998) *Statistics for Anthropology*. Cambridge University Press. (new edition Feb 2012).

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

Rowntree, D. (2000). *Statistics Without Tears*. Penguin

Sokal R, and Rohlf, F.J. (1995). *Biometry* (3rd ed.). Freeman and Co.

### Pre-requisites

SE567 Methodology in Anthropological Science

### Synopsis \*

In SE533 Project in Anthropological Science, students will be expected to conduct original research into some aspect of scientific anthropology and present their research findings in the form of a 10,000 — 12,000 word dissertation, and a moderated oral presentation. They will also have to submit a project participation file. For the project they can collect and analyse their 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. Students will be assigned an individual supervisor who will advise them on their choice of topic and your research strategy. The participation file will document the progress of the research and related research training. There is no word limit, as exact content will depend on the project topic. At a minimum it should include: A diary of the research, a log of the meetings with the supervisor, notes from supervisions or from consultations with the supervisory team, notes from data collection and analysis, notes from wider reading, and any draft methods of data collection (questionnaires etc.).

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE534</b>		<b>Special Project in Social Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Henig Dr D

### Availability

Stage 3 only. This Module contributes:  
BA Social Anthropology; Joint Honours; with a Year Abroad; with a Language

### Contact Hours

12 hours, 12 x 1 hour fortnightly, during Autumn and Spring terms

### Learning Outcomes

On successful completion of this module, students should be able:  
To formulate a research project and to present it and its organising thesis statement convincingly to a supervisor  
To locate relevant sources of data, using library holdings and original ethnographic fieldwork where relevant, for developing and elaborating a thesis  
To summarise, interpret, and present data in written form  
To communicate the results of research to others in written form  
To bring together information from a multitude of sources (both in research work and from other modules) and to evaluate such information, bringing it together where pertinent into a synthesis  
To follow the conventions of research presentation in order to produce a properly academic thesis

### Method of Assessment

Assessment is by 100% coursework

### Preliminary Reading

Not applicable; the reading for the project will be pursued under the advice of the supervisor, and tailored to the needs of the student and the specific topic that he or she is researching.

### Pre-requisites

Prerequisites: SE301 Introduction to Social Anthropology, SE588 Advanced Social Anthropology I, SE589 Advanced Social Anthropology II, SE586 Ethnographies I, SE587 Ethnographies II

### Synopsis \*

This module offers Stage 3 students the opportunity to design, execute, and write up a dissertation project of their own devising. Students may pursue a module of library-based research under supervision on a particular topic and/or undertake limited ethnographic research on that topic. The topic, and the way it is researched, will be of the student's own choosing. All projects must be supervised by a member of staff in Social Anthropology, with whom the student has arranged to work before registering for the module. Students who wish to do a project on this module should collect the information sheet from the School Undergraduate Office during Stage 2 (this includes students on a Year Abroad programme) not later than the end of the online module registration period in the Spring Term.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE541</b>		<b>Palaeoanthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Skinner Dr M

### Availability

This module contributes to students on BSc Biological Anthropology.

### Contact Hours

15 hours of lectures

6 hours of seminars

### Learning Outcomes

Students who complete the module successfully will have the ability:

1. to competently assess evidence and articulate theories concerning the biological and cultural evolution of humans.
2. to critically evaluate arguments and data in the field of palaeoanthropology.
3. to summarise the key stages in the pattern of human anatomical and cultural evolution.
4. to understand how palaeoanthropologists reconstruct hominin behaviour.
5. to critically evaluate scientific papers and contribute to academic discussions and debates.

Upon successful completion of this module, students will demonstrate:

1. highly transferable critical reasoning and evaluation skills.
2. high quality verbal and visual presentation skills, assessed via a poster presentation.
3. enhanced interpersonal skills such as the ability to discuss critically and debate topics with peers
4. improved learning and study skills as a result of independent scholarly research into particular topics

### Method of Assessment

Unseen examination (60%) and one poster (30%), verbally presented by the student (10%).

### Preliminary Reading

Klein R.G. (2009). *The Human Career: Human Biological and Cultural Origins*, 3rd edition. Chicago: University of Chicago Press.

Conroy, G.C. and Pontzer, H. (2012) *Reconstructing Human Origins: A Modern Synthesis*, 3rd Edition. New York: W.W. Norton.

Wood B, Harrison T (2011) The evolutionary context of the first hominins. *Nature* 470:347-352

Alemseged Z, Spoor F, Kimbel WH, Bobe R, Geraads D, Reed D, Wynn JG. 2006. A juvenile early hominin skeleton from Dikika, Ethiopia. *Nature* 443:296-301.

Ungar PS, Sponheimer M (2011) The diets of early hominins. *Science* 334:190-193.

Leakey et al (2012) New fossils from Koobi Fora in northern Kenya confirm taxonomic diversity in early Homo. *Nature* 488:201-204.

Lordkipanidze et al (2007). Postcranial evidence from early Homo from Dmanisi, Georgia. *Nature* 449:305-310.

Carbonell et al (2008) The first hominin of Europe. *Nature* 452:465-469

Zilhão et al (2010) Symbolic use of marine shells and mineral pigments by Iberian Neandertals. *PNAS* 107:1023-1028.

Bermudez de Castro and Martinon-Torres (2012) A new model for the evolution of the human Pleistocene populations of Europe. *Quaternary International* doi:10.1016/j.quaint.2012.02.036

Aiello LC (2010) Five years of Homo floresiensis. *American Journal of Physical Anthropology* 142:167-179.

Brown et al (2012) An early and enduring advanced technology originating 71,000 years ago in South Africa. *Nature* 491:590-593.

### Pre-requisites

SE302

### 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 discussed. This module will provide students with an advanced knowledge of human evolution, as well as techniques used in the examination of behaviour and cognition in fossil hominins. Emphasis is placed on the study of both the fossil and archaeological evidence for human evolution. By the end of the module, students will be able to assess the importance of an evolutionary perspective to the human sciences.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:

BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad; BSc Anthropology; Biological Anthropology; Medical Anthropology

### Contact Hours

12 Lectures; 12 Seminars

### 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.

### Method of Assessment

Assessment will comprise 20 percent coursework and the final examination 80 percent of total marks awarded.

### Preliminary Reading

Moran, E. 2000. "Human Adaptability": an introduction to Ecological Anthropology.

Marten, Gerald. 2001. Human Ecology: basic concepts for sustainable development.

Dove, M.R and Carpenter, C. 2007. Environmental Anthropology: A Reader.

Sutton, M.Q. and E.N. Anderson, 2004. Introduction to cultural ecology.

### Pre-requisites

SE301: Introduction to Social Anthropology or equivalent

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE547 South East Asian Societies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

This module contributes:

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

### Contact Hours

There will be 12 weekly one-hour lectures and at least 8 two hour seminars. In addition students will be given a one-hour multiple choice test in the penultimate week of term.

### 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

### Method of Assessment

Assessment is as follows: 100% coursework.

### Preliminary Reading

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

Leo Howe (2002) *Hinduism and Hierarchy in Bali*

V. King and W. Wilder (2003) *The Modern Anthropology of South-East Asia*

### Pre-requisites

SE301: Introduction to Social Anthropology or equivalent I level course

### 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE549 The Anthropology of Health, Illness and Medicine</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Waldstein Dr A
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Waldstein Dr A

### Availability

This module contributes:

BSc Medical Anthropology; BA Anthropology; Joint Honours; with a Language; with a Year Abroad; BSc Anthropology

### Contact Hours

12 Lectures; 12 Seminars

24 hours

### 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

### Method of Assessment

50% coursework and 50% final examination

### Preliminary Reading

Johnson & Sargeant "Medical Anthropology"

Turner, B. "Medical Power and Social Knowledge"

Douglas, M. "Risk and Blame"

Turner Medical Power and Social Knowledge

Joralemon Exploring Medical Anthropology

McElroy and Townsend Medical Anthropology in Ecological Perspective

### Pre-requisites

SE301: Introduction to Social Anthropology or the equivalent

### Synopsis \*

A synopsis of the curriculum

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.

Lecture and seminar topics may include:

Theoretical and Methodological Approaches in Medical Anthropology

Human Disease Evolution and Ecology

Epidemiology and Ethno-epidemiology

The Body in Medical Anthropology

Social Constructions of Health, Illness and Medicine

Ethnomedical Systems

Popular Medical Beliefs and Practices

Symbolic and Ritual Healing

The Hegemony of Biomedicine

Definitions of Disease and State Interventions

Applied Medical Anthropology

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE550 The Anthropology of Gender</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Sciicluna Dr R
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Sciicluna Dr R

### Availability

This module contributes:

BSc Anthropology; BA Social Anthropology; Joint Honours; with a Language; with a Year Abroad

### Contact Hours

Taught by lecture and seminar (1 hour of each per week, totaling 20 contact hours).

### Learning Outcomes

Students completing this course should:

- have a degree of understanding of the development of the anthropology of gender and its relationship to other fields of socio-cultural anthropology (such as kinship, economic anthropology, historical anthropology)
- be aware of the wide range of cultural variation in cultural models and ideologies of gender as reported in ethnography
- a degree of understanding of anthropological debates concerning gender inequality, the relationship between gender and the body, and the ways in which the concept of 'nature' is relevant to debates concerning gender.

### Method of Assessment

50% written examination, 50% coursework

### Preliminary Reading

Moore H Feminism and Anthropology

di Leonardo M (ed) Gender at the Crossroads of Knowledge

Rosaldo M and Lamphere L (eds) Woman, Culture and Society

Ortner S and Whitehead H (eds) Sexual Meanings

### Pre-requisites

SE301 Introduction to Social Anthropology or the equivalent.

### Synopsis >\*

This module focuses on gender issues. The study of gender in anthropology developed in the 1970s, with the rise of the feminist movement in Europe and America. However, gender studies came to reflect a bias evident in most feminist discourses: an interest in gender was equated with an interest in women's issues, and the anthropological theories at this time replicated a bias similar to that of which male researchers had previously been accused. Not until recently has the study of gender come to incorporate an examination of the discourse of power, knowledge and social action generated through the interface between men and women in society. The module proposes to trace the developments of the theoretical debate in anthropology, while simultaneously providing ethnographic material illustrating the theoretical perspectives and the cross-cultural variations in the definition of gender identities. Concepts of sex and gender will be examined using anthropological material stemming from the study of religion, ritual and politics

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:

BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad; BSc Anthropology

### Contact Hours

12 Lectures; 12 Seminars

24 hours

### Learning Outcomes

Aim. This module will provide students with a broad outline knowledge of anthropological approaches to the study of language.

Objectives. On completion of this module students will be able to competently assess evidence and articulate theories concerning the relationship between language, culture, and social organisation; and to critically evaluate arguments and data in the field of anthropological linguistics.

As this unit is identical to one half of an existing module, developed over a period of 10 years and monitored in the last TQA exercise, the original aims and objectives and our ability to successfully meet them have stood the test of time. The School of Anthropology is attempting to introduce a larger number of one-unit modules in order to allow greater choice for students and increased flexibility in organising teaching.

### Method of Assessment

Assessment (one essay and one course test) comprises 20 percent and the final examination 80 percent of the total marks awarded

### Preliminary Reading

- E. Ardener (ed.) Social anthropology and language.
- R. Bauman and J. Sherzer (ed.) Explorations in the ethnography of speaking.
- R. Casson (ed.) Language, culture and cognition.
- W. Foley, Anthropological Linguistics, A. Duranti, Linguistic Anthropology.

### Pre-requisites

SE301: Introduction to Social Anthropology or equivalent

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:

BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad; BSc Anthropology

### Contact Hours

12 Lectures; 12 Seminars

24 hours

### Learning Outcomes

Aim. This module will provide students with a broad outline knowledge of anthropological approaches to the study of cognition.

Objectives. On completion of this module students will be able to competently assess evidence and articulate theories concerning the relationship between cognition, culture, and social organisation; and to evaluate critically arguments and data in the field of the anthropology of cognition.

As this unit is identical to one half of an existing module, developed over a period of 10 years and monitored in the last TQA exercise, the original aims and objectives and our ability to successfully meet them have stood the test of time. The School of Anthropology is attempting to introduce a larger number of one-unit modules in order to allow greater choice for students and increased flexibility in organising teaching

### Method of Assessment

Assessment (one essay and one course test) comprises 20 percent and the final examination 80 percent of the total marks awarded.

### 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"

### Pre-requisites

SE301: Introduction to Social Anthropology or equivalent

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE554 Visual Anthropology Theory</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Poltorak Dr M
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Poltorak Dr M

### Availability

This module contributes:

BSc Anthropology; BA Social Anthropology, Joint, with Language and Year Abroad

### Contact Hours

11 Lectures; 11 Seminars

22 hours

### Learning Outcomes

On successful completion of this module, students should:

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.

### Method of Assessment

Students are assessed 50% by coursework and 50% by a two-hour examination

### Preliminary Reading

MacDougall, D 1998. Transcultural Cinema. Princeton University Press.

Askew, K. and R. Wilk 2002. The Anthropology of Media: a reader. Blackwell.

Ginsburg, F, L. Abu-Lughod and B. Larkin (eds).. 2002. Media Worlds: anthropology on new terrain.

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

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

Crawford, Peter & David Turton (eds). 1992. Film as Ethnography.

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

Jessica Evans & Stuart Hall (eds). 1999. Visual Culture: The Reader.

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

Journals:

Visual Anthropology

Visual Anthropology Review

Journal of Visual Communication and Image Representation

Studies in Visual Communication

Studies in the Anthropology of Visual Communication

Journal of Visual Culture

### Pre-requisites

SE301: Social Anthropology

### Restrictions

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

### Synopsis \*

This module is a general introduction to visual anthropology. It includes treatment of cross-cultural cognition and symbolic analysis, the social history of still photography and film relating to ethnographic subjects, the study of national and regional cinematic traditions (outside Europe and America), the comparative ethnography of television and broader consideration of issues of social representation and political ideology in visual imagery, combining empirical ethnographic analysis of these issues with the alternative (complementary) contributions of scholars of visual imagery from a literary and humanistic tradition of interpretation. It includes a short practical introduction to different visual media, but extended practical experience is available only through the project modules.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE555 Project in Visual Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Project	Poltorak Dr M
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Project	Poltorak Dr M
2	Canterbury	Spring	H	15 (7.5)	70% Project, 30% Coursework	Poltorak Dr M

### Availability

This module contributes:  
Anthropology, Social Anthropology

### Contact Hours

There will be 24 hours of classroom time, including darkroom, editing and computer training.

### Learning Outcomes

On successful completion of this module, students should:

- 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, esp. using still and moving cameras
- be able to interview, observe and assimilate knowledge about ethnographic subjects

### Method of Assessment

The module is assessed as 100% coursework.

### Preliminary Reading

Postma, M. and P. Crawford (eds.) 2006. *Reflecting Visual Ethnography*. Leiden CNWS

Rabiger, M. 2004. *Directing the Documentary*. London: Focal.

Banks, Marcus & Howard Morphy (eds). 1997. *Rethinking Visual Anthropology*. New Haven and London: Yale University Press.

Collier, John & Malcolm Collier. 1986. *Visual Anthropology: Photography as a Research Method*. Albuquerque University of New Mexico Press

Crawford, Peter & David Turton (eds). 1992. *Film as Ethnography*

Edwards, Elizabeth (ed.) 1992. *Anthropology and Photography, 1860-1920*. New Haven and London: Yale University Press.

Hockings, Paul (ed.) 1995. *Principles of Visual Anthropology*. Berlin and New York: Mouton de Gruyter.

Horenstein, Henry. 1983. *Black and White Photography: A Basic Manual*. Boston: Little, Brown and Co.

Journals (in Templeman Library):

Visual Anthropology  
Visual Anthropology Review  
Journal of Visual Communication and Image Representation  
Studies in Visual Communication  
Studies in the Anthropology of Visual Communication  
Journal of Visual Culture

### Pre-requisites

Must be taken with SE554 Visual Anthropology Theory

### Restrictions

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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

Within the Anthropology degree programme this module represents an optional component of Part II studies, namely the practical study of visual representations. It assumes that students will be taking SE554 Visual Anthropology Theory as a prerequisite. Its distinctiveness relative to the other module is that it focuses principally on the exploration of theoretical issues, through the development of an ethnographic project, focussed on either photography or video and delivered as multimedia. The module requires the making a visual project (a photographic essay, a short ethnographic film) with practical instruction in developing, editing and mounting procedures.

Students will be introduced to basic techniques of visual production and presentation. The practical component of the course cannot attempt to provide qualified instruction in professional photographic or video production expertise, and we are narrowly constrained by the limited equipment and technical support available. The visual project is intended to give practical experience of general techniques of visual communication that should critically inform understanding of more theoretical topics dealt with in the module. Techniques of camera use, instruction (theoretical and practical) on research methods, practice and demonstration of visual presentation will all be taught sequentially, and linked to students practical experience in formulating and producing their projects.

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

### Availability

The module is not compulsory for any programme, it is a "Wild Module" for ALL undergraduate programmes in the Faculty of Social Sciences (excluding Pol/IR and Law 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.

Selection interviews will normally be in the summer term of the academic year in which students choose their stage 2/3 modules. Initial, formative, training sessions with the Partnership Development Office (PDO) will be during the Autumn Term of the academic year in which the module is being taken.

While complications with selection may arise for students on year abroad programmes who wish to take this module in the final stage of their degree, it is envisaged that these will be dealt with on a case-by-case basis.

### Contact Hours

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

Placement time: 18 hours

### 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

### Method of Assessment

100% Coursework:

1. Portfolio 80% - Including a log-book with one entry for each placement day, teaching materials and an end of module report, totalling 4,000 words.

2. Teacher Assessment 20% - Teachers will be provided with an assessment form to complete.

### Preliminary Reading

Information on the National Curriculum: <http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

Rest of list will be subject specific and distributed to students by the local module convenor once they are accepted onto the module after interviews.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Pre-requisites

This module has no specific prerequisites but requires a solid understanding of the degree subject area. The module will run alongside the Student Ambassador Scheme that is operating successfully in the Partnership Development Office. Students will be required to have successfully completed a DBS check before going into a school. If a DBS certificate is not obtained then the applicant will not be able to complete the module and will have the opportunity to choose another degree appropriate 15-credit module.

Acceptance onto the module is by interview and is subject to confirmation of a school placement. The Partnership Development Office in consultation with each convenor will source school placements. If a student is not selected to take the module, or if a suitable placement cannot be found then student will be able to choose another 15-credit spring module appropriate for their degree. All Applicants will normally be interviewed at the end of Stage 1. Selection will be on the basis of a student's previous academic history, ability to communicate technical material clearly, together with a thoughtful approach to what they expect to gain from, and contribute to, the module, and their ability to act as a role model and to represent the university in an outside organisation.

### Synopsis \*

The module will begin with (locally timetabled, formative) training sessions for the students (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 drawn from the national curriculum. These sessions will be run by the local module convenors, the academic schools' Outreach Officers (though this may be the same person) and members of the Partnership Development Office.

After training the student will spend one session per week for six weeks in a school in the Spring term (this session includes time to travel to and from the School, preparation and debrief time with the teacher and 'in class' time with the teacher and pupils – 3 hours in total). Generally, they will begin by observing lessons taught by their designated teacher and possibly other teachers. Later they will act somewhat in the role of a teaching assistant by working with individual pupils or with a small group. They may take 'hotspots': brief sessions with the whole class where they explain a topic or talk about aspects of university life. 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 (final taught lesson) in consultation with the teacher and with the local module convenor. They must then implement and evaluate the project.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE557 Primate Communication</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Wheeler Dr B

### Availability

This module contributes:

BSc Biological Anthropology;

This module is also suitable as an optional module for students of the following degree programmes: BSc Anthropology;

BSc Medical Anthropology; BSc Wildlife Conservation

### Contact Hours

The module will consist of 24 contact hours based on a combination of lectures (16 hours) and seminars (8 hours).

### Learning Outcomes

On successful completion of the module students should be able to:

1 Understand what constitutes communication, and be able to critically evaluate arguments for and against the characterization of communication as the transfer of information versus the manipulation of receivers.

2 Understand how communication evolves, what maintains the honesty of animal signals, and when deceptive communication can evolve.

3 Describe the different sensory modalities in which primates communicate, and understand how primatologists study the production and perception of signals in each modality.

4 Appreciate our understanding of the cognitive basis of primate communication in each modality

5 Critically evaluate different viewpoints regarding the evolutionary relationship between human language and non-human primate communication.

### Method of Assessment

This module will be assessed by examination (70%), coursework (20%), and seminar participation (10%)

### Preliminary Reading

Books:

Bradbury, J. W. & Vehrencamp, S. L. 2011. Principles of Animal Communication.

Fitch, W. T. 2010. The Evolution of Language, Cambridge, Cambridge Univ Press.

Hauser, M. D. 1996. The Evolution of Communication, Cambridge, Mass., MIT Press.

Liebal, K., Waller, B. M., Slocombe, K. E. & Burrows, A. M. 2013. Primate Communication: a Multimodal Approach, Cambridge University Press.

Maynard Smith, J. & Harper, D. 2003. Animal Signals, Oxford, Oxford University Press.

Searcy, W. A. & Nowicki, S. 2005. The Evolution of Animal Communication: Reliability and Deception in Signaling Systems, Princeton, Princeton University Press.

Journals:

American Journal of Primatology, Animal Behaviour, Animal Cognition, Behavioral Ecology & Sociobiology, Behavioral Ecology, International Journal of Primatology, Proceedings of the Royal Society Series B: Biological Sciences

### Pre-requisites

SE580 (prerequisite)

### Synopsis \*

The diversity and complexity of primate sociality is reflected in the diversity and complexity of their communication strategies. This module will build on SE580 (Primate Behaviour & Ecology) by examining the ways in which primates communicate with one another through olfactory, tactile, visual, and acoustic signals. We will address fundamental questions in animal communication including: Is it appropriate to characterize such communication in terms of information transfer? How does communication evolve? What maintains signal honesty, and under what conditions can deceptive communication can evolve? The module will cover the physical and biological bases of signal production and perception. We will explore the extent to which studies of primate communication can provide a window into their minds. Finally, we will delve into the question of the relevance of primate communication for understanding the evolution of human language.

<b>SE561 Biology and Human Identity</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Fahy Dr G
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Fahy Dr G

### Availability

Start date of the module: January 2016

### Stage 2

This module is compulsory for BSc Anthropology and BSc Biological Anthropology students. This module is also suitable as an optional module for students of the following degree programmes: BSc in Medical Anthropology ; BA Social Anthropology; BSc Wildlife Conservation.

### Contact Hours

The module is based on 24 contact hours balanced between lectures, laboratory practicals and seminars. There will be 1 hour lectures per week (12x1), 1x2 hour laboratory practical per module, 1x2 hour seminar and 8x1 hour seminars per module.

### Learning Outcomes

On successful completion of the module students completing the module should be able to:

1. Demonstrate advanced knowledge of principles of biological anthropology, specifically relating to human evolution, the fossil record, adaptation and ecology.
2. Clearly understand the relationships between biology and life processes specifically in relation to human evolution and analyse the interplay between human biology, life history processes and human behaviour
3. Critically discuss biological models and adaptive strategies to understand 'what makes us human?'
4. Understand causal and interpretative ideas about life processes and history in different cultures and the ways in which human identities are socially processed in different cultures
5. Understand how changes in environment and diet contributed to human evolution

### Method of Assessment

This module will be assessed by 50% coursework and 50% exam (2 hours)

The coursework consists of a written laboratory report (worth 25%) and an essay (worth 25%). The coursework and the exam provide assessment which rewards scholarly research, critical thinking and good written skills. In addition, the unseen examination also tests the student's ability to retain and accumulate knowledge.

### Preliminary Reading

1. Cartmill, M., and Smith, F.H. (2009). *The Human Lineage*. Hoboken, NJ: Wiley-Blackwell
2. Conroy, G.C., and Pontzer, H. (2012). *Reconstructing Human Origins: A Modern Synthesis*. New York: W.W. Norton. (3rd edition)
3. Klein R.G. (2009). *The Human Career: Human Biological and Cultural Origins*. Chicago: University of Chicago Press. (3rd edition)
4. Lewin, R., and Foley, R. (2004). *Principles of Human Evolution*. Malden, Mass.: Blackwell Publishing. (2nd edition)
5. Mielke, J.H., Konigsberg, L.W., and Relethford, J.H. (2011). *Human Biological Variation*. Oxford University Press. (2nd edition)
6. Wood, B. (2005). *Human Evolution: A Very Short Introduction*. Oxford University Press
7. Hublin, J. J., & Richards, M. P. (2009). The Evolution of Hominin Diets. In *Integrating Approaches to the Study of Palaeolithic Subsistence*. Springer Berlin.

### Pre-requisites

SE301 Introduction to Social Anthropology, SE302 Foundations of Biological Anthropology

### Synopsis \*

The module is designed as a bridging module between more biological elements of the BSc programme and the more socio-cultural anthropology courses students take as part of that programme. Being largely a broad survey of human evolutionary biology and identity, it will serve to introduce the more biological students to arguments and materials that will place their biological understanding within a broader framework of ideas about what makes people who and what they are and encourage them to explore the socio-cultural aspects of biological science. For the more socio-cultural BA students the module provides an opportunity to consolidate biological understanding from the Foundations of Biological Anthropology module and learn how to assess the assumptions and limitations of biology in the understanding of human behaviour. We will cover topics such as the human fossil record, human variation, what makes us human and ecological adaptation. By the end of the module the student should have knowledge of the basic principles of biological anthropology, an understanding of human identity, and be able to relate those ideas to wider concepts in biology. The student will be given an overview of the hominin fossil record and its interpretation, and receive in depth study of the different biological and social aspects that define us as human and the evolution of human life histories. The student will be introduced to the genetic and phenotypic variation of the modern human species, how humans have adapted to particular environments, and the importance diet played in human evolution. The student will also acquire some of the practical skills of data collection currently used by biological anthropologists.

<b>SE565 Sex Evolution and Human Nature</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Exam	Johns Dr S

**Availability**

This Module contributes:

BSc in Biological Anthropology, BSc in Anthropology.

This module is also suitable as an optional module for students of the following degree programmes: BSc in Medical Anthropology ; BA Social Anthropology; BSc Wildlife Conservation; BSc Biodiversity Conservation and Management.

**Contact Hours**

11 Lectures; 11 Seminars

22 hours

**Learning Outcomes**

1. Knowledge and understanding of theoretical concerns, methods, and findings of current empirical research in evolutionary anthropology.
2. Knowledge and understanding of aspects of human behaviour in terms of our evolutionary past.
3. An understanding of the implications of Darwin's theory of natural selection for human behaviour.
4. In depth knowledge of human reproductive behaviour
5. Exposure to anthropological/evolutionary psychology approaches to the study of human behaviour and ability to critically evaluate new research in the field

**Method of Assessment**

100% Examination (Pre-seen questions)

**Preliminary Reading**

Main text:

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

Supplementary texts:

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

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

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

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

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

Evolutionary Psychology, Swami, V. 2011. West Sussex; BPS Blackwell

**Pre-requisites**

None

**Restrictions**

Normally Stage 2

**Synopsis \***

Much of the material presented in this course forms part of the relatively new academic discipline of evolutionary psychology/anthropology. The goal of this course is to discover and understand the principles of evolutionary psychology and other complementary paradigms. The module explores human behaviour (primarily human sexual behaviours) from an evolutionary perspective. Topics covered are reproductive and mating strategies, parenting behaviour, kinship, cooperation, survival, status striving, jealousy, and aggression. The course will provide an excellent understanding of the deeply biological nature of human behaviour, and develop skills in critical thinking. Students will be encouraged to bring relevant questions and observations to seminars and time will be allocated to deal with them.

Lecture and seminar topics will include:

- The origins of human nature and evolutionary anthropology
- Why does sex exist, what does it mean to be a particular sex, and why don't men breast-feed?
- What aspects of our personalities are determined by our biological need to reproduce?
- Why are human beings so intelligent?
- Viewing humans as a species of ape. What can we learn by studying chimpanzees about ourselves and our ancestors?
- Human mating strategies. Male and female long and short term strategies. The essence of beauty.
- Do men and women differ in their natures? If so, are these differences genetic?
- Adultery. What's love got to do with it?
- Why do humans have a concealed (not advertised) ovulation?
- Why is there a menopause?
- Sexual conflict and jealousy
- Why do we make friends, and what are they good for?

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE566	Human Osteology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Deter Dr C

### Availability

This module contributes:

BSc in Biological Anthropology, BSc in Anthropology, BSc in Medical Anthropology

### Contact Hours

In term time 2 hours in lecture/practical format.

### Learning Outcomes

1. A comprehensive understanding of the human skeletal system, including the nature and function of bone, the identification of bone and bony fragments in an anthropological context, and the interpretation of morphological features of bone for biological anthropology research.
2. Experience with the identification, and analysis of human bone, and understanding of how these data are utilized to answer significant anthropological research questions.
3. An understanding of the ethical treatment of human remains in light of major moral and legal dilemmas facing anthropology today.
4. Exposure to an anthropological approach to the study of the skeletal structure of humans.
5. Critical evaluation of new research in the field of human skeletal biology.

All of these learning outcomes directly relate to the programme's learning outcomes of knowledge and understanding of biological anthropology.

### Method of Assessment

2 Practical Quizzes (10% each, total of 20%)

1 Practical Lab report (40%)

1 In Class Theory Test (40%)

### Preliminary Reading

Hillson, S. 1996 Dental Anthropology Cambridge University Press

Katzenberg, M.A. and Saunders, S.R. 2000 Biological Anthropology of the Human Skeleton Wiley-Liss

White, T.D. 2000 Human Osteology 2nd Ed. Academic Press.

### Pre-requisites

Foundations of Biological Anthropology (SE302) is recommended.

### 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.

### Synopsis \*

The study of the human skeletal system is basic to the discipline of biological anthropology. This module will examine the fundamentals of human osteology. Students will learn to identify and analyse human bone and evaluate and interpret major research in biological anthropology that has as its basis the analysis of bone.

Seminar/practical topics will include:

A detailed consideration of the basic properties of bone growth, development, and function in the human body.

An examination of all major skeletal structures and the morphological features associated with them. The focus will be on the function of these structures within the body as well as the identification of fragmentary remnants of them in a forensic or archaeological context.

Major techniques used in biological anthropology to analyse human bone, such as estimation of age at death, estimation of biological sex and stature.

Critical evaluation of major research studies in biological anthropology involving analysis of human bone.

Consideration of ethical issues in the collection and curation of human bone.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:

BSc Biological Anthropology; BSc Anthropology; BSc Medical Anthropology

### Contact Hours

11 Seminars/Practicals (22 hrs)

### Learning Outcomes

On successful completion of the module students should have:

1. Knowledge and understanding of methods in biological anthropology including hypothesis building, methods of data collection, and research design.
2. the ability to propose a research project, and report its results.
3. an in-depth understanding of statistics and data handling, including use of appropriate computer software.
4. the ability to critically evaluate the results of new research in the field.

### Method of Assessment

100% Coursework

### Preliminary Reading

General research:

Dunbar, R. (1995). *The Trouble With Science*. London: Faber & Faber.

Ford, E.D. (2000). *Scientific Method for Ecological Research*. Cambridge University Press.

Lasker, G.L. & Mascie-Taylor, C.G.N. (1993). *Research Strategies in Human Biology*. Cambridge: Cambridge University Press.

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

Pechenik, J.A. & Lamb, B.C. (1994). *How To Write About Biology*. London: HarperCollins.

Bell, J. (1999). *Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science* (3rd Ed.). Open University Press.

Bernard, H.R. (1995). *Research Methods in Anthropology* (2nd ed.). AltaMira Press.

Silverman, D. (1997). *Qualitative Research: Theory, Method and Practice*. London: Sage Publications.

Emerson, R.M., Fretz, R.I. & Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Spradley, J.P. (1980). *Participant observation*. London: Holt, Rinehart & Winston.

Statistics and SPSS:

Brace, N., Snelgar, R., and Kemp R. (2012). *SPSS for Psychologists* (5th ed.). Palgrave Macmillan.

Clegg, F. (1982). *Simple Statistics: A Course Book of the Social Sciences*. Cambridge: Cambridge University Press.

Dancey, C.P, and Reidy, J. (2011) *Statistics Without Maths for Psychology* (5th ed.). Prentice Hall.

Fowler, J, Cohen, L and Jarvis, P. (1999). *Practical Statistics for Field Biology*. Wiley

Rowntree, D. (1988). *Statistics Without Tears*. Penguin

Sokal R, and Rohlf, F.J. (1995). *Biometry* (3rd ed.). Freeman and Co.

### Pre-requisites

SE302 or equivalent

### 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 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 tests hypotheses, and anthropology-specific research methods.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE569	Palaeopathology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Mahoney Dr P

### Availability

Optional for BSc in Biological Anthropology, BSc in Anthropology, BSc in Medical Anthropology

### Contact Hours

12 Lectures; 11 Practicals

### Learning Outcomes

- 1 A comprehensive understanding of the relationship between human skeletal growth and developmental disturbances.
- 2 A good knowledge of the causes and manifestations of skeletal disease and trauma.
- 3 Be able to identify, diagnose, and interpret human skeletal disease and trauma.
- 4 Gain an understanding of the research themes in human palaeopathology.
- 5 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.
- 6 Be able to critically evaluate new research in human palaeopathology.

All of these learning outcomes directly relate to the programme's learning outcomes of knowledge and understanding of biological anthropology.

### Method of Assessment

100% Coursework:

1 essay (2500 words; 25%), 1 course test (25%), 1 palaeopathology report (50%)

### Preliminary Reading

Roberts, C. and Manchester, K. *Archaeology of Disease*. 3rd Edition. 2003. Cornell University Press.

Burns, Karen Ramey *The Forensic Anthropology Training Manual*. 1999. Prentice Hall

One standard human osteology reference: White, Tim D. *Human Osteology* 3rd Ed. 2012. Academic Press.

Optional texts:

Ortner, D. *Identification of Pathological Disorders*. 2003. Academic Press.

Aufderheide, A.C. and Rodriguez-Martin, C. (Eds.) *The Cambridge Encyclopedia of Human Palaeopathology*. 1998. Cambridge University Press.

### 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. The relationship between skeletal growth and developmental disturbances are considered. Disease, activity, and diet are discussed. Skeletal responses to specific and non-specific infections, as well as neoplastic and traumatic events, are explored.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE570 Current Issues in Evolutionary Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Deter Dr C

### Availability

Programmes of study to which the module contributes:

BSc in Biological Anthropology, BSc in Anthropology, BSc in Medical Anthropology

### Contact Hours

11 x 2 Hour Seminars

### Learning Outcomes

Students will gain:

1. Knowledge and understanding of theoretical concerns and new research in scientific and evolutionary anthropology
2. The ability to critically evaluate new research in anthropological science
3. An in-depth understanding of the internal workings of the research and publishing process in anthropological science

### Method of Assessment

100% coursework

### Preliminary Reading

The reading list for this module will change from year to year. It will contain the most up to date, controversial topics in a variety of fields associated with anthropological science.

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

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.

### Pre-requisites

None but module is only available to students registered on BSc in Biological Anthropology, BSc in Anthropology, BSc in Medical Anthropology programmes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE573		Ethnicity and Nationalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

This module contributes

BA Social Anthropology; BSc Anthropology: Joint Honours; with a language; with a year abroad.

### Contact Hours

24 contact hours

### Learning Outcomes

1. Students are expected to obtain a critical understanding of the ways in which the related phenomena of nationalism and ethnicity have been historically constructed in Europe and globally since the eighteenth century, and to be able to question their taken-for-granted status in the modern world.

They should be also able to:

2. understand the social construction of 'ethnicity';
3. appreciate the comparatively late historical construction of nationalism;
4. analyse the social and economic conditions that give rise the ethnic and nationalist sentiments;
5. understand the ways in which ethnicity and nationalism have become 'naturalized' in the contemporary world;
6. critically assess concepts related to ethnicity and the categorisation of difference, such as indigeneity, hybridity, authenticity, invention of tradition, and race.
7. consider the ways in which ethnicity and nationalism are being transformed as a result of migration and globalization.

### Method of Assessment

60% written examination; 40% coursework (essay)

### Preliminary Reading

- Anderson, B. 1991. Imagined Communities.
- Banks, M. 1996. Ethnicity: Anthropological Constructions.
- Comaroff John and Jean Comaroff. 2009. Ethnicity, Inc.
- Gellner, E. 1983. Nations and Nationalism.
- Hobsbawm, E. and T. Ranger (eds) 1983. The Invention of Tradition.
- Hutchinson, J. and Smith, A. 1994. Nationalism (Oxford Readers).
- Hylland-Erikssen, T. 1993. Ethnicity and Nationalism.
- Jenkins, R. 1997. Rethinking Ethnicity: Arguments and Explorations.
- Smith, A. 1986. The Ethnic Origin of Nations.
- Wade, P. 1997. Race and ethnicity in Latin America.

### Pre-requisites

SE301 Introduction to Social Anthropology or the equivalent.

### 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, and 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:  
BSc Medical Anthropology, BSc Anthropology, BA Anthropology

### Contact Hours

11 Lectures; 11 Seminars

22 hours

### 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.  
The interaction of social, cultural and biological aspects of human groups.

### Method of Assessment

60% exam; 40% coursework.  
A two hour final examination (60%), Coursework (40%) (single essay (20%) and research proposal (20%))

### Preliminary Reading

- Etkin, Nina, ed. 1986. Plants in Indigenous Medicine and Diet: Biobehavioral Approaches. Bedford Hills, NY: Redgrave Publishing Co.
- Evans, W. C. 1996. Trease and Evans' Pharmacognosy. London: WB Saunders Company Ltd.
- Johns, Timothy 1990. With Bitter Herbs They Shall Eat it: Chemical Ecology and the Origins of Human Diet and Medicine. Tucson: The University of Arizona Press.

### Pre-requisites

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

### 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 development of pharmaceuticals based on traditional medicines. Topics discussed in class will provide ideas and models for student research projects. This module should appeal to students with interests in anthropology and/or medical care/research.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE579 The Anthropology of Amazonia</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Peluso Dr D

### Availability

This module contributes:

BA Social Anthropology, (BA Social Anthropology with language programmes and joint programmes) BSc Anthropology

### Contact Hours

12 Lectures; 11 Seminars and one-hour course test

24 hours

### Learning Outcomes

The intended learning outcomes are:

- a clear understanding of the cultural diversity of Lowland South America
- knowledge of the countries of the region and their important ecological and geographical features
- knowledge of the principal ethnic groups and their livelihoods, kinship organisation, gender relations, and epistemologies
- an appreciation for how ethnography contributes to theory
- the ability to discuss key issues and debates in the Lowland South American ethnographic literature
- the ability to critically discuss these groups and their communities in terms of social changes in the region
- the ability to rethink some of their own cultural assumptions in terms of the experience of native peoples of South America, and
- an understanding of how anthropologists form questions about ethnographic material.

### Method of Assessment

100% Coursework (10% for seminar participation and performance; 10% for a critical book review; 30% for a one-hour short answer short essay exam and 50% for the essay)

### Preliminary Reading

- Clastres, Pierre 1987 [1974] *Society Against the State: Essays in Political Anthropology*. NY: Zone Books. *La soci?\_ contre l'etat*. Editions de minuit.
- Descola, Phillippe 1996 *In the Society of Nature: A Native Ecology in Amazonia* (Cambridge Studies in Social and Cultural Anthropology). Cambridge University Press.
- Fisher, William H. 2000 *Rain Forest Exchanges: Industry and Community on an Amazonian Frontier*. Washington: Smithsonian Institution Press.
- Hill, Jonathan 1988 *Rethinking History and Myth: Indigenous South American Perspectives on the Past*. Chicago: University of Illinois.
- Levi-Strauss, Claude 1984 *Tristes Tropiques*. New York: Penguin.
- Overing, Joanna y Alan Passes. (eds) 2000 *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*. London: Routledge.
- Taussig, Michael 1987 *Shamanism, Colonialism, and the Wild Man*. Chicago: University of Chicago Press.
- Wolf, Eric 1982 *Europe and the People without History*. Berkeley, University of California Press.

### Pre-requisites

SE301 (Introduction to Social Anthropology) or equivalent I level course or better

### Synopsis \*

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

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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE580 Primate Behaviour and Ecology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Newton-Fisher Dr N
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Newton-Fisher Dr N

### Availability

This module contributes:

BSc Biological Anthropology; also BSc Wildlife Conservation, BSc Anthropology

### Contact Hours

21 Lectures; 3 Seminars

24 hours

### Learning Outcomes

On successfully completing the module, students will:

1. Have a good knowledge of evolutionary theory as it applies to primate behaviour.
2. Understand the ways primates interact with one another and their environments.
3. Have a detailed understanding of the patterns and principles that account for the variation in ecology and behaviour of primates.
4. Be able to provide examples from a wide range of species to illustrate these patterns.

### Method of Assessment

This module will be assessed by 70% exam and 30% coursework (1000 word assignment (20%); practical class participation (10%)).

### Preliminary Reading

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

### Pre-requisites

Prerequisite: SE302 or equivalent

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

BSc Biological Anthropology, BSc Anthropology; also BSc Biology, BSc Wildlife Conservation

### Contact Hours

23 contact hours

### Learning Outcomes

On successful completion of the module students should be able to:

1. understand the characteristic adaptations, together with the diversity and unifying themes in form and function, of species belonging to the order Primates
2. 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.
3. collect and critically evaluate morphological data in order to determine relationships between form and function; appreciate the link between morphology and behaviour.
4. 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.

### Method of Assessment

Final examination (60%); practical course test (40%).

### Preliminary Reading

Stanford et al. "Biological Anthropology", 2006

Mayr "What Evolution Is", 2001

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

Campbell et al. (2010) Primates in Perspective

Whitehead et al. (2005) A photographic Atlas for Physical Anthropology

Fleagle (1998) Primate Adaptation and Evolution

Dolhinow & Fuentes (1999) The Nonhuman Primates

Journals: American Journal of Primatology; International Journal of Primatology; Primates; American Journal of Physical Anthropology; Journal of Human Evolution.

### Pre-requisites

None

This module contributes:

BSc Biological Anthropology, BSc Anthropology; also BSc Biology, BSc Wildlife Conservation

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE584</b>		<b>The Anthropology of Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

This module contributes:

BA Social Anthropology, BA in Social Anthropology with a Year Abroad programs including all BA in Social Anthropology joint and subsidiary programs

This module is also suitable as an optional module for students of the following degree programmes: BSc Anthropology; BSc Anthropology with a Year Abroad, BSc Medical Anthropology. Also, Kent Business School BBA.

### Contact Hours

12 lectures, 11 seminars and a one-hour course test

### 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.

Knowledge of local, regional and international features of social and organisational structures

The ability to discuss key issues and debates in the culture of capital

### Method of Assessment

Assessment is by 100% coursework.

### 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

Frank, Thomas 1997. The Conquest of Cool: Business Culture, Counterculture and the Rise of Hip Consumerism.

University of Chicago Press

Hart, Keith, and Horacio Ortiz. 2014. "The Anthropology of Money and Finance: Between Ethnography and World History". Annual Review of Anthropology. 43: 465-482.

Ho, Karen Zouwen. 2009. Liquidated: an ethnography of Wall Street. Durham: Duke University Press.

Hoffer, Lee D. 2006. Junkie business: the evolution and operation of a heroin dealing network. Australia:

Thomson/Wadsworth.

Ortiz, Horacio. 2014. "The Limits of Financial Imagination: Free Investors, Efficient Markets, and Crisis". American Anthropologist. 116 (1): 38-50.

### Pre-requisites

None

### Synopsis \*

Anthropology has an important role to play in the examination of our own organizational lives as embedded in various forms of capitalism. This module will allow students to gain anthropological perspectives on business formations, 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 such as ethnicity, nationalism, migration, and kinship as well as ideologies of gender, aesthetics and religion among others. Acknowledging the multiple dynamic relationships between businesses, people and marketplaces will allow us to evaluate their roles as reactive producers, consumers and disseminators of cultural processes within our surrounding environments, extending from the local to the global.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE585 From the Raw to the Cooked: The Anthropology of Eating</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

This module contributes:

BSc in Medical Anthropology, BSc Anthropology, BA Anthropology

### Contact Hours

12 lecture, 12 seminar

### 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.

### Method of Assessment

Assessment will be based on coursework- essay (20%), word report (10%) and one 10-minute oral presentation (10%) and a 2-hour written examination (60%).

### Preliminary Reading

Bordo, S. 1993. *Unbearable Weight: Feminism, Western Culture and the Body*.

Diamond, Jared 1999 *Guns, Guns and Steel: The Fates of Human Societies*. London: Vintage Books.

Drewnowski, A., and N. Darmon 2005 Food Choices and Diet Costs: An Economic Analysis. *Journal of Nutrition* 135(4):900-904.

Etkin, Nina L., ed. *Eating on the Wild Side: The Pharmacologic, Ecologic, and Social Implications of Using Noncultigens*. Tucson: University of Arizona Press.

Guendelman, Sylvia, and Barbara Abrams 1995 Dietary Intake among Mexican-American Women: Generational Differences and a Comparison with White Non-Hispanic Women. *American Journal of Public Health* 85:20-25.

Weigel, M. M., et al. 2007 The Household Food Insecurity and Health Outcomes of U.S.-Mexico Border Migrant and Seasonal Farmworkers. *Journal of Immigrant and Minority Health* 9:157-169.

### Pre-requisites

None

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:

BA Social Anthropology; Joint Honours; with a Year Abroad

### Contact Hours

6 x 1 Hour Lectures; 6 x 2 Hours Seminars

18 hours

### 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.

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

To relate the dilemmas faced by authors of the reading for this module to the challenges they themselves face as amateur ethnographers

### Method of Assessment

Assessment is by 40% unseen examination and 60% coursework.

### Preliminary Reading

Philippe Bourgois and Jeff Schonberg (2009) *Righteous Dopefiend*. Berkeley: University of California Press.

Paige West (2012) *From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea*. Durham, NC: Duke University Press.

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

Michael Jackson (2000) *At Home in the World*. Durham: Duke University Press.

### Pre-requisites

Prerequisite for BA Social Anthropology: SE301 Introduction to Social Anthropology or its equivalent in Social Sciences or Humanities courses.

Co-requisites for BA Social Anthropology: SE588 Advanced Social Anthropology I (Autumn Term), SE589 Advanced Social Anthropology II (Spring Term), SE587 Ethnographies II (Spring Term)

### Restrictions

Stage 2

Prerequisite for BA Social Anthropology: SE301 Introduction to Social Anthropology or its equivalent in Social Sciences or Humanities courses.

Co-requisites for BA Social Anthropology: SE588 Advanced Social Anthropology I (Autumn Term), SE589 Advanced Social Anthropology II (Spring Term), SE587 Ethnographies II (Spring Term)

### Synopsis \*

The curriculum for this module will consist of reading four professional ethnographic monographs in their entirety. The selection of the ethnographies will be determined by thematic conjunction with the thematic topics to be taught in the Advanced Social Anthropology I module, i.e. Kinship and Social Organisation, and Economic Systems. Students will be expected to come to seminars 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 I. Considerable time will be spent, particularly in the earlier class meetings, 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE587</b>		<b>Ethnographies 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Theodossopoulos Dr D

### Availability

This module contributes:  
BA Social Anthropology, BA Social Anthropology with a Year Abroad

### Contact Hours

12 x 2-hour weekly classes = 24 contact hours

### 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

### Method of Assessment

Assessment is by 40% unseen examination and 60% coursework.

### 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.

### Pre-requisites

Prerequisite for BA Social Anthropology: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities, SE 588 Advanced Social Anthropology 1, SE 586 Ethnographies 1.

Co-requisites for BA Social Anthropology: SE 589 Advanced Social Anthropology 2

### 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.

<b>SE588</b>		<b>Advanced Social Anthropology I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	



**Availability**

This module contributes:

BA in Social Anthropology and BA in Social Anthropology with a Year Abroad; BSc in Anthropology; BSc Anthropology with a year in Japan/year in Europe

**Contact Hours**

The module is comprised of: 12 1-hour lectures + 12 1-hour seminars, i.e., 24 contact hours.

**Learning Outcomes**

On successful completion of this module, students should:

1. Be conversant with the key disciplinary themes and trends of the anthropology of power and economy
2. Have acquired a critical understanding of the historical development of anthropological debates and theories about power and economy
3. Be knowledgeable about the theoretical contributions of the anthropology of power and economy to the broader discipline of social anthropology
4. Have cultivated a critical understanding of the global and historical diversity, operation and experience of political and economic institutions
5. Be able to apply anthropological insights to current transformations of political and economic institutions
6. Be able to construct coherent, logical written arguments based upon the theoretical concepts and ethnographic data discussed in the module

**Method of Assessment**

Assessment is by 50% coursework in the autumn term, and 50% unseen examination in the summer term.

The coursework comprises: seminar participation (10%); one seminar presentation (10%); one essay of 1,500 words (30%).

**Preliminary Reading**

Appadurai, A. ed. (1986) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press  
Carrier, J. ed. (2013) *A Handbook of Economic Anthropology*. Edward Elgar  
Carrier, J and D. Kalb, eds (2015) *Anthropologies of Class: Power, Practice and Inequality*. Cambridge University Press  
Gupta, A and A. Sharma eds. (2005) *The Anthropology of the State: A Reader*. Wiley-Blackwell  
Hart, K, J.L. Laville, and A.D. Cattani eds. (2010) *The Human Economy*. Polity Press  
Humphrey, C and S. Hugh-Jones, eds. (1992) *Barter, Exchange, and Value: An Anthropological Approach*. Cambridge University Press

**Pre-requisites**

Pre-requisite for BA Social Anthropology: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities

Co-requisite for BA Social Anthropology programmes: SE586 Ethnographies 1 (Autumn term), SE587 Ethnographies 2 (Autumn term), SE589 Advanced Social Anthropology II: Religion and Cosmological Imagination.

Pre-requisites for BSc Anthropology programme: SE301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities.

**Synopsis \***

The module is a cross-cultural analysis of economic and political institutions, and the ways in which they transform over time. Throughout the term, we draw upon a range of ethnographic research and social theory, to investigate the political and conceptual questions raised by the study of power and economy.

The module engages with the development and key debates of political and economic anthropology, and explores how people experience, and acquire power over social and economic resources. Students are asked to develop perspectives on the course material that are theoretically informed and empirically grounded, and to apply them to the political and economic questions of everyday life.

The module covers the following topics: the relationship between power and authority; key concepts and theoretical debates in economic anthropology; sharing and egalitarianism; gift exchange; sexual inequality; violence; the nation state; money; social class; work; commodification; financialisation.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE589      Advanced Social Anthropology II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Mair Dr J

### Availability

This module contributes:

BA in Social Anthropology and BA in Social Anthropology with a Year Abroad; BSc in Anthropology; BSc Anthropology with a year in Japan/year in Europe

### Contact Hours

The teaching structure of the module is 12 1-hour lectures + 12 1-hour seminars = 24 contact hours

### Learning Outcomes

On successful completion of this module, students should:

1. Be conversant with the main themes and trends of the anthropology of religion
2. Have cultivated an in-depth critical understanding of the historical depth and cultural diversity of a number of religious traditions, symbolic systems, rituals and practices both inside and outside 'Western' and modern contexts, and at regional, national and global levels
3. Have acquired a critical understanding of the historical development of those anthropological debates and theories
4. Be able to apply anthropological insights to the ongoing transformations of these traditions vis-à-vis colonial encounters, post-colonial settings, as well as globalisation e.g. ritual and sacrifice; witchcraft and sorcery; secularisation and fundamentalism; millennialism and conversion; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on social life, politics, economics and ideology
5. Be knowledgeable about key theoretical contributions of the anthropology of religion to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity
6. Be able to analyse and communicate their understanding of anthropological texts in both written and spoken form
7. Be able to construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

### Method of Assessment

Assessment is by 50% coursework and 50% unseen examination. The coursework comprises: contribution to seminar discussion that will be calculated according to a point-based system that will be explained at the beginning of the module (10%); one 15 minutes long seminar presentation based on student's selection from at least two key readings (10%); one assessed essay of 1,500 words (30%).

### Preliminary Reading

Abramson, A. and M. Holbraad eds. (2014) *Framing Cosmologies: The Anthropology of Worlds*. Manchester: Manchester University Press.

Bloch, M. (1992) *Prey Into Hunter: The Politics of Religious Experience*. Cambridge: Cambridge University Press.

Bloch, M. (2012) *Anthropology and the Cognitive Challenge*. Cambridge: Cambridge University Press.

Bowie, F. (2006) *The Anthropology of Religion: An Introduction*. Oxford: Blackwell

Lambek, M. (ed.) 2001. *A Reader in the Anthropology of Religion*. Oxford: Blackwell.

Lambek, M. ed. (2013) *A Companion to the Anthropology of Religion*. Oxford: Blackwell.

Whitehouse, H. and J. Laidlaw eds. (2007) *Religion, Anthropology, and Cognitive Science*. Durham: Carolina Academic Press.

### Pre-requisites

Pre-requisites for BA Social Anthropology: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities; SE588 Advanced Anthropology I: Power and Economy and SE586 Ethnographies 1 (both Autumn term)

Co-requisites for BA Social Anthropology programmes: SE587 Ethnographies 2 (Spring term).

Pre-requisites for BSc Anthropology programme: SE 301 Introduction to Social Anthropology or the equivalent in Social Sciences or Humanities; SE 588 Advanced Social Anthropology 1 (Autumn term)

### Restrictions

Stage 2

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

This module is focused on a diverse range of approaches deployed by anthropologists to the study of religion, and belief and symbolic systems. It introduces a range of anthropological insights to the ongoing transformations of religious traditions and belief systems vis-à-vis colonial encounters, post-colonial settings, as well as globalisation. The aim of the module is to familiarize students with the complex interactions between lived religious practice, religious traditions, and the ways in which these are intertwined with other domains of social life, politics, economics and ideology. The key topics covered in this module focus on ritual and sacrifice; witchcraft and sorcery; secularisation and fundamentalism; millennialism and conversion; cosmology and ideology; human and non-human relationships; modes of religiosity, rationality and belief; mediation and ethics. This module will develop students' awareness of the strengths and limitations of anthropological insights compared to other disciplinary perspectives on religion such as theology, cognitive science or sociology.

<b>SE592 The Ethnography of Central Asian Societies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

This module contributes:  
BA Social Anthropology, BSc Anthropology

### Contact Hours

12 Lectures; 12 Seminars

### Learning Outcomes

On successful completion of this module, students should:

1. be conversant in the main themes and trends in the anthropology of Central Asia
2. have cultivated an informed understanding of its societies and religious cultures
3. be able to analyse and communicate their comprehension of anthropological texts on this region
4. be able to construct coherent and logical arguments, particularly in written form, which combine conceptual understanding with substantiated ethnographic examples

### Method of Assessment

Assessment is 50% coursework (30% essay, 10% monograph review, 10% film review) and 50% unseen examination

### Preliminary Reading

Dale Eickelman 2002. *The Middle East and Central Asia: an anthropological approach* (4th ed.)  
Englewood Cliffs: Prentice Hall

Dale Eickelman 1999. *Russia's Muslim Frontiers*. Indiana University Press.

Charles Lindholm 2002. *The Islamic Middle East: tradition and change*. Blackwell Publishing.

Mathijs Pelkmans 2006. *Defending the Border: identity, religion and modernity in the Republic of Georgia*. Cornell University Press.

### Pre-requisites

SE301 Introduction to Social Anthropology, or equivalent I level course in a social science or humanity is prerequisite (to be determined by module convenor)

### 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, Bahai, E. Christian, pre-Islamic traditions) are treated together with modern predicaments of secularization and political fundamentalism. Students are also encouraged to study modern cinema films and narrative literature from this region.

<b>SE593 Evolution of Human Diversity</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

**Availability**

This module contributes:

BSc Anthropology; BSc Biological Anthropology.

This module is also suitable as an optional module for students of the following degree programmes: BSc Medical Anthropology; BA Social Anthropology; BSc Wildlife Conservation.

**Contact Hours**

11 Lectures; 11 Seminars.

**Learning Outcomes**

Students will gain

1. an appreciation of the historical process underlying the development of anthropology as an academic discipline.
2. a concise understanding of evolutionary ecological theory, through the use of modern human case-studies
3. knowledge of and ability to critically use models and methods from population genetics and population ecology as they apply to the analysis of human diversity
4. an in-depth understanding of the behavioural and demographic diversity found amongst human populations
5. a critical understanding of how adaptation shapes the traits of human diversity, and the ability to analyse and interpret data about this diversity.
6. an ability to analyse the nature and extent of human phenotypic adaptation to varying environmental conditions

**Method of Assessment**

Assessment will be 50% unseen examination and 50% coursework

**Preliminary Reading**

There is no core text for this module. The reading list will draw from a multi-disciplinary core of texts, some of which are classics while others are recent. It will also include some recent scientific literature from peer-reviewed journals.

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

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, Entropy, Bioscience, American Naturalist, etc.

The following are the source material:

Sibly, R.M., Brown, J.H., Kodric-Brown, 2012. Metabolic ecology: a scaling approach. Wiley-Blackwell, Chichester, West Sussex.

Hill, K., Kaplan, H., 1999. Life history traits in humans: theory and empirical studies. Annual Review of Anthropology 28, 397 – 430.

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

Moran, E.F., 2007. Human Adaptability: An Introduction to Ecological Anthropology, Third edition. ed. Westview Press, Boulder, CO.

**Pre-requisites**

Prerequisite SE302 Foundations of Biological Anthropology. Students are recommended to have taken SE581.

**Restrictions**

Stage 3

**Synopsis \***

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 introduction into human phenotypic and genetic diversity across the globe.

Biological anthropologists today use a variety of analytical models and techniques drawn from population and quantitative genetics in order to analyse human biological diversity in a meaningful way. Students will be introduced to these such that the complexities of evolutionary ecological theory 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.

Students will also learn how human adaptations affect ecological patterns in the species that interact with human populations. This facilitates a direct comparison with other 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE594 Anthropology and Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Available 2013/14; Not Available 2014/15

This module contributes

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

### Contact Hours

12 Lectures; 12 Seminars

### 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.

### Method of Assessment

50% written examination (2 hr exam), 50% coursework

### Preliminary Reading

Robert Chambers 'Revolutions in Development Inquiry' (2008)

David Mosse's 'Cultivating Development' (2005);

James Ferguson's 'The Anti-politics Machine' (1990);

James Scott's 'Seeing like a State' (1998);

Allen and Thomas' 'Poverty and development into the 21st century' (2000);

Gardner and Lewis' 'Anthropology, Development and the Post-modern Challenge' (1996);

Mark Hobart's 'An Anthropological Critique of Development' (1993);

Riall Nolan's 'Development Anthropology: Encounters in the Real World' (2002)

### Pre-requisites

SE301 Social Anthropology

### Synopsis \*

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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE595</b>		<b>Social Computing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

### Availability

Designed to augment the Social Anthropology degree. May be suitable for other School of Anthropology and Conservation programmes. Available to students in any programme.

### Contact Hours

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

### 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.

### Method of Assessment

The module will be assessed by module participation (20%) and a module project (80%)

### Preliminary Reading

Barabasi, A. L., 2002. *Linked: How Everything is Connected to Everything Else and What it Means for Business, Science, and Everyday Life* London: Plume.

Dennis, R. A., et. al. 2005. Fire, People and Pixels: Linking Social Science and Remote Sensing to Understand Underlying Causes and Impacts of Fires in Indonesia. *Human Ecology* 33, 465-504.

Fielding, J. 2001. Coding and Managing Data. In *Researching Social Life* (ed.) N. Fielding. London: Sage.

Fielding, N. and R. Lee. 2008. *Online Research*. Sage, London.

Fischer, M. 1994. *Applications in Computing for Social Anthropologists*. Routledge, London.

White, Douglas and Ulla Johansen. 2004. *Network analysis and ethnographic problems*. Lexington Books

### Pre-requisites

None. SE300, SE301 and SE302 will be useful, but are not required.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE596 Theoretical Perspectives in Social Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Theodossopoulos Dr D
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Theodossopoulos Dr D

### Availability

This module contributes:

BA Social Anthropology; Joint Honours; with a Language; with a Year Abroad

### Contact Hours

12 lectures and 12 seminars=24 hours

### Learning Outcomes

On successful completion of this module, students should:

1. Be conversant in the main theoretical schools to have affected social anthropology
2. Have cultivated an in-depth understanding of the relationship between social anthropology and the disciplines from which it draws its theoretical sources including sociology, philosophy, political economy, and psychoanalytic theory
3. Understand the ways in which social anthropologists have used these theories in relationship to their ethnographic writings
4. Be able to analyse theoretical positions critically, and to locate them in the appropriate intellectual schools of thought from which they originate
5. Be able to analyse and communicate their understanding of anthropological texts in written and spoken contexts
6. Be able to construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data

### Method of Assessment

Assessment is by 50% unseen examination and 50% coursework.

### Preliminary Reading

H.L. Moore and T. Sanders (eds), *Anthropology in Theory: Issues in Epistemology*. Blackwell Publishing 2006  
J. Fabian, *Time and the Other: How Anthropology Makes Its Object*. Columbia University Press 2002  
C. Bracken, *Magical Criticism: The Recourse of Savage Philosophy*. University of Chicago Press 2007  
K. Sykes, *Arguing with Anthropology: An Introduction to Critical Theories of the Gift*. Routledge 2005  
H. Miyazaki, *The Method of Hope: Anthropology, Philosophy, and Fijian Knowledge*. Stanford University Press 2004

### Pre-requisites

Prerequisite: SE301 Introduction to Social Anthropology

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE597 Theoretical Topics in Social Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Hodges Dr M

### Availability

This module contributes:  
BA Social Anthropology

### Contact Hours

11 x 1 Hour Lectures; 12 x 1 Hour Seminars and one 3-hour field trip=26 hours

### 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.

### Method of Assessment

Assessment is by 100% coursework

### 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.  
Moore, H. 2011. Still Life: Hopes, Desires and Satisfaction. Cambridge: Polity Press.

### Pre-requisites

Prerequisite: SE301 Introduction to Social Anthropology

### 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:

BA Social Anthropology (inc. BA Social Anthropology with language programmes and joint programmes), BSc Anthropology

### Contact Hours

12 Lectures and 12 Seminars

### Learning Outcomes

On successful completion of this module, students should:

- be conversant in the main themes and trends of the anthropology of European societies
- 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
- have acquired a critical understanding of the historical development of those societies
- 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
- understand the impact of study of industrial and post-industrial European societies on anthropological methods
- 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
- 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.

### Method of Assessment

50% Coursework 50% Exam

### 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.

### Pre-requisites

Prerequisite: SE301 (Introduction to Social Anthropology) or equivalent I level course (equivalence to be determined by the module convenor).

### Synopsis <span style =

'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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE604</b>		<b>Human Behavioural Ecology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

Contributes to: BSc in Anthropology; Biological Anthropology; Medical Anthropology; Wildlife Conservation; Environmental Social Sciences; Human Ecology

### Contact Hours

11 x 1 hour lectures and 11 x 1 hour seminars

### Learning Outcomes

An understanding of the basic tenants of human behavioural ecology and how to apply them to the study of human behavioural diversity.

A thorough familiarity with ethnographically documented foraging societies.

The ability to critically examine claims of human uniqueness with specific fact-based analysis of ethnographic data.

The ability to logically and statistically deconstruct the use and abuse of hunter-gatherer data for questions of human 'universals' and for questions of origin for various human behaviours.,

Familiarity with and ability to apply the most commonly used methodological approaches in HBE.

### Method of Assessment

40% coursework and 60% exam.

### Preliminary Reading

The core text for this module is:

Kelly, R.L., 2013. The lifeways of hunter-gatherers: the foraging spectrum. Cambridge University Press, Cambridge.

The following two will be used to augment the main text by Kelly:

Marlowe, F., 2010. The Hadza hunter-gatherers of Tanzania. University of California Press, Berkeley.

Bettinger, R.L., 2009. Hunter-gatherer foraging: five simple models. Eliot Werner Publications, Clinton Corners, N.Y.

### Pre-requisites

SE302 Foundations of Biological Anthropology or equivalent.

### Synopsis \*

This course covers the field of human behavioural ecology with a nearly exclusive focus on small scale foraging societies. In this sense it is a survey of hunter-gatherer behavioural diversity viewed through the lens of adaptation by natural selection. Scientists in many fields often place a scientific premium on the study of hunter-gatherer (forager) populations because humans lived as hunter-gatherers for the majority (nearly all) of their time on the planet. Economically speaking we study hunter-gatherer diversity because we encounter a diversity of traits and conditions that cannot be found by studying the ecologically unusual environments occupied by humans reliant on post-industrial technologies. Thus, we often focus on hunter-gatherer behavioural variation to understand the origins of human uniqueness and the evolutionary roots of many human behaviours in general. The only way to evaluate when and if claims based on forager diversity are true is to critically examine both the motivating theory and the data. This course accomplishes that task while also familiarizing students with a) human behavioural ecology (HBE) as a field, (HBE is the dominant evolutionary perspective in anthropology today) and b) hunter-gatherer ecology across the globe.

The module provides an in-depth overview of the field of human behavioural ecology with a focus on foraging populations from around the globe. Additionally, the study of hunter-gatherers is placed into the development and history of anthropology as a discipline. Ecological and evolutionary models are presented and explained. A variety of key areas of human behaviour are examined: subsistence, mobility, sharing, territoriality, the division of labour, social organization, political organization, and the pre-history of hunter-gatherers.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE605</b>		<b>Hormones and Behaviour</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	Wheeler Dr B

### Availability

This module contributes: BSc in Biological Anthropology, BSc in Anthropology.  
This module is also suitable as an optional module for students of the following degree programmes: BSc in Medical Anthropology ; BA Social Anthropology; BSc Wildlife Conservation.

### Contact Hours

The module will consist of 24 contact hours balanced between lectures and seminars.

### Learning Outcomes

Understand the basic workings of the endocrine system, and understand and critically evaluate the methods used to study human and nonhuman primate behavioural endocrinology in field, lab, and captive conditions.  
Appreciate the hormonal basis of sex differentiation and sex differences in behaviour.  
Understand the link between hormones and social systems in humans and other primates, including wide-ranging knowledge of how hormones influence mating behaviour, parenting behaviour, and social behaviour.  
Understand how hormones influence cognition in humans and other primates.  
Explain in depth the link between hormones and affective disorders like depression in humans.  
Design a study to investigate the link between hormones and behaviour in humans or non-human primates.

### Method of Assessment

This module will be assessed by examination (70%), coursework (20%), and seminar participation (10%)

### Preliminary Reading

SE565 (Sex, Evolution, and Human Nature) or SE580 (Primate Behaviour and Ecology)

### Pre-requisites

Books:

Nelson, R. J. 2011. An Introduction to Behavioral Endocrinology, 4th ed.: Sinauer Associates.  
Ellison, P. T. & Gray, P. B. 2009. Endocrinology of social relationships, Harvard University Press.  
Sapolsky, R. M. 2004. Why Zebras Don't Get Ulcers, Macmillan.  
Becker, J., Breedlove, S., Crews, D. & McCarthy, M. 2002. Behavioral Endocrinology. 2nd ed.: MIT Press.

Journals:

American Journal of Primatology, Animal Behaviour, Behavioral Ecology & Sociobiology, Behavioral Ecology, General and Comparative Endocrinology, Hormones & Behavior, Human Biology, International Journal of Primatology, Physiology & Behavior

### Synopsis \*

If behaviour has been shaped by natural selection, then those behaviours must have some biological basis. This module explores the extent to which hormonal mechanisms provide such a biological explanation of behaviour in humans and our primate cousins. Students will learn the basics of the endocrine system, and consider both how hormones affect behaviour and how behaviour may affect hormones. This module will examine the role that hormones play in the differentiation of behaviours between females and males, as well as the evidence that sexual, parental, aggressive, and affiliative behaviours are influenced by hormones. Students will thus complete this module with a greater appreciation of the hormonal underpinnings of the complex sociality that characterizes humans and other primates.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SE606		Connections				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	

### Availability

This module contributes: BA Liberal Arts

### Contact Hours

Seminars: 48 hours; Computing and Quantitative workshops: 24 hours.

### Learning Outcomes

On completion of this module students will be, as appropriate to this level, able to:

- Demonstrate knowledge and understanding of key discourses within the sciences, humanities and social sciences, how they were implemented, and their impact on broader society
- Understand how to develop and test hypotheses across a disciplinary range spanning social sciences, natural sciences and humanities using study design approaches appropriate to the disciplines
- Understand the utility and interpretation of qualitative and quantitative data
- Demonstrate the ability to critically evaluate primary and secondary literature across a disciplinary range spanning social sciences, natural sciences and humanities appropriate to the disciplines
- Demonstrate an ability to comprehend, and debate, as appropriate topics across a disciplinary range spanning social sciences, natural sciences and humanities

### Method of Assessment

100% coursework:

### Preliminary Reading

Alan Badiou, *The Century*. London: Polity. 2007.

Susan Buck-Morss, *Thinking Past Terror: Islamism and Critical Theory on the Left*. London: Verso 2003.

Nessa Carey, *The Epigenetics Revolution: How Modern Biology is Rewriting our Understanding of Genetics, Disease and Inheritance*. London: Icon Books. 2012.

T. J. Clark, *Farewell to an Idea: Episodes from a History of Modernism*. New Haven: Yale. 1999.

Sheila Jasanoff, *States of Knowledge: the Co-production of Science and Social Order*. London: Routledge. 2004.

Bruno Latour, *We Have Never Been Modern* (trans. Catherine Porter). London: Harvester Wheatsheaf. 1993.

Donald Mackenzie, *An Engine, Not a Camera: How Financial Models Shape Markets*. Cambridge: MIT. 2008.

David P. Mindell, *The Evolving World Evolution: Evolution in Everyday Life*. Cambridge: Harvard. 2006.

Edward Said, *Culture and Imperialism*. London: Vintage. 1994.

### Pre-requisites

Prerequisite: SE310, SE311, SE312

### Synopsis \*

One of the core concepts behind the Liberal Arts degree is maintaining communication and debate between the diverse groups of students the programme attracts. Through collective discussion and debate around seminal readings, this module will equip Liberal Arts students with a broad-ranging grasp of the full field of social sciences, natural sciences, arts and humanities. The topics covered depend on the optional modules and particular knowledge streams chosen by that year's cohort of students. A concern with politics and current developments continues to influence debate and discussion throughout the second year. Engagement with the Nuffield Curricula will involve further pedagogical familiarization with quantitative methods across the disciplines.

<b>SE609</b>		<b>Forensic Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Fahy Dr G

#### Availability

Optional module for BSc in Biological Anthropology and BSc in Anthropology.  
Also available as a Wild Module for other programmes

#### Contact Hours

24 hours

#### Learning Outcomes

- 8.1 Critically apply anthropological methods in a legal setting.
- 8.2 Employ the methods used to build a biological profile, forensic taphonomy, disaster victim identification, and understand how these data are utilised to answer specific medico-legal questions.
- 8.3 Relate ethical thinking with working with human remains within the legal system.
- 8.4 Evaluate critically new research methods in the field of forensic anthropology.
- 8.5 Demonstrate an understanding of the crime scene to court process.
- 9.1 Critically assess and analyse peer reviewed journals and books.
- 9.2 Communicate information through the development of writing skills, presentation skills.
- 9.3 Learn effective time management and preparation.
- 9.4 Organise information in a clear and concise way.
- 9.5 Develop basic laboratory skills.
- 9.6 Correctly apply methods and techniques learned.

#### Method of Assessment

Coursework (60%)  
Summer term exam (40%)

#### Pre-requisites

SE302- Foundations of Biological Anthropology

#### Synopsis \*

This module examines the contribution of biological anthropology to the study of forensic science and provides students with a detailed understanding of the methods and theory of forensic anthropology. We cover topics such as biological profiling, field excavation and recovery, forensic taphonomy, identity, trauma and expert witness testimony. By the end of this module students will know how biological anthropology is applied in a forensic arena, and understand how human remains are recovered and analysed.

Students are introduced to concepts applied in forensic anthropology. Students learn how to correctly excavate a burial and recover human remains. Students are introduced to environmental factors influencing crime scene recovery and skeletal material and will learn about the importance of other forensic specialities such as forensic entomology, palynology, sedimentology and odontology. They are introduced to forensic anthropological recovery on a local scale and in mass disaster situations. Students also acquire an understanding of the role of a forensic anthropologist in the courtroom.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE611</b>		<b>Violence and Conflict in the Contemporary World</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Bovensiepen Dr J

### Availability

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad  
Also available as a Wild Module.

### Contact Hours

11 lectures  
11 seminars

22 hours

### Learning Outcomes

Be conversant with the major theoretical positions taken in contemporary Social Anthropology.

Be able to discuss critically the evidence supporting competing anthropological theories.

Be able to connect the way anthropological debates relate to current affairs, including political, social and economic developments and historical events.

Be able to describe some of the historical development of anthropological ideas in the 20th century.

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.

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

Be able to plan a small research project that connects anthropological debates to broader social issues and current events.

Be able to present their findings in an oral presentation and work with other students in order to develop their ideas.

### Method of Assessment

100% coursework

### Preliminary Reading

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

### Pre-requisites

SE301: Introduction to Social Anthropology or equivalent Level 4 Social science introductory module (equivalence to be determined by the module convener).

### Synopsis \*

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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE614 Afterlives of Socialism in Eastern Europe and Central Asia</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Henig Dr D

### Availability

The programmes of study to which the module contributes:

BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad  
Also available as a Wild Module.

### Contact Hours

Total contact hours (24 hours - lectures 12 hours, and seminars 12 hours)

### Learning Outcomes

On successfully completing the level 5 module students will be able to:

1. Be conversant in the main themes and trends of the anthropology of postsocialism, and comparative study of postsocialist societies and cultures in Eastern Europe and Central Asia
2. Critically understand the regions of Eastern Europe and Central Asia and their socialist legacies in economic, political, and social depth, the cultural diversity of the regions, and at regional, national and global levels
3. Critically interpret the historical development of those societies and cultures
4. Be able to apply anthropological insights to contemporary economic, political, religious and social developments in the postsocialist world e.g. nationalism; religious revival; transition from command economy to market capitalism; memory and nostalgia; gender; state infrastructures and borders; globalisation; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on postsocialist Eastern Europe and Central Asia
5. Understand the impact of study of postsocialist societies on the anthropological study of religion, economy, politics, and social change
6. Be knowledgeable about key theoretical contributions of the anthropology of postsocialism to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity

### Method of Assessment

100% coursework

### Preliminary Reading

- Berdahl, D. (2010) *On the Social Life of Postsocialism: Memory, Consumption, Germany*. Bloomington: Indiana University Press.
- Bernstein, A. (2013) *Religious Bodies Politics: Rituals of Sovereignty in Buryat Shamanism*. Chicago: Chicago University Press.
- Creed, G. (2011) *Masquerade and Postsocialism: Ritual and Cultural Dispossession in Bulgaria*. Bloomington: Indiana University Press.
- Henig D. and N. Makovicky, eds. (2016) *Economies of Favours after Socialism*. Oxford: Oxford University Press.
- Pelkmans, M., ed. (2009) *Conversion after Socialism: Disruptions, Modernisms and Technologies of Faith in the Former Soviet Union*. Oxford: Berghahn.
- Reeves, M. (2014) *Border Work: Spatial Lives of the State in Rural Central Asia*. Ithaca: Cornell University Press.
- Yurchak, Alexei (2005) *Everything was Forever, Until It Was No More: The Last Soviet Generation*. Princeton: Princeton University Press.

### Pre-requisites

SE301 (Introduction to Social Anthropology) or equivalent Level 4 Social Science introductory module (equivalence to be determined by the module convenor).

### Synopsis \*

This module focuses on the afterlives of Soviet socialism in contemporary Eastern Europe and Central Asia. Throughout the 20th century, Soviet socialism provided the main economic and (geo)political alternative to Western capitalism and its forms of industrial modernisation. It was, however, also an internally-diverse social, political and cultural project that impacted all spheres of society and interpersonal relations, ranging from economic organisation, housing and consumption, to religious life. In 1989, this project collapsed with large-scale societal transformations across the Eurasian landmass and beyond. Starting from this point of rupture, the module addresses two sets of aims. Firstly, it will introduce students to the diversity of the afterlives of the 'actually living' Soviet socialism and postsocialism in contemporary Eastern Europe and Central Asia. Secondly, it will ask how ethnographic study of postsocialism can contribute to critical and comparative understanding of rapid and radical social changes. These aims will be explored by focusing on the themes studied by anthropologists (in a dialogue with historians and political scientists), including religious revival; memory and nostalgia; food and consumption; infrastructure and/of the state; nationalism; money and exchange networks; morality and personhood.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

This module contributes:

Optional for BA Social Anthropology (inc. BA Social Anthropology with language programmes and joint programmes), BSc Anthropology

### Contact Hours

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

### 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

### Method of Assessment

100% coursework

### 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.

### Pre-requisites

Prerequisite: SE301 (Introduction to Social Anthropology).

### 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.