

**2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook**  
**45 School of Anthropology and Conservation**

<b>DI501</b>		<b>Climate Change and Conservation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Gardner Dr C (SAC)

**Availability**

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

**Contact Hours**

24

**Learning Outcomes**

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

**Method of Assessment**

50% Exam; 50% Coursework  
Critical Writing Assignment (30%)  
Computing Practical Report (20%)

**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

**Restrictions**

Stage 3 students ONLY

**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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Contributes to BSc Wildlife Conservation

### Learning Outcomes

- Understand the different issues involved in evolutionary genetics from a theoretical standpoint
- Gain 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:
  - Understand and discuss in detail the following key topics:
    - 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
- Understand the fundamental ecological and biodiversity-related concepts and how they apply to wildlife conservation. Especially in the context of evolutionary genetics within the broader remit of conservation biology and ecology.
- Understanding the role of behavioral ecology in wildlife conservation: this module will integrate the genetic problems associated with small population biology alongside global evolutionary processes.
- Interpret genetic data, relating to genetics in wildlife conservation issues, acquired for endangered species and relate this to behavioral data in the context of conservation biology.

### Method of Assessment

100% examination.

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### Preliminary Reading

- Frankham, R., Ballou, J. D. & Briscoe, D. A. (2002). Introduction to Conservation Genetics. Cambridge University Press.
- Frankham, R., J. D. Ballou and D.A. Briscoe. (2004). A primer of 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.

### Pre-requisites

Preferably at least 1 DI module but subject to school review.

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI505 Conceptual Frameworks in Conservation Science</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Bicknell Dr Jake
3	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

BSc Wildlife Conservation

### Contact Hours

24

### Learning Outcomes

8.1 demonstrate a sound understanding of current issues in biodiversity and conservation

8.2 demonstrate skills in conceptual thinking

8.3 understand how current issues impacts on conservation practice.

### Method of Assessment

50% Exam; 50% Coursework

Coursework

Written Report (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

### Restrictions

None

### Synopsis \*

The aim of this module is to examine emerging and controversial topics in conservation biology and to help students develop conceptual and critical thinking. Each week a topic is introduced in the lecture and discussed in seminar later in the week. You will be given papers on Moodle to read and evaluate before the seminar. Indicative topics that will be critically evaluated during the course include: developing sustainable use strategies for over-exploited species, wildlife trade and illegal hunting, the roles of zoos and museums in conservation biology, the impact of emerging infectious diseases, large-scale ecological and evolutionary approaches for setting conservation priorities, and the importance of reintroduction for recovery of threatened species.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI508 Data Analysis for Conservation Biologists</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Availability

BSc Wildlife Conservation,  
BA Environmental Social Sciences  
BSc Human Ecology

### Contact Hours

24

### Learning Outcomes

- 8.1 discuss the theoretical Normal Distribution, and its application to data analysis.
- 8.2 discuss null Hypotheses, Type I and II Errors, Sample Strategies, and Independence
- 8.3 discuss One- and Two-Tailed Tests.
- 8.4 discuss analysis of Variance (ANOVA), and Chi-Squared.
- 8.5 discuss Bivariate Data, Regression Analysis and Correlation Coefficients

### Method of Assessment

100% Coursework  
Assignment 1 Correlations (40%)  
Assignment 2 ANOVA (40%)  
Module Test (20%).

### Preliminary Reading

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.

### Pre-requisites

Not available as wild.

### 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.

## 2019-20 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	Black Dr S

### Availability

Available to students registered for BSc in Wildlife Conservation

### Contact Hours

22

### Learning Outcomes

8.1 Demonstrate an understanding of global distribution patterns of species richness, endemism and threat for major taxonomic groups.

8.2 Demonstrate an understanding of environmental gradients, ecosystem processes & the origins of biodiversity

8.3 Demonstrate methods for prioritising areas of high species richness and endemism

8.4 Critically evaluate the concepts of biodiversity hotspots, congruence and surrogacy

8.5 Critically evaluate global approaches to predicting biodiversity loss and conservation strategies

### Method of Assessment

50% Exam; 50% Coursework

Essay (50%)

### 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.

### 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.

## 2019-20 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	Gardner Dr C (SAC)

### Availability

BSc in Wildlife Conservation

### Cost

23

### Learning Outcomes

- 8.1 place research ideas and concepts into a wider contemporary conservation context
- 8.2 appreciate the interplay between pure and applied conservation studies
- 8.3 review, summarise and commentate on current research topics
- 8.4 synthesise information in the specialist primary peer-reviewed journal literature, and subsequently use it to support a personal opinion

### Method of Assessment

100% Coursework  
Written assignment 1 (2 pages) (33%)  
Written assignment 2 (2 pages) (33%)  
Written assignment 3 (2 pages) (33%)

### Preliminary Reading

Brooks, T.M. & Helgen, K.M. 2010. A standard for species. *Nature*, 467, 540-541.

Tobias, J.A., Seddon, N., Spottiswoode, C.N., Pilgrim, J.D., Fishpool, L.D.C. & Collar, N.J. 2010. Quantitative criteria for species delimitation. *Ibis*, 152, 724–746.

Kareiva, P. 2010. Trade-in to trade-up. *Nature*, 466, 322-323.

Fuller, R.A., McDonald-Madden, E., Wilson, K.A., Carwardine, J., Grantham, H.S., Watson, J.E.M., Klein, C.J., Green, D.C. & Possingham, H.P. 2010. Replacing underperforming protected areas achieves better conservation outcomes. *Nature*, 466, 365-367.

Pimm, S.L. 2001. Entrepreneurial insects. *Nature*, 411, 531-532.

Thomas, C.D., Bodsworth, E.J., Wilson, R.J., Simmons, A.D., Davies, Z.G., Musche, M. & Conradt, L. 2001. Ecological and evolutionary processes at expanding range margins. *Nature*, 411, 577-581.

Le Corre, M. 2008. Cats, rats and seabirds. *Nature*, 451, 134-135.

Rayner, M.J., Hauber, M.E., Imber, M.J., Stamp, R.K. & Clout, M.N. 2007. Proceedings of the National Academy of Sciences of the United States of America, 104, 20862–20865.

### Pre-requisites

None

### Restrictions

Not available to stage 2 WildCon students as wild.

### 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*.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI520</b>		<b>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 (SAC)

### Availability

BSc in Wildlife Conservation  
Available as a wild module

### Contact Hours

25

### Learning Outcomes

- 8.1 Understand the history of western conservation approaches towards local communities
- 8.2 Acquire a broad conceptual understanding of the social context of conservation, including economic, cultural and political factors
- 8.3 Acquire familiarity with different forms of community conservation and key issues and techniques in its implementation
- 8.4 Analyse case studies and come up with practical recommendations for management measures related to the relationship between communities and conservation
- 8.5 Critically approach and analyse of the current conservation-preservation debate

### Method of Assessment

50% Exam; 50% Coursework  
Coursework:  
Essay/Report (50%)

### 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; 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI521 Saving Endangered Species</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	Black Dr S

### Availability

Biodiversity Conservation and Management; Wildlife Conservation  
Not available as wild.

### Learning Outcomes

- Have a detailed appreciation of the concept of species concept within wider context of conservation.
- Understand the concept of – and how to quantify - extinction risk, and how to quantify this.
- Critically evaluate the merits of different population recovery techniques and including approaches to captive-breeding programmes.
- Recognise the importance of health and disease monitoring of wildlife in the context of, and the interactions of these to endangered species management.
- Demonstrate a detailed knowledge of case studies of international species recovery programmes, and an understanding of reasons that may underpin their success or failure – why some have worked and other have failed.
- Prioritising conservation management interventions at the species level within a wider context of the main causes of population decline: methods and problems.

### Method of Assessment

100% Coursework

### Preliminary Reading

Ewen, J. (2012) *Reintroduction Biology: Integrating Science and Management* Wiley-Blackwell.  
Sutherland B., I. Newton and R Green. (2004), *Bird Ecology and Conservation: A Handbook of Techniques* (core). Oxford University Press.  
Whittaker, R. (1998). *Island Biogeography: Ecology, Evolution, and Conservation* (core). Oxford University Press  
Norris K. and D. Pain. (2002). *Conserving Bird Biodiversity: General Principles and their Application* (core). Cambridge University Press.  
Pullin, A (2002). *Conservation Biology* (core). Cambridge University Press.  
Caughley, G and A. Gunn. (1996) *Conservation Biology in Theory and Practice* (Core). Blackwell Science.  
Powell, A (2008). *The Race to Save the World's Rarest Bird: The Discovery and Death of The Poà'ouli*, Stackpole Books.  
Turvey, S (2009). *Witness to Extinction: How We Failed to Save The Yangtze River Dolphin*. Oxford University  
Juniper, T (2002). *Spix's Macaw: The Race to Save the World's Rarest Bird*, Fouth Estate.  
MacDonald, P (2010). *Facing Extinction: The World's Rarest Birds and the Race to Save Them*, T & AD Poyser.  
Nicholls, H (2006). *Lonesome George: The Life and Loves of a Conservation Icon*, Macmillan.

### Pre-requisites

DI310 Skills for Wildlife Conservation and Management

### Synopsis \*

This module examines today's cutting-edge techniques that are available to wildlife biologists attempting to save some of the world's most critically endangered species from extinction. The module exposes students directly to world experts in this field through a two-day residential field trip to the Durrell Conservation Academy on Jersey where formal presentations and group activities together with behind-the-scenes tours of state-of-the-art captive-breeding facilities provide a first-hand experience of species conservation on a global scale. The module then examines a number of cross-cutting themes relevant to recovering endangered species, including the management of invasive species, leadership of species recovery programmes, island endemic species, species of extreme rarity, reintroduction biology and managing infectious disease in conservation programmes. Throughout the module iconic case histories are examined and used as a way to consider the reasons why some programmes are successful whilst others fail. The consideration of topics and case studies leads to a reappraisal of particular approaches to species conservation such as institutional priority-setting, field infrastructures and leadership styles which tomorrow's wildlife biologists will need in order to restore endangered species in the future.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI522</b>		<b>Research Project</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	Bull Dr J

### Availability

Only available to students registered for Wildlife Conservation and Environmental Studies

### Contact Hours

Contact hours 24

### Learning Outcomes

8.1 design and carry out a piece of research related to conservation and the environment, identify and use theories and concepts to analyse environmental issues

8.2 analyse results and place them in the context of the existing literature, and to present and write up the findings

8.3 gain the ability to identify a research question and to collect and manipulate data to answer that question

### Method of Assessment

100% coursework

Full draft report (10%)

Oral presentation (10%)

Project (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.

### 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</b>		<b>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

### 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.

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### 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

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI528 Conservation Social Science: Methods and Research Design</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

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

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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI530 Spatial Analysis: Principles and Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### Availability

BSc Wildlife Conservation  
BSc Human Ecology

### Contact Hours

24

### Learning Outcomes

- 8.1 demonstrate 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
- 8.2 acquire and combine data from multiple sources in a GIS to solve practical problems in wildlife conservation
- 8.3 gain an understanding of the principals underlying the analysis of spatial data and remote sensing data
- 8.4 gain practical knowledge of GIS analytical techniques and how to use them to generate, map, analyse and describe environmental data
- 8.5 generate and critically evaluate GIS and remote sensing outcomes and write reports on GIS mapping and analysis

### Method of Assessment

100% coursework  
Practical Report (20%)  
Group PowerPoint Presentation (20%)  
Individual Report (60%)

### 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

### 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 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI531 Human Wildlife Conflict and Resource Competition</b>						
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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

BSc Anthropology; BA Environmental Studies; BSc Wildlife Conservation; BSc Human Ecology

### Contact Hours

Lectures and seminars totalling 30 contact hours

### Learning Outcomes

- 8.1 Demonstrate developed creative practice in the context of a deeper understanding of specific conservation issues.
- 8.2 Acquire developed range of practical skills relating to the module topics and of use to conservation practice.
- 8.3 Demonstrate an understanding of the theoretical underpinnings to their creative conservation practice.
- 8.4 Demonstrate developed capacity to work alone and in teams whilst focussing on different conservation-oriented activities.
- 8.5 Demonstrate developed capacity to communicate and explain process, nature and outcomes of their creative practice.
- 8.6 Critically engage with their creative practice across each of the individual topics selected to comprise the curriculum (see below) and engaged with the theoretical background and underpinnings as well as the more practical aspects.

### Method of Assessment

100% coursework:  
Individual Practical Project (30%)  
Individual Group Practical Final Text (40%)  
Group Practical Project (30%)

### Preliminary Reading

There is no single text book designated for this module, and students will be given references to specific articles/chapters in books etc. as we move through the module. Readings will be given primarily to inform the seminar and practical/workshop discussions (some to help in thinking about the practical aspects and the written assessments). These will be relatively few in number, so students will be expected to have read and digested them thoroughly. A separate list of useful references will be uploaded to Moodle and regularly updated, and students are encouraged to share references with each other. These references should also include websites and other online materials.

### 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 may include:

- \* 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
- \* Campaigning for Conservation
- \* Conservation and Agriculture
- \* Performance Ethnography - a theoretical framework for action research in conservation

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI533 Professional Placements</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	100% Coursework	Bull Dr J

### Availability

[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%)  
 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.

<b>DI535 Tropical Ecology and Conservation</b>						
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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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

8.1 Demonstrate an 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

8.2 Demonstrate an understanding of the importance of tropical forests as centres of biodiversity and ecological diversification.

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

8.4 Demonstrate 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:

Field Notebook (15%)

Report 1 (35%)

Report 2 (35%)

Group Participation and Oral Presentation (15%)

### 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

PLEASE NOTE: Students who register onto this module and complete the field trip are expected to remain on the module. Consequently, students who drop the module after completing the field trip will be required to repay the school subsidy incurred for the trip.

### Synopsis \*

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

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<b>DI537 Conservation Social Science: Methods and Research Design</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	Bride Dr I

### Availability

Core for BSc Wildlife Conservation and for BA Environmental Studies

### Contact Hours

22

### Learning Outcomes

8.1 have 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)

8.2 understand the broad differences between quantitative and qualitative approaches to research and the relative merits of each.

8.3 gain skills in the design and use of qualitative interviews and questionnaires

8.4 gain skills in simple analysis and presentation of both qualitative and quantitative data

### Method of Assessment

Exam 40%; Coursework 60%

Written Report 60%

### Preliminary Reading

Bryman A., 2012. Social research methods, (Oxford: Oxford University Press).

Corbin, Juliet M., Strauss, Anselm L. & Strauss, Anselm L., 2008. Basics of qualitative research: techniques and procedures for developing grounded theory, (London: Sage Publications, Inc.)

Gerring, J. (2007) Case Study Research: Principles and Practices, (Cambridge: Cambridge University Press.)

Lapan. S. et al. (Eds) (2012) Qualitative research: an introduction to methods and design (London: Wiley & Sons)

Newing, Helen, 2010. Conducting research in conservation: social science methods and practice, (London: Routledge)

Denzin, N Lincoln Y (2000) Handbook of qualitative research (London: Sage)

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>DI538 Data Analysis for Conservation Biologists</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Bicknell Dr Jake

### Availability

BSc Wildlife Conservation,  
BA Environmental Social Sciences  
BSc Human Ecology

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

- 8.1 Discuss the theoretical Normal Distribution, and its application to data analysis.
- 8.2 Discuss null Hypotheses, Type I and II Errors, Sample Strategies, and Independence
- 8.3 Discuss One- and Two-Tailed Tests.
- 8.4 Discuss analysis of Variance (ANOVA), and Chi-Squared.
- 8.5 Discuss Bivariate Data, Regression Analysis and Correlation Coefficients

### Method of Assessment

13.1 Main assessment methods  
Assignment 1 Correlations (40%)  
Assignment 2 ANOVA (40%)  
Module Test (20%).

### 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, 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, students should aim to link the theory presented in lectures with the practical sessions and field trip components. The field trips will be towards the end, 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>GEOG5004 Spatial Analysis: Principles and Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Tzanopoulos Dr J

### Availability

Wildlife Conservation BSc  
Human Geography BSc

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Learning Outcomes

- 8.1 Demonstrate 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
- 8.2 Apply knowledge of main concepts of spatial analysis to solve practical problems in wildlife conservation
- 8.3 Understand the main principals underlying the analysis of spatial data and remote sensing data
- 8.4 Gain practical knowledge of the main GIS analytical techniques, and how to use them, to generate, map, analyse and describe environmental data
- 8.5 Understand GIS and remote sensing outcomes and write reports on GIS mapping and analysis

### Method of Assessment

100% Coursework

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE507</b>		<b>Anthropology and Law</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Biner Dr Z O

### Availability

BA Social Anthropology

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Learning Outcomes

8.1 Demonstrate advanced knowledge surrounding the main themes and trends in legal anthropology

8.2 Articulate an in-depth understanding of the relationship between law and anthropology as individual disciplines

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

8.4 Demonstrate the ability to critically analyse legal processes, and locate them in the social organisation and cultural value systems of particular societies

8.5 Analyse and develop advanced communication skills to demonstrate their understanding of anthropological texts in written and spoken contexts

8.6 Develop and construct coherent and logical arguments, particularly in written form, combining general theoretical writings with the discussion of ethnographic data.

### Method of Assessment

Case study presentation (20%)

Essay (30%) 2,000 words

Examination (2 hours) (50%)

### Synopsis \*

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

## 2019-20 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	Whole Year	H	30 (15)	100% Project	Johns Dr S
1	Canterbury	Whole Year	H	30 (15)	70% Project, 30% Coursework	Johns Dr S
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	Johns Dr S

### Availability

BSc Anthropology, BSc Biological Anthropology, (and year abroad programmes)

### Contact Hours

15

### Learning Outcomes

Students will be expected to conduct original research into some aspect of scientific anthropology and present their research findings in the form of a 12,000 word (approx.) dissertation, and an 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. The research must include collecting/analysing quantitative data. Students will be assigned an individual supervisor who will advise them on their choice of topic and 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.).

### Method of Assessment

100% Coursework  
Dissertation (70%)  
Participation Folder (10%)  
Presentation (20%)

### 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. (2012). *SPSS for Psychologists (5th 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

### Restrictions

Stage 3 Anthropology BSc and Biological Anthropology BSc students.

### Synopsis <span style =

Students will be expected to conduct original research into some aspect of scientific anthropology and present their research findings in the form of a 12,000 word (approx.) dissertation, and an 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. The research must include collecting/analysing quantitative data. Students will be assigned an individual supervisor who will advise them on their choice of topic and 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.).

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE534 Special Project in Social Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	Mair Dr J

### Availability

Stage 3 only, BA Social Anthropology; Joint Honours; with a Year Abroad; with a Language

### Contact Hours

12

### Learning Outcomes

- 8.1 formulate a research project and to present it and its organising thesis statement convincingly to a supervisor;
- 8.2 locate relevant sources of data, using library holdings and original ethnographic fieldwork where relevant, for developing and elaborating a thesis;
- 8.3 summarise, interpret, and present data in written form;
- 8.4 communicate the results of research to others in written form;
- 8.5 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;
- 8.6 follow the conventions of research presentation in order to produce a properly academic thesis.

### Method of Assessment

100% coursework  
Project (100%)

### 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

ANTS3010 Introduction to Social Anthropology  
ANTS6170 Ethnographies I  
ANTS6180 Advanced Social Anthropology I  
ANTS6190 Advanced Social Anthropology II  
ANTS6200 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 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.

## 2019-20 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	Autumn	H	15 (7.5)	100% Coursework	Key Dr A
2	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Key Dr A
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Key Dr A
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

BSc Biological Anthropology and associated programmes  
BSc Anthropology and associated programmes

### Contact Hours

40

### Learning Outcomes

8.1 competently assess evidence and articulate theories concerning the biological and cultural evolution of humans;  
8.2 critically evaluate arguments and data in the field of palaeoanthropology;  
8.3 summarise the key stages in the pattern of human anatomical and cultural evolution;  
8.4 understand how palaeoanthropologists reconstruct hominin behaviour;  
8.5 critically evaluate scientific papers and contribute to academic discussions and debates.

### Method of Assessment

100% Coursework  
Poster (40%)  
Poster presentation (20%)  
Practical assessment – Lab (40%)

### Preliminary Reading

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.

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

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

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

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

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

### Pre-requisites

SE302

RECOMMEND students take SE566 in stage 2 if they wish to take SE541 in stage 3.

### Synopsis \*

Hominins – the array of species of which ours is the only living representative – provide the clues to our own origins. In this module, the methods and evidence used to reconstruct their biology and behaviour are 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE542</b>		<b>Environment and Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### 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

Essay: 2500 Words: 50%

Exam: 2 hours: 50%

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE547</b>		<b>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	Bovensiepen Dr J
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Bovensiepen Dr J

### Availability

This module contributes:

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

### 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.

## 2019-20 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	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

BSc Biological Anthropology and associated programmes  
BSc Anthropology and associated programmes  
BA Social Anthropology and associated programmes  
Available as a wild module

### Contact Hours

22

### 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

Essay (1500 words) (20%)

Annotated Bibliography (2000 words) (20%)

Oral Group Presentation (10%)

Examination, 2 hours (50%)

### 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

### Synopsis \*

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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE550</b>		<b>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	
1	Canterbury	Spring	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

20

### Learning Outcomes

- 8.1 demonstrate 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);
- 8.2 demonstrate awareness of the wide range of cultural variation in cultural models and ideologies of gender as reported in ethnography;
- 8.3 demonstrate 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

Coursework:

Book Review (15%)

Essay (30%)

Seminar Participation (5%)

### 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

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE551</b>		<b>Anthropology and Language</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: Social Anthropology; Joint Honours; with a Language; with a Year Abroad; BSc Anthropology

### Contact Hours

24

### Learning Outcomes

8.1 demonstrate a broad outline knowledge of anthropological approaches to the study of language;

8.2 competently assess evidence and articulate theories concerning the relationship between language, culture, and social organisation;

8.3 evaluate critically arguments and data in the field of anthropological linguistics.

### Method of Assessment

80% Examination 20% coursework

Coursework:

Essay 20%

### 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 \*

This module introduces linguistic anthropology and a critical exploration of the relationship between language, culture, and social organisation. Indicative topics covered are: 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE552</b>		<b>Culture and Cognition</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	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

### Contact Hours

22

### Learning Outcomes

8.1 demonstrate a broad outline knowledge of anthropological approaches to the study of cognition;

8.2 competently assess evidence and articulate theories concerning the relationship between cognition, culture, and social organisation;

8.3 evaluate critically arguments and data in the field of the anthropology of cognition.

### Method of Assessment

80% Exam; 20% Coursework

Coursework

Essay 20%

### 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.

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

### Availability

BA Social Anthropology and associated programmes  
BSc Anthropology and associated programmes

### Contact Hours

40

### Learning Outcomes

- 8.1 be conversant in the main themes and trends in Visual Anthropology
- 8.2 demonstrate an informed understanding of the production and analysis of visual texts
- 8.3 analyse and communicate their comprehension of visual materials
- 8.4 construct coherent and logical arguments combining visual and textual discourses, combining conceptual understanding with substantiated ethnographic examples.
- 8.5 reflexively present their reception of a documentary in relation to others' experience and in terms of the type of media and the broad themes considered by the documentary.
- 8.6 critically engage with some of the assumptions present in their understanding of the truth value of ethnographic media productions.

### Method of Assessment

50% Exam; 50% Coursework  
Analytic Note (20%)  
Essay (30%)

### Preliminary Reading

Banks, M & Ruby, J (eds). 2011. *Made to be Seen: Perspectives on the History of Visual Anthropology*. Chicago: University of Chicago Press.  
Pink, S. 2001/2007. *Doing Visual Ethnography*. London: Sage  
Harris, A. 2016. *Video as Method: Understanding Qualitative Research*. Oxford: Oxford University Press.  
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*.  
Edwards, Elizabeth (ed.) 1992. *Anthropology and Photography, 1860-1920*.

### Pre-requisites

SE301: Social Anthropology

### Restrictions

Available to Stage 3 students only

### Synopsis \*

This module introduces visual anthropology via the encounter between media maker and subject and framed in relation to the concepts of reflexivity and intersubjectivity. Central concerns are the cross-cultural reception of media, the use of video and photography as and for research, the social history of film and photography relating to ethnographic subjects, the study of national and regional cinematic traditions (outside Europe and America) and the comparative ethnography of television and broader consideration of issues of social representation and political ideology in visual imagery. Indicative areas covered in the module include:

- 1) Collaborative Media and Intersubjectivity
- 2) Soundscapes and Sensory Ethnography
- 3) Photography and Sociality
- 4) Observational and Participatory Cinema
- 5) Ethno-fiction and Indigenous Media
- 6) Intersections of medical and visual anthropology
- 7) New Media and Activism

## 2019-20 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

BSc Anthropology and associated programmes  
BA Social Anthropology and associated programmes

### Contact Hours

33

### Learning Outcomes

- 8.1 present a comprehensive and systematic understanding of Visual Anthropological media production;
- 8.2 have developed an ability in ethnographic audio/visual production;
- 8.3 analyse and communicate their comprehension of the use of audio/visual media as research;
- 8.4 create web based multimedia combining video, photography, audio and text , integrating critical conceptual understanding, with substantiated ethnographic examples;
- 8.5 carry out original, collaborative and reflexive research using DSLR cameras aware of the range of assumptions of what a camera does;
- 8.6 interview, observe and give feedback to, and about, ethnographic subjects.

### Method of Assessment

100% Coursework  
Multimedia Production (60%)  
Web based interactive platform (35%)  
Symbolic camera (5%)

### Preliminary Reading

Harris, A. 2016. Video as Method: Understanding Qualitative Research. Oxford: Oxford University Press.  
Barbash, I & L. Taylor 1998 Cross-Cultural Filmmaking: a handbook for making documentary and ethnographic films University of California Press.  
Aston, J, Gaudenzi, S & Rose, Mandy. 2017. I-docs: The Evolving Practices of Interactive Documentary.  
Pink, S. 2007. Visual Interventions: Applied Visual Anthropology.  
Grimshaw, A and Ravetz, A. Observational Cinema: Anthropology, Film and the Exploration of Social Life. Bloomington: Indiana University Press.  
Crawford, Peter & David Turton (eds). 2013 (2nd Edition). Film as Ethnography. Manchester University Press  
Rabiger, M. 2004. Directing the Documentary. London: Focal.

### Pre-requisites

Must be taken with SE554 Visual Anthropology Theory

### Restrictions

Available to Stage 3 students only  
This module is subject to a quota.

### Synopsis \*

This module explores the use of audio-visual media as research, reflexive and transformational ethnographic practice in tune with contemporary anthropological theorising of ethnographic and documentary film. The collaborative and feedback oriented process of using audio-visual media in the production of a short video film that is presented online delivers experiential insights and re-evaluation of the value of video, photography and audio to research, represent and influence aspects of people's lifeworlds. The practical instruction in how to develop a project is grounded in exercises that explore cultural and personal assumptions of what a camera does. Further training in cinematography, interviewing and sound, camera movement and improvisation, and the flexible uses of DSLR cameras present the key pre-production training. Editing theory and practice is taught with a view to efficient workflow and minimal post-production, facilitating knowledge of use in independent multi-media production. Web based interactive platforms are introduced with a view to facilitate wider communication and dissemination. The value of feedback is emphasised in creating media productions that have academic and personal integrity, resonance with and impact on particular audiences.

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<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
1	Canterbury	Spring	H	15 (7.5)	100% Coursework with Pass/Fail Elements	Johns Dr S

### Availability

Module can contribute to all undergraduate programmes in the Faculty of Social Sciences

### Contact Hours

10

### Learning Outcomes

8.1 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;

8.2 understand the importance of professional responsibility and of following professional guidelines;

8.3 understand the National Curriculum (or school specific curricula for independent schools) and interpreting (however broadly) the role of the specific degree subject within it;

8.4 demonstrate knowledge of the organisation within schools and the management of people within them.

### Method of Assessment

100% Coursework

Portfolio (80%)

Teacher Assessment (20%)

### 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.

### 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 based on a number of requirements. Students will be removed from the module if these requirements are not met. If this is the case, students will need to select an alternate 15 credit Spring term module.

The first requirement is having an aggregate 2:1 (60 or above), either from the first year (for those students who wish to take ANTB5560 in their 2nd year), or the first and second year combined (for students wanting to take ANTB5560 in their final year). This is non-negotiable. Students must also have a record of good attendance.

The module team will attempt to place all students who have an aggregate 2:1 and good attendance, but this does depend on availability of school placements across the various academic subjects. Interview may be conducted at this stage to decide between candidates. Students will find out about final decisions and any possible interviews in September/October. The Partnership Development Office in consultation with the 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.

Requirements for selected students: There is also a training session, and a session where students meet their teacher, both of which selected students must attend in the Autumn term prior to officially starting ANTB5560 in the Spring term. If there are any issues with the DBS check, or if a student does not attend training, or if they don't respond to email requests for information/ don't seem interested in actually doing a placement they will also be removed from the module. We can't risk relationships with external partners by sending students who aren't fully engaged and committed.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

The module will begin with (locally timetabled, formative) training sessions for the students 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 members of the Partnership Development Office.

After training the student will spend approximately 6 hours in a school in the Spring term (this session excludes time to travel to and from the School, preparation and debrief time with the teacher). 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 final taught lesson in consultation with the teacher and with the local module convener. They must then implement and evaluate the lesson.

<b>SE557 Primate Communication</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

### Availability

BSc Biological Anthropology  
BSc Anthropology and associated programmes  
BSc Wildlife Conservation  
Available as a wild module

### Contact Hours

26

### Learning Outcomes

- 8.1 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;
- 8.2 understand how communication evolves, what maintains the honesty of animal signals, and when deceptive communication can evolve;
- 8.3 describe the different sensory modalities in which primates communicate, explain the factors that favour signals to be produced in one modality as opposed to another, and understand how primatologists study the production and perception of signals in each modality;
- 8.4 appreciate our understanding of the cognitive basis of primate communication in each modality;
- 8.5 critically evaluate different viewpoints regarding the evolutionary relationship between human language and non-human primate communication;
- 8.6 describe in detail a signaling system of a particular species of non-human primate.

### Method of Assessment

50% Exam; 50% Coursework  
Essay (40%)  
Seminar Participation (10%)

### Preliminary Reading

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.

### Restrictions

Stage 3 only

### Synopsis \*

The diversity and complexity of primate sociality is reflected in the diversity and complexity of their communication strategies. This module complements the module ANTB5800 '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 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.

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<b>SE558 The Anthropocene: Planetary Crises and the Age of Humans</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Alexiades Dr M

### Availability

Optional module for BSc Anthropology; Biological Anthropology; Human Ecology Wildlife Conservation; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad; Environmental Social Science. Also available as a Wild Module.

### Contact Hours

Total contact hours: 24  
Private study hours: 126  
Total study hours: 150

### Method of Assessment

Research report (3,000 words) (60%)  
Audio-visual or verbal research presentation (20%)  
Quiz (20%)

### Preliminary Reading

Davis, H. and E. Turpin, eds. (2015). *Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments and Epistemologies*. London: Open Humanities Press.  
Galaz, V. (2014). *Global Environmental Governance, Technology and Politics: the Anthropocene Gap*. Cheltenham: Edward Elgar Publishing.  
Hamilton, C. et al., eds. (2015). *The Anthropocene and the Global Environmental Crisis*. London: Routledge.  
McNeill, J. and P. Engelke, P. (2016). *The Great Acceleration: An Environmental History of the Anthropocene Since 1945*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press  
Moore, J.W. (2015). *Capitalism in the Web of life: Ecology and the Accumulation of Capital*. New York: Verso.  
Tsing, A.L. (2015). *The Mushroom at the End of the World: on the Possibility of Life in Capitalist Ruins*. Princeton University Press.  
Selected readings from a wide range of relevant journals including: *Anthropocene* (Elsevier), *Anthropocene Review* (Sage), *Global Environmental Change* (Elsevier), *Environmental Humanities* (Duke), *Environment and Society*, *Science, Nature*, and others.

### Pre-requisites

None

### Synopsis \*

This module seeks to engage directly with the central provocation of the Anthropocene: that the speed, scope and scale of human industrial activities are having unparalleled, unintended and poorly understood impacts on the earth as a system, thus contributing to and significantly expanding the scale and risks associated with the crisis of modernity and its multiple dimensions: environmental, social, political, and cultural. In response to this crisis, and especially in light of the fact that human activities are so profoundly entangled with biological, ecological, geographical and geological process, a number of academic disciplines are reconsidering many of their core categories, boundaries and approaches. The Anthropocene constitutes an important, novel and challenging problem and a unique case study to attempt a more careful and effective integration of the different intellectual traditions and methods as exemplified in SAC: social and biological anthropology, human ecology and conservation. Some of the main areas covered in the module include: 1) A review of the key problems and issues signalled by the Anthropocene, including the evidence and the debates and areas of disagreement 2) The Anthropocene in relation to earth system science and the planetary, with a particular emphasis in the relationship between the history of the earth, the history of life and the history of humans 3) Some of implications of the incoming period of heightened risk, uncertainty and cascading crises 4) To consider the consequences of the changes and challenges signalled by the Anthropocene upon core categories and assumptions underlying the humanities and sciences, with particular attention to such key binaries as human-nature, living-non-living, and technology-biology 5) The need and challenge of simultaneously considering multiple and apparently incommensurable scales, both in time and space 6) The Anthropocene dilemma: humans as agents or victims? 7) Considering some of the challenges the Anthropocene raises for the practice of science, politics, law, governance, etc. 8) What do these problems, questions and debates mean in terms of our own individual and collective futures, both professionally and personally?

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<b>SE559 Quantitative Research Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Key Dr A

### Availability

BSc Anthropology  
BSc Biological Anthropology

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Learning Outcomes

- 8.1 Understand scientific methods including hypothesis building, methods of data collection, and research design.
- 8.2 Propose a research project, and report its results.
- 8.3 Demonstrate an in-depth understanding of statistics and data handling, including use of appropriate computer software.
- 8.4 Critically evaluate the results of new research in the field.

### Method of Assessment

13.1 Main assessment methods  
Practical Assignment (50%)  
Research Proposal (2000 words) (50%)

### Restrictions

Only available to SAC students

### Synopsis \*

This module will introduce students to quantitative research methods, with particular reference to biological and scientific anthropology, 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 scientific research proceeds, and thus 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 how to structure a research proposal.

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<b>SE561</b>		<b>Biology and Human Identity</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### 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</b>		<b>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

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1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Johns Dr S
1	Canterbury	Spring	H	15 (7.5)	100% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### 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

### 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?

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

### Availability

This module contributes:  
BSc in Biological Anthropology, BSc in 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

100% coursework but does include in-class quiz

### 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.

SAC Students are HIGHLY RECOMMENDED to take this module if they wish to take SE541 in stage 3.

SAC Students MUST take this module at stage 2 to allow them to take SE569 at stage 3.

### Restrictions

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### 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.

Indicative topics are:

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.

SE567 Quantitative Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Availability

BSc Biological Anthropology; BSc Anthropology

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Learning Outcomes

8.1 understand scientific methods including hypothesis building, methods of data collection, and research design.

8.2 propose a research project, and report its results.

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

8.4 critically evaluate the results of new research in the field.

### Method of Assessment

100% Coursework

Practical Assignment (50%)

Research Proposal (2000 words) (50%)

### Preliminary Reading

Brace, N., Snelgar, R., and Kemp R. (2016). SPSS for Psychologists, and everybody else (6th ed.). Palgrave Macmillan.

Field, A (2013) Discovering statistics using SPSS (4th ed.), SAGE Publications.

Gastel, B and Day, R.A. (2016). How to Write and Publish a Scientific Paper (8th ed). Cambridge: Cambridge University Press.

### Restrictions

Only available to SAC students

### Synopsis \*

This module will introduce students to quantitative research methods, with particular reference to biological and scientific anthropology, 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 scientific research proceeds, and thus 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 how to structure a research proposal.

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<b>SE569</b>		<b>Palaeopathology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Garcia-Donas Dr J

### Availability

BSc Anthropology  
BSc Biological Anthropology

### Contact Hours

20

### Learning Outcomes

- 8.1 Understand the relationship between human skeletal growth and developmental disturbances.
- 8.2 Understand the causes and manifestations of skeletal disease and trauma.
- 8.3 Identify, diagnose, and interpret human skeletal disease and trauma.
- 8.4 Understand the research themes in human palaeopathology.
- 8.5 Understand how the study of human palaeopathology can inform aspects of life in the past including growth, activity, diet, health, social interaction, and conflict.
- 8.6 Critically evaluate new research in human palaeopathology.

### Method of Assessment

100% Coursework:  
Essay (25%)  
Course Test (25%)  
Palaeopathology Report (50%)

### Preliminary Reading

Roberts, C. and Manchester, K. *Archaeology of Disease*. 2005. 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.

## 2019-20 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE573 Ethnicity and Nationalism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Theodossopoulos Prof D

### 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.

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<b>SE575</b>		<b>Medicinal Plants in Holistic Perspective</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Waldstein Dr A

### Availability

BSc Anthropology  
BA Social Anthropology  
Available as wild

### Contact Hours

22

### Learning Outcomes

- 8.1 Understand theoretical concerns, methods, and findings of current theoretical research on medicinal plants.
- 8.2 Understand how and why medicinal plants affect human physiology.
- 8.3 Understand the implications of nature, complexity and richness of human diversity and adaptation in health, wellness, illness and death.
- 8.4 Understand the diverse strategies that humans have developed for dealing with sickness.
- 8.5 Understand the interaction of social, cultural and biological aspects of human groups.

### Method of Assessment

60% Exam; 40% Coursework  
Coursework:  
Essay (20%)  
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 Module Convenor

### 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.

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

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### Availability

This module contributes:

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

### Contact Hours

24 hours

### Learning Outcomes

8.1 Understand the cultural diversity of Lowland South America.

8.2 Gain knowledge of the countries of the region and their important ecological and geographical features.

8.3 Gain knowledge of the principal ethnic groups and their livelihoods, kinship organisation, gender relations, epistemologies and broader social changes.

8.4 Understand how ethnography contributes to theory and how anthropologists form questions about ethnographic material.

8.5 Critically discuss key issues and debates in the Lowland South American ethnographic literature.

8.6 Understand Lowland South American groups and their communities in terms of social changes in the region.

### Method of Assessment

100% coursework

Essay (50%)

In-Course Test (20%)

Critical Film Review (20%)

Seminar Participation and Performance (10%)

### 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, Phillippe 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."

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<b>SE580</b>		<b>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

BSc Anthropology  
BSc Biological Anthropology  
BSc Wildlife Conservation

### Contact Hours

24

### Learning Outcomes

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

### Method of Assessment

Exam 80%; Coursework 20%  
Coursework:  
Multiple Choice Questions via Moodle (20%)

### Preliminary Reading

Campbell et al. (2010) *Primates in Perspective*. 2nd Edition, Oxford University Press, Oxford  
Dolhinow & Fuentes (1999) *The Nonhuman Primates*. Mayfield, London.  
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.  
Richard (1985) *Primates in Nature*. W.H.Freeman, London.  
Strier (2011) *Primate Behavioral Ecology*. 4th Edition, Prentice Hall, Upper Saddle River, NJ

### 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.

## 2019-20 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)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Newton-Fisher Dr N

### Availability

BSc Anthropology  
 BSc Biological Anthropology  
 BSc Biology  
 BSc Wildlife Conservation

### Contact Hours

28

### Learning Outcomes

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

8.2 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.

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

8.4 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

Exam 50%; Coursework 50%  
 Coursework:  
 Practical Assessment (50%)

### 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.

### 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). The module covers latest discoveries and developments in these areas, engaging students with primary literature. 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE584 The Anthropology of Business</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)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Peluso Dr D
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Peluso Dr D

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

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.

## 2019-20 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	Waldstein Dr A
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

### Contact Hours

150 hours

### 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 <span style =

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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE586</b>		<b>Ethnographies 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE588 Advanced Social Anthropology 1: Power and Economy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE589 Advanced Social Anthropology II: Religion &amp; Cosmological Imagination</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### 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

## 2019-20 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>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	Garcia-Bonet Dr N

### 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.

## 2019-20 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	Autumn	H	15 (7.5)	80% Project, 20% Coursework	
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.

## 2019-20 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	Pina-Cabral Prof J
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Pina-Cabral Prof J

### Availability

This module contributes:

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

### Contact Hours

24 hours

### Learning Outcomes

8.1 Discuss the main theoretical schools to have affected social anthropology

8.2 Demonstrate 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

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

8.4 Analyse theoretical positions critically, and to locate them in the appropriate intellectual schools of thought from which they originate

8.5 Analyse and communicate their understanding of anthropological texts in written and spoken contexts

8.6 Construct coherent and logical arguments, particularly in written form, which combine

### Method of Assessment

50% Exam; 50% Coursework

Coursework:

Seminar Participation (10%)

Essay (40%)

### 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.

## 2019-20 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

BA Social Anthropology; Joint Honours; with a Year Abroad

### Contact Hours

31

### Learning Outcomes

- 8.1 be conversant in the main theoretical schools to have affected social anthropology
- 8.2 have cultivated an in-depth understanding of the historical depth of theoretical debates in social anthropology, as well as the way in which these debates have been taken up differently in the different national schools of thought
- 8.3 understand how social anthropologists have applied the theories of their day to the ways in which they have conducted ethnographic research and writing
- 8.4 analyse theoretical positions critically, and to locate them in the appropriate intellectual schools of thought from which they originate
- 8.5 analyse and communicate their understanding of anthropological texts in both written and spoken form
- 8.6 construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

### Method of Assessment

- 100% Coursework
- Seminar Participation (10%)
- Seminar Presentation (10%)
- Book Review (30%)
- Essay (50%)

### 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 Satisfactions. Cambridge: Polity Press.

### Pre-requisites

Prerequisite: SE301 Introduction to Social Anthropology

### Restrictions

Stage 3

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

This module aims to aid Stage 3 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.

<b>SE601 European Societies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Hodges Dr M

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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 \*

'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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE604 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.

## 2019-20 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)	100% Coursework	Wheeler Dr B
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Wheeler Dr B
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	Wheeler Dr B

### Availability

BSc Biological Anthropology  
BA Social Anthropology  
BSc Anthropology and associated programmes  
BSc Wildlife Conservation

### Contact Hours

24

### Learning Outcomes

8.1 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 other captive conditions;  
8.2 appreciate the hormonal basis of sex differentiation and sex differences in behaviour;  
8.3 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;  
8.4 understand how hormones influence cognition in humans and other primates;  
8.5 explain in depth the link between the short-term adaptive benefits of acute stress responses and the long-term detrimental consequences of chronic stress in humans and other primates;  
8.6 design a study to investigate the link between hormones and behaviour in humans or non-human primates.

### Method of Assessment

50% Exam; 50% Coursework  
Coursework  
Essay (40%)  
Seminar Participation (10%)

### Preliminary Reading

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

### Pre-requisites

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

### Restrictions

STAGE 3 ONLY

### 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.

<b>SE607 Islam and Muslim Lives in the Contemporary World</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

#### Availability

This module contributes to BSc: Anthropology; BA: Social Anthropology; Joint Honours; with a Language; with a Year Abroad

#### Contact Hours

This module will be taught by means of a 1 hour lecture and 1 hour seminar for 12 weeks.

#### Learning Outcomes

On successful completion of this module, students should:

Be conversant in the main themes and trends of the anthropology of Islam, and comparative study of Muslim societies and cultures.

Have cultivated an in-depth critical understanding of the historical depth and cultural diversity of a number of Islamic traditions, cosmologies and practices in both urban and rural contexts, and at a regional, national and global levels.

Have acquired a critical understanding of the historical development of those societies, cultures, cosmologies, and practices.

Be able to apply anthropological insights to contemporary economic, political, religious and social developments in the Muslim world e.g. religious nationalism; war on terror; the socio-cultural impact of new technologies on religious practice; the practice and politics of pilgrimage; gender; sectarianism and secularism; globalisation; and to develop awareness of the strengths and limitations of these insights compared to other disciplinary perspectives on Islam and Muslim lives.

Understand the impact of study of Muslim societies on the anthropological study of religion and politics.

Be knowledgeable about key theoretical contributions of the anthropology of Islam to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity.

#### Method of Assessment

100% Coursework; consisting of 2000 word research essay, 1200 word critical book review and individual seminar presentation

#### Preliminary Reading

- Bowen, J. (2012) *A New Anthropology of Islam*. Cambridge: Cambridge University Press.
- Gilson, M (2000) *Recognising Islam: Religion and Society in the Modern Middle East*. London: I.B. Tauris
- Kreinath, J (2011) *The Anthropology of Islam Reader*. London: Routledge.
- Marsden, M. and Retsikas, K. eds. (2012) *Articulating Islam: Anthropological Approaches to Muslim Worlds*. Dordrecht: Springer.
- Osella, F. and Soares, B. eds. (2010) *Islam, Politics, Anthropology*. Oxford: Willey-Blackwell.
- Shryock, A. ed. (2010) *Islamophobia/Islamophilia: Beyond the Politics of Enemy and Friend*. Bloomington: Indiana University Press.

#### Pre-requisites

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

#### Synopsis \*

This module is concerned with a diverse range of approaches deployed by anthropologists to the study of Islam and Muslim lives in the contemporary world. The aim of the module is to familiarize students with the complex intertwinements between Islam as a set of sacred texts and a world religious tradition, and the ways in which these are locally understood, interpreted and experienced throughout specific historical, social and political contexts. The key topics covered in this module focus on contemporary economic, political, religious and social developments in the Muslim world such as religious nationalism; war on terror and Islamophobia; the socio-cultural impact of new technologies on religious practice; the practice and politics of pilgrimage; gender; sectarianism and secularism; colonialism, imperialism and globalisation; diasporic Islam; or charity and social justice. This module will develop students' awareness of the strengths and limitations of anthropological insights compared to other disciplinary perspectives on Islam and Muslim lives, and more generally how these influence larger debates on the anthropological study of religion and politics.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Finaughty Dr D

### Availability

BSc Anthropology  
BSc Biological Anthropology  
Available as wild

### Contact Hours

24

### 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 a systematic understanding of the crime scene to court process.

### Method of Assessment

Exam 40%; Coursework 60%  
Coursework:  
Expert Witness Lab Report (25%)  
Mock Trial and Report (25%)  
Online Multiple Choice Questions (10%)

### Pre-requisites

SE302- Foundations of Biological Anthropology

### Restrictions

Stage 3 students ONLY

### Synopsis <span style =

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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

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

### Contact Hours

22

### Learning Outcomes

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

### Method of Assessment

100% coursework  
Research Project (50%)  
Book Review (30%)  
Seminar participation (20%)

### 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.

<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	

#### Availability

BSc Anthropology and associated programmes  
 BA Social Anthropology and associated programmes  
 Also available as a wild module

#### Contact Hours

24

#### Learning Outcomes

- 8.1 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;
- 8.2 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;
- 8.3 Critically interpret the historical development of those societies and cultures;
- 8.4 Be able to apply anthropological insights to contemporary economic, political, religious and social developments in the post-socialist 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 post-socialist Eastern Europe and Central Asia;
- 8.5 Understand the impact of study of post-socialist societies on the anthropological study of religion, economy, politics, and social change;
- 8.6 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  
 Research Essay (60%)  
 Book Review (30%)  
 Seminar presentation (10%)

#### 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

ANTS3010 Introduction to Social Anthropology

#### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE616</b>		<b>The Anthropology of China</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Mair Dr J
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

### Availability

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

### Contact Hours

The total study of hours for the module will be 150 hours, to include:

- Total contact hours (22 hours)
- Private study (128)

### Learning Outcomes

On successfully completing the module students will be able to:

- (1) demonstrate knowledge and critical understanding of important debates about life in contemporary China and Chinese societies outside of China,
- (2) demonstrate critical understanding of the way ethnographic studies can contribute to understanding a complex society, and
- (3) reflect critically on core anthropological topics on the basis of knowledge of Chinese case studies.

### Method of Assessment

100% Coursework

### Preliminary Reading

- Bach, J. 2010. "They come in peasants and leave citizens': Urban Villages and the Making of Shenzhen, China." *Cultural Anthropology* 25 (3).
- Bruckermann, C., & Feuchtwang, S. (2016). *The Anthropology of China*. World Scientific Publishing Co Inc.
- Dikötter, F. 2009. "Racial Identities in China: Context and Meaning." *The China Quarterly* 138.
- Farquhar, J. and Zhang, Q. 2005. "Biopolitical Beijing: Pleasure, Sovereignty, and Self-cultivation in China's Capital." *Cultural Anthropology* 20 (3).
- Kuah-Pearce, K. E., ed. 2008. *Chinese Women and the Cyberspace*. Amsterdam: Amsterdam University Press.
- Steinmüller, H. (2015). *Communities of Complicity*.

### Synopsis \*

The course will introduce students to cutting-edge ethnographic studies of contemporary China. Through these studies, students will be encouraged to think about a series of key issues in the anthropology of China.

For a very long time it was difficult or impossible for outsiders to observe life in China directly in a systematic way, and as a result our accustomed ways of thinking about China are based on macro-level economic and political phenomena, stereotypes and icons --- when we think of China, we think of Confucianism and Communism, kung fu and feng shui, Mao and Chiang Kai Shek, trouble in Tibet and tension with Taiwan. These things are all important, but they leave us with little understanding of what ordinary life is like in China, and so Chinese society can appear mysterious and sometimes contradictory. Fortunately, it has become progressively easier to conduct social scientific research in China and since the mid-1990s and there is now a substantial ethnographic literature that allows us to begin to see contemporary China as a flesh-and-blood society.

This module will use ethnographic literature to explore key topics in the anthropology of China, such as ethnicity, religion, the role of the Communist Party, and the development of capitalism.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE617</b>		<b>Ethnographies I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	Hodges Dr M

### Availability

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

### Contact Hours

16

### Learning Outcomes

- 8.1 demonstrate critical understanding of the contents of a number of ethnographic texts
- 8.2 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 and methodological background of problem-solving
- 8.3 relate specific texts to general theoretical anthropological topics, for example to the analysis of structural and political violence; social and economic inequalities; globalisation and consumption; and mobility, migration and identity
- 8.4 demonstrate knowledge of the methods of research specific to the discipline of anthropology and illustrate them with reference to the studied local, regional, and global ethnographies
- 8.5 critically relate their reading for this module to wider conceptual and ethical concerns in social anthropology, and the broader relationship between anthropological fieldwork and ethnographic writing
- 8.6 relate the dilemmas faced by authors of the reading for this module to the challenges they themselves face in their ethnographic projects

### Method of Assessment

40% Exam; 60% Coursework

Coursework

Seminar Participation (15%)

Ethnographic Project (45%)

### Preliminary Reading

Bourgois, P. and J. Schonberg (2009) *Righteous Dopefiend*. Berkeley: University of California Press.

Emerson, R. et al. (2011). *Writing Ethnographic Fieldnotes*. Chicago: Chicago UP

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

Narayan, K. (2012) *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.

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

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

### Pre-requisites

Pre-requisite for BA Social Anthropology and BSc Anthropology programme: ANTS3010 Introduction to Social Anthropology

Co-requisite for BA Social Anthropology programmes: ANTS6180 Advanced Social Anthropology I, ANTS6190 Advanced Social Anthropology II, ANTS6200 Ethnographies II

### Synopsis \*

The focus of this module is the intensive investigation of the canonical form in which research in social anthropology has been disseminated, the ethnography. The reading list for the module therefore consists exclusively of professional ethnographic monographs of varying thematic and regional focus.

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.

Considerable time will be spent, particularly in the earlier seminars, on instruction about how to read an ethnography and what goes into writing it. This might include how to examine its implicit (as opposed to explicit) theoretical assumptions; how to place it within the historical development of the discipline; how to evaluate its empirical investigation of particular theoretical problems; how to evaluate the relationship between description and analysis; how to evaluate its contribution to particular issues and topics within social anthropology; and the examination of its structure, presentation and ability to communicate an understanding of a social and cultural group through the written word.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE618 Advanced Social Anthropology I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	Theodossopoulos Prof D

### Availability

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

### Contact Hours

24

### Learning Outcomes

- 8.1 Be conversant with the key disciplinary themes and trends of the anthropology of power and economy
- 8.2 Have acquired a critical understanding of the historical development of those anthropological debates and theories
- 8.3 Be knowledgeable about the theoretical contributions of the anthropology of power and economy to the broader discipline of social anthropology
- 8.4 Have cultivated a critical understanding of the global and historical diversity, operation and experience of political and economic institutions
- 8.5 Be able to apply anthropological insights to current transformations of political and economic institutions

### Method of Assessment

50% Exam; 50% Coursework  
Seminar Participation (10%)  
Seminar Presentation (10%)  
Essay (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 and BSc Anthropology programme: ANTS3010 Introduction to Social Anthropology

Co-requisite for BA Social Anthropology programmes: ANTS6170 Ethnographies I, ANTS6190 Advanced Social Anthropology II, ANTS6200 Ethnographies II

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE619 Advanced Social Anthropology II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Biner Dr Z O

### Availability

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

### Contact Hours

22

### Learning Outcomes

8.1 Be conversant with the main themes and trends of the anthropology of religion

8.2 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

8.3 Have acquired a critical understanding of the historical development of those anthropological debates and theories

8.4 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

8.5 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

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

### Method of Assessment

50% Exam; 50% Coursework

Seminar Participation (10%)

Seminar Presentation (10%)

Essay (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: ANTS3010 Introduction to Social Anthropology; ANTS6180 Advanced Anthropology I and ANTS6170 Ethnographies I

Pre-requisites for BSc Anthropology programme: ANTS3010 Introduction to Social Anthropology; ANTS6180 Advanced Social Anthropology I

Co-requisites for BA Social Anthropology programmes: ANTS6200 Ethnographies II

### 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.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE620</b>		<b>Ethnographies II</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Pina-Cabral Prof J

### Availability

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

### Contact Hours

18

### Learning Outcomes

- 8.1 Demonstrate critical understanding of the contents of a number of ethnographic texts
- 8.2 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 and methodological background of problem-solving
- 8.3 Relate specific texts to general theoretical anthropological topics, for examples to the analysis of structural and political violence; social and economic inequalities; globalisation and consumption; and mobility, migration and identity
- 8.4 Demonstrate knowledge of the methods of research specific to the discipline of anthropology and illustrate them with reference to the studied local, regional, and global ethnographies
- 8.5 Critically relate their reading for this module to wider conceptual and ethical concerns in social anthropology, and the broader relationship between anthropological fieldwork and ethnographic writing
- 8.6 Relate the dilemmas faced by authors of the reading for this module to the challenges they themselves face as amateur ethnographers

### Method of Assessment

40% Exam; 60% Coursework  
Coursework  
Seminar Contribution (15%)  
Project (45%).

### Preliminary Reading

Cambell, J. K. (1964). Honour, Family and Patronage. Oxford: Oxford University Press.  
Cannell, F. (1999). Power and Intimacy in the Christian Philippines. Cambridge: Cambridge University Press.  
Emerson, R. et al. (2011). Writing Ethnographic Fieldnotes. Chicago: Chicago UP  
Ghodsee, K. (2016) From Notes to Narrative: Writing Ethnographies that Everyone can Read. Chicago: Chicago University Press.  
Theodossopoulos, D. (2016). Exoticisation Undressed: Ethnographic Nostalgia and Authenticity in Emberá Clothes. Manchester: Manchester University Press

### Pre-requisites

Pre-requisite for BA Social Anthropology: ANTS3010 Introduction to Social Anthropology, ANTS6170 Ethnographies I, ANTS6180 Advanced Social Anthropology I

Pre-requisites for BSc Anthropology programme: ANTS3010 Introduction to Social Anthropology

Co-requisite for BA Social Anthropology programmes: ANTS6190 Advanced Social Anthropology II

### Synopsis \*

This module builds on Ethnographies I, and its focus is to further investigate the canonical form in which research in social anthropology has been disseminated, the ethnography. The reading list for the module therefore consists exclusively of professional ethnographic monographs of varying thematic and regional focus. 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. Considerable time will be spent, particularly in the earlier seminars, on instruction about how to read an ethnography and what goes into writing it. This might include how to examine its implicit (as opposed to explicit) theoretical assumptions; how to place it within the historical development of the discipline; how to evaluate its empirical investigation of particular theoretical problems; how to evaluate the relationship between description and analysis; how to evaluate its contribution to particular issues and topics within social anthropology; and the examination of its structure, presentation and ability to communicate an understanding of a social and cultural group through the written word.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE623</b>		<b>Urban Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

The module will be taught by lectures, seminars and private study (including fieldwork).

Total Contact Hours: 22

Private Study Hours: 128

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate critical understanding of the history of urban studies in anthropology and the principal interdisciplinary relations it has involved.
2. Demonstrate critical understanding of the methodologies and techniques used to explore the ethical, empirical and analytical challenges involved in fieldwork.
3. Critically evaluate the central concerns raised by urban living in anthropology in terms of marginality and deviance.
4. Demonstrate critical understanding of the central analytical responses that anthropology has provided to the constitution of urban space and its political and social relevance
5. Critically engage with contemporary environmental debates concerning urban ecology (namely in terms of human-animal and human-plant interaction)
6. Critically evaluate conceptual insights and academic theories that explain urban living
7. Critically evaluate the central challenges that are placed globally by the rapid spreading of forms of very dense urban conurbation

### Method of Assessment

The module is examined by 100% Coursework, consisting of

- Fieldwork Project Abstract (10%) – Student's will be required to present, either a 500 word written submission or a 10 minute presentation on their initial fieldwork plan identifying their chosen area, points of observation as well as dialogue with the methodological readings that they will have been given.
- Critical Book Review 1000 words (20%) on theoretical text
- 3000 word Fieldwork Project Report based on fieldwork activities (70%)

### Synopsis \*

Starting in the 1930s, Urban Anthropology has been one of the main sub-fields of Social Anthropology, but it is also an area where our discipline has engaged very intensely in interdisciplinary relations. After the 1950s the world changed globally, with an ever-increasing percentage of the world's population living in urban contexts. As a result, the relevance of urban and modern modes of living became central for anthropological research. Ethnographic methodology too had to be adapted as a consequence with an increased attention to matters of bureaucracy and technology. Today, in a world where global mobility is intense and consumerism dominates, it can be argued that even rural populations live in a periurban condition. Traditionally, urban anthropology dealt centrally with problems of marginality and deviance, but now increasingly the focus is on the interaction between urban planning and the politics of everyday living. Most of our students are likely to go on to do academic research in areas of applied research in urban settings. Therefore, it is especially important that they should be introduced to the problems that urban anthropology raises.

## 2019-20 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SE624 Geographic Specialism in Ethnographic Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

### Availability

BSc Anthropology and associated programmes  
BA Social Anthropology and associated programmes  
Also available as a wild module

### Contact Hours

150

### Learning Outcomes

Be conversant in the main themes and trends of the anthropology of a specific ethnographic area;  
Critically understand the ethnographic area in economic, political, and social depth, the cultural diversity of the region, and at regional, national and global levels;  
Critically interpret the historical development of those societies and cultures;  
Be able to apply anthropological insights to contemporary economic, political, religious and social developments in the area;  
Understand the impact of study of the ethnographic area on the anthropological study of religion, economy, politics, and social change  
Be knowledgeable about key theoretical contributions of the anthropology of the ethnographic area to the wider discipline and their leading role in shaping wider anthropological debates and disciplinary reflexivity.

### Method of Assessment

Research Essay (3500 words) (60%)  
Book Review (2000 words) (40%)

### Preliminary Reading

Readings will be chosen by the Convenor to correspond to a specific ethnographic area that forms the basis of the module.

### Pre-requisites

ANTS3010 (SE301) Introduction to Social Anthropology

### Synopsis \*

This module will focus on the anthropological literature that has developed through the study of a specific ethnographic area. Students will be interested in the key ethnographic features of the area, the ways in which anthropologists have studied them, debates that have arisen among anthropologists working in the area, and the ways in which their work has drawn on and contributed to wider theoretical debates in anthropology.

For 2018-19 the module will focus on 'Turkey and its contexts' covering anthropological approaches to ethnography and politics of Turkey. Turkey provides a fascinating place to consider some classic and contemporary issues in anthropological debate as it borders many regions that are traditionally thought of as distinct: Europe and Asia, the Mediterranean, the Black Sea and the Middle East. It is a fascinating place for the study of religion as a majority Muslim country that has historically been a strongly secular state. It is also of course at the centre of many contemporary news stories, especially in relation to migration, conflict and refugees. Consequently, the module will also cover many issues around Islam and secularism.

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

#### Availability

BSc Anthropology and associated programmes  
BA Social Anthropology and associated programmes

#### Contact Hours

22

#### Learning Outcomes

8.1 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);  
8.2 have acquired a selective critical understanding of the historical development of the anthropological literature on creativity and creative expression;  
8.3 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;  
8.4 situate and analyse from an anthropological perspective the topics of creativity, creative expression and the arts in relation to relevant social, political, economic, and historical contexts; and to develop awareness of the strengths and limitations of such an approach compared to other disciplinary perspectives on creativity and creative expression;  
8.5 be knowledgeable about key theoretical contributions of anthropologists working on creativity, art and literature to the wider discipline of social anthropology;  
8.6 understand the impact of key works in the anthropology of creativity on anthropological modes of representation;  
8.7 analyse and communicate their understanding of anthropological texts on creativity in both written and spoken form;  
8.8 construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data.

#### Method of Assessment

100% Coursework  
Essay (30%)  
ONE OF:  
Essay (50%) OR Creative Project (50%)  
Seminar Presentation (10%)  
Seminar Participation (10%)

#### 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.