Disclaimer

Although all the information contained in this handbook is believed to be correct at the time of going to press, no guarantee can be given that it will not be amended either before commencement or during the course of the degree programmes to which it refers.¹ You should always consult the most up-to-date Handbook, which can always be found online under the Student Handbook tab at the following link:

http://www.ucl.ac.uk/anthropology/current-students

Students in any doubt about the specific requirements for their degree programme should consult their personal or year tutors.

This handbook should always be read in conjunction with the UCL Guidelines available on the web at:

http://www.ucl.ac.uk/current-students/guidelines.

Any suggestions for improvements to future editions of the handbook should be passed to the Publications Coordinator or the Postgraduate Co-ordinator either via the Departmental Office or by the following email address:

anthro-masters@ucl.ac.uk

¹ This handbook was last updated on 27 September, 2016
How to use this Handbook

Welcome to the official Student Handbook for UCL Anthropology Taught Masters Programmes for 2016/2017. This Handbook is written to be the major go-to source of all the important information a Taught Masters student in UCL Anthropology may need. Any questions and queries regarding any aspect of Taught Masters courses in UCL Anthropology should first and foremost refer to the relevant section in this Handbook. This is particularly true for information regarding assessment, coursework submission, and the dissertation. Indeed, this Handbook is the ultimate source of all official information regarding all aspects of Taught Masters courses in UCL Anthropology and any other, conflicting, information should be disregarded.

As such, it is divided into five major numbered sections, with seven separate appendices:

- Sections One (General Introduction), Two (Important study information for ALL students), Three (Illness and other extenuating circumstance), and Five (Dissertations Guidelines for ALL Students) are applicable to all students.

- Section Four (Masters Courses – Specific Information) is further subdivided into eight separate sub-sections: one sub-section for each of the Taught Masters MA or MSc Programmes (i.e., Digital Anthropology, Medical Anthropology etc.). Section 5 is Open City DOCS. Section 6 is the UCL Anthropology Research Methods course for all students except Human Evolution and Behaviour, Social and Cultural and Film (these students should refer to their respective Masters sub-course section for information relating to Anthropological Research Methods).

Please read this Handbook carefully and ensure you abide by its guidelines. Any questions regarding any information contained herein should be directed to the Postgraduate Co-ordinator either via the Departmental Office or by the following email address: anthro-masters@ucl.ac.uk
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Monday 26 September 2016 – Friday 16 December 2016

Reading Weeks
7 – 11 November 2015
12 – 16 December 2016

Christmas College Closure: 5.30pm Friday 23 December 2016

Open 9.00am Tuesday 3 January 2017

Term Two
Monday 9 January 2017 – Friday 24 March 2017

Reading Weeks
13 – 17 February 2017
20 – 24 March 2017

Easter College Closure: 5.30pm Wednesday 12 April 2017

Open 9.00am Thursday 20 April 2017

Term Three
Monday 24 April 2017 – Friday 9 June 2017

(There are no Reading Weeks in Term Three)

Bank Holidays: Closed Monday 01 May 2017
Closed - Monday 29 May 2017
Closed - Monday 28 August 2017

** EXAMINATION PERIOD: TERM 3, 27 April – 9 June 2017 **

Information may also be found on the UCL Anthropology website.
SECTION 1: Introduction to UCL and the Anthropology Department

Introduction to University College London (UCL)
University College London (UCL) is one of the foremost teaching and research institutions in the United Kingdom. Founded in 1826 to provide higher education for all that could benefit from it – regardless of religion, race or class – it is both the oldest and the largest of the various colleges and institutes that make up the University of London. The College was the first university to admit women to higher education on equal terms with men, and also pioneered the teaching of many subjects at university level.

UCL has over 36,000 students, approximately half of whom are graduate students. There are 70 different departments within the College in the following eight faculties: Arts, Social and Historical Sciences, Laws, the Built Environment, Engineering, Mathematical and Physical Sciences, Life Sciences and Biomedical Sciences.

UCL is proud of its record of academic distinction; it can count 29 Nobel Prize winners among former academic staff and students while current academic staff includes 53 Fellows of the Royal Society, 15 of the Royal Academy of Engineering, 51 of the British Academy, and 117 Fellows of the Academy of Medical Sciences. Recent external assessments have confirmed UCL as one of the top research universities in Britain, and UCL was ranked joint fifth in the world's top ten universities by the QS World University Rankings (2014).

The College seeks to provide for all aspects of student life. Facilities situated within the UCL precinct and available for the use of all students include libraries, a Health Centre, computer facilities, a Language Centre, Bloomsbury Theatre, and a Fitness Centre. UCLU – the UCL Student’s Union – provides a range of services such as bars, snack-bars, shops, a hairdresser and a travel office, as well as running over 130 clubs and societies which cater for a range of sporting, academic, musical and cultural interests. UCL students may also use the facilities of the nearby University of London Union, which include a large swimming pool.

Situated on a compact site in the centre of London, UCL is very near to a wide range of libraries, museums, bookshops, and public gardens as well as many cinemas, theatres, cafes, bars and inexpensive restaurants.

Further Information may also be found on the Anthropology Department website and the Faculty website.
Introduction to UCL Anthropology

The Anthropology Department at UCL integrates biological anthropology, social anthropology, medical anthropology and material culture into a broad-based conception of the discipline. As a Department, we are strongly committed to retaining this breadth through the incorporation of considerable interdisciplinary and interdepartmental linkages within our programme alongside the continuing retention of our strengths in the four core areas of the subject. It is one of nine teaching department constituents of the UCL Faculty of Social and Historical Sciences.

At present the Department conducts research in over 60 countries, houses the editors of three international journals, and runs four programme-specific seminar series (Biological Anthropology, Material Culture, Medical Anthropology, and Social Anthropology). The Department also sponsors a departmental monograph series and provides the base for the Centre for the Anthropology of Sustainability (CAOS), the Centre for Digital Anthropology, the Centre for Medical Anthropology, the Centre for Human Ecology, the Virtual Centre for the Social Environment, and (with the Department of Biology) the Centre for Genetic Anthropology.

The Department is strongly committed to its graduate programme, which includes both taught degree programmes and research degrees. The last decade has seen a considerable planned expansion of our graduate programme in response both to the research interests of the staff as well as the interests of the current generation of students. We have been highly successful in attracting well-funded new research projects that involve collaborative and interdisciplinary research programmes, but we also encourage innovation and independent research initiatives from students. Our graduate students are currently funded by UCL Graduate School awards and Departmental Bursaries as well as by the AHRC, the ESRC, and the NERC alongside awards from the British Academy, ORS and various national and overseas governments, institutions and NGOs. The Department encourages pure and theoretical research as well as providing strong links to multiple applied and developmental projects.

General Departmental Information

Location

UCL Anthropology is housed at 14 Taviton Street near the corner of Gordon Square, a new building in the heart of UCL’s central campus. Here you will find administrative office, staff offices, a number of teaching rooms, the Daryll Forde Seminar Room (DFSR), research laboratories, as well as student and staff common rooms.
Departmental Facilities
In addition to teaching and social events organised by the Department, you are also encouraged to participate in and attend Departmental Research Seminars, Faculty and UCL events, including:

Inaugural Lectures: A series of free evening lectures, delivered by recently-promoted professors across the arts, humanities and social sciences, runs from November to June.

IAS Events: The Institute of Advanced Studies (IAS) harnesses UCL’s extensive expertise across the humanities and social sciences to investigate received wisdom and to address the most urgent ethical and intellectual challenges of today. It is a research-based community, comprising colleagues and doctoral students from across UCL, as well as visiting fellows and research collaborators from the UK and around the world. Based in the Wilkins Building, the IAS runs a vast and varied range of conferences, talks and seminars throughout the year.

Festival of Culture: UCL’s Festival of Culture takes place in term three. It is an exciting, week-long showcase and celebration of the quality, diversity and relevance of scholarship across UCL’s Faculties of Arts & Humanities and Social & Historical Sciences. Find out more at www.ucl.ac.uk/festival-of-culture

The Student Common Room is on the ground floor of the Anthropology Department where there are tea and coffee making facilities, a microwave and a small fridge. Please note that smoking is strictly prohibited in accordance with College policy. This includes the outside courtyard.

The Anthropology Departmental Office is on the ground floor. This office houses the Department’s Undergraduate and Postgraduate Coordinators, the Academic Administrator, Departmental Administrator and the Head of Department. The staff pigeon-holes may be found in the staff common room on the ground floor.

The Material Culture Room, in which small group tutorials may be held, is located in the basement of this building.

The Department has a teaching and research laboratory, which holds the Napier Primate Skeletal Collection, as well as comprehensive collections of fossil hominin casts, and material culture collections from around the world. Through our research and teaching links we have access to the skeletal and fossil collections housed in the College's Zoological Museum and to those at the Natural History Museum (London). We also have access to the material culture collections at the Ethnography Department of the British Museum (London).

Open City Docs: Open City Docs is a UCL Anthropology environment where the next generation of documentary filmmaker is nurtured and celebrated, delivering film screenings and live events, training programmes and projects throughout the year including Open City Documentary Festival and Open City Docs School. We also run
screening events through the year. Open City Docs School also runs MA Modules for any registered student at UCL, ANTHGS20 and ANTHGS25 taught in Terms one and two respectively and provides an extensive suite of CPD courses providing professional training in film practice.

The Open City Docs festival takes place over six days in venues across London and the programme offers a chance to see the best in contemporary, international documentary as well as filmmaker Q&As, industry panels, workshops, networking and parties: www.opencitylondon.com
Sources of Information
The main sources of information regarding courses of study in Anthropology come from the following sources. It is the student’s responsibility to keep up to date with these:

1. This Postgraduate Student Handbook.
   This Handbook is the standard working document for all UCL Anthropology Masters Programmes and contains all official information for all elements of your Masters Degree, including all Programme and Dissertation information. It should therefore be your primary information source.

2. UCL webpages for Current Students.
   These contain information regarding degree requirements, interruption of study, failure of courses and so on and are available at: http://www.ucl.ac.uk/current-students/services

3. The Departmental Timetable available at:
   http://www.ucl.ac.uk/timetable/

4. The Optional Courses information available at:
   http://www.ucl.ac.uk/anthropology/courses/pg

5. UCL Email.
   Please note you should check your UCL email on a daily basis!

6. Notice boards
   In the Student Common Room and UCL Anthropology entrance.
Staff

Academic Staff

Head of Department
Prof. Susanne Küechler  s.kuechler@ucl.ac.uk

Deputy Head of Department (Head of Teaching)
Vice Dean (Planning & Education, SHS)
Dr Caroline Garaway  c.garaway@ucl.ac.uk

Masters Tutor
Dr Caroline Garaway  c.garaway@ucl.ac.uk

Masters Programme Tutors

Anthropology, Environment and Development
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SECTION 2: Important Study Information

Assessment
Assessment of all taught components of all Taught Masters courses in UCL Anthropology accounts for 50% of the final mark entire programme whilst the dissertation accounts for the remaining 50%. The taught courses are independently assessed through a mixture of assessed essays, lab books, practical work, and seen and unseen examinations. For further details, see information provided for each specific individual course in Section 4 of this Handbook, below.

Essay Submission
UCL Anthropology operates an electronic coursework submission system through Moodle. Please see Section 3 of this Handbook for more information on Moodle submission.

Late essays will be penalised according to the criteria laid out in Section 3 of this Handbook. Students need to check on the course Moodle site and with their lecturers for all course-specific dates.

All assessed work is marked by the course instructor, checked by a second member of UCL Anthropology, and externally examined/ratified by the External Examiner for the course.

See Section 3 of this Handbook for information on essay submission procedure.

Attendance
Students are expected to attend all lectures, seminars, classes and labs for the courses they are taking. The only grounds for non-attendance are illness, certified by a doctor’s note, bereavement or other serious personal circumstances (for which a written explanatory note is also required). If students cannot attend classes, they should provide lecturers with prior notice directly or through the Departmental Office and then provide a covering (medical) note to the Postgraduate Coordinator. Registers will be taken at all seminars and it is your responsibility to make sure that you sign the attendance sheet.

It is most important that students attend the first lecture/seminar of any course since this is when all the important information about course organisation, tutorial management etc. will be distributed. Lecturers may exclude students from a course where they have failed to attend the first lecture.

For attendance requirements please check the Academic Manual.
For further guidance please go to the following website:

http://www.ucl.ac.uk/srs/academic-manual/c1/relationship

Tier 4 students: Absence from teaching and learning activities
In line with UCL’s obligations under UK immigration laws, students who hold a Tier 4 visa must obtain authorisation for any absence from teaching or assessment activities.

Further information can be found at:

• Authorised Absence
• UCL Visa and Immigration pages

Any student who is absent from an assessment must obtain authorisation for the absence by submitting a request for Extemuating Circumstances (see Section 3)

Departmental Seminars
UCL Anthropology runs several Departmental seminar series and attendance at seminars coordinated by your own programme is compulsory for all Masters students. Collectively these events represent a vital opportunity to meet staff and other postgraduate students within the Department, to participate in the wider intellectual community of the College, and to talk informally with classmates and others. If you cannot attend a given seminar, apologies must be submitted in person to the course tutor. Students are furthermore encouraged to make as much use as possible of the various other seminars held in the Department and in neighbouring colleges: as well as attending the seminars of their own programme, students from all Masters Programmes are welcome to attend the seminars coordinated by any other Programme. Students will likely be advised about which other seminars are particularly relevant to their course or interests at the beginning of each term.

Seminar programmes are posted online and in the Department. The days and times of the Departmental seminars are:

• Material, Visual & Digital Culture: (Monday 5 – 6:30pm)
• Human Ecology Research Group (HERG): (Tuesday 2 – 4pm)
• Biological Anthropology: (Tuesday 4 – 6pm)
• Social Anthropology: (Wednesday 11am – 1pm)
• Anthropology in the Professional World: (Wednesday 6pm)
• Democratic Cultures Research Program (Thursday 11am – 1 pm)
• Medical Anthropology: (Thursday 4 – 6pm)
Online Timetable

Brief description of the Online Timetable
The UCL Online Timetable displays your personal timetable week by week, and lets you find out what is being taught, when, where and by whom across UCL. Use it to select course units which will fit in your timetable. Your personal timetable will display all the course units you are registered to attend including lectures, seminars, tutorials, labs, film screenings, computer training and more. Check it regularly for changes to dates, times or locations. To use UCL Online Timetable, login with your UCL username and password.

Personal timetables for students
Your personal timetable displays the modules you are registered to attend in Portico. Students are automatically registered for compulsory modules so they immediately appear in your timetable. Use the Department, Degree Programme or Custom timetables to find options that fit in your timetable. An important feature of this timetabling software is that it automatically checks for and alerts you to any clashes. Once you select your options in Portico, they will appear in your timetable the next day. If a module selection is rejected or deleted in Portico, it will be removed from your timetable the following day.

Groups such as tutorials, labs and seminars are added to your timetable when you are assigned to a group by the teaching department. You can choose to display all groups for your modules.

Please note that timetables are subject to change. Any change to the timetable from any department at UCL is reflected immediately in the Online Timetable and your personal timetable will be updated automatically. Remember to check it regularly.

Reading Weeks
The Anthropology Department holds two Reading Weeks per term, one in the middle of each term, and one at the end of each term. Courses are not usually taught during reading weeks. Exceptional classes held during Reading Week will be publicised. Reading weeks are not vacations, they are an integral part of terms and should be used to complete essays, undertake reading, and prepare for forthcoming courses. You are expected to be available in College for reading weeks.

Part-Time Students
A part-time Masters in Anthropology at UCL lasts two calendar years and can be taken on consultation with the Course Tutors. In most cases, the student is usually expected to take the Core Course and Anthropological Research Methods papers in the first year and this includes the submission of all relevant assessment including examinations, essays, or lab books. The specialist options and dissertation will be
taken/written in the second year. The timing of optional courses varies and students are advised to consult the timetable and discuss the scheduling of seminars with tutors at the beginning of the year.

PORTICO: The UCL Student Information Service
Access to Portico is available to everyone across UCL – both staff and students alike – via the web portal. You will need to log on using your UCL user id and password, which are issued to you once you have enrolled. These are the same as the ones used for accessing UCL restricted web pages, UCL email and Myriad. If you do not know them, you should contact the IS Helpdesk as soon as possible.

Please remember that passwords automatically expire after 150 days, unless they have been changed. Warnings are sent to your UCL email address during a 30 day period, prior to your password being reset.

- You can read your UCL email on the web here.
- You can change your password at any time if you go to my account.

Passwords cannot be issued over the phone unless you are registered for the User Authentication Service. We strongly advise that you register for this service. If you have not registered for the User Authentication Service you will need to visit the IS Helpdesk in person or ask them to post a new password to your registered home or term-time address.

More information can be found at the ISD website.

As a student you can take ownership of your own personal data by logging on to Portico. In Portico you can:

- edit your own personal data - update your home and term addresses, contact numbers and other elements of your personal details;
- complete online module registration – select the modules you would like to study, in accordance with the rules for your programme of study (subject to formal approval & sign off by the relevant teaching department and your parent department);
- view data about courses/modules - information on courses/modules available either in your home department or elsewhere to help you choose your optional modules/electives;
- view your own examination results online.

Go to: Portico Login

As before, any continuing student requiring official confirmation of their results, or any graduating student requiring additional copies of their transcript, should refer to the information on UCL’s website for obtaining an official transcript:
Online Module Registration

At the beginning of the first term you will be asked to indicate the various options you wish to choose for the year. If you are in doubt about what to choose, you can consult your Personal Tutor and/or the Course Tutor (see p.40). You must register your choices by entering them onto Portico no later than Friday 7 October. If you wish to change your options beyond this date you will need to contact the Postgraduate Coordinator in the Departmental Office. Please be aware that you must have all your options correctly selected by no later than Friday 21 October. Your mandatory modules will automatically be added to your personal timetable and the modules you select will be added overnight.

Information and course summaries about the specialist options available in 2016-17 can be found at the following Anthropology Department's website.

Masters students normally are advised to attend the open lectures for these courses (where these are appropriate). Please note that although most of these courses are available as specialist options for students in most Masters Programmes, access to some courses is limited by numbers. You should contact the relevant lecturer as soon as you decide to take a course.

In addition, UCL Moodle (UCL's online learning space – see p.34) is used to provide essential information, including module and programme-specific information, in addition to learning resources.

Please note that Portico does not include timetabling information, so you should check with the teaching department concerned to ensure that your choice of any optional or elective modules does not clash with other classes.

You should ensure that you familiarise yourself with the Department’s specific procedures for approving module selections and signing students.

If you want to find out more about the content of individual modules you can do so by going to the department website or by clicking on the programme code while on Portico or in Moodle which will bring up a summary of the module.

You can access the Module Selection screen in Portico via the following option: ‘Select your modules/course components’. This is found in the Student Academic Details container.

The top of the screen shows any compulsory modules which you have to take. To complete the module registration process you should select any optional/elective modules as listed at the bottom of the screen. Click on the ‘Select’ button next to the appropriate rule. This will open the optional/elective selection screen.

Students who wish to take a module outside the department must first contact their course tutor for approval. Then the department running the module should be contacted to see if it is possible. You will need to check the timetable to see if it does
not class with core modules. Only one 15 credit module can be taken outside of Anthropology.

Selection Screen – Optional Modules
Click in the ‘Select’ box next to the appropriate module to choose the module(s) you wish to take. To view further details about the module, click on the module name. The rule in the header above the list of modules states how many modules/credits you should choose. You must enter the correct number and then click on the ‘Submit Selections’ button to return to the main screen.

To return to the main screen without submitting any selections, click on the ‘Cancel Selection’ button.

Selection Screen – Elective Modules
If the rule specifies choosing ‘any postgraduate module’ (an elective module, subject to approval), clicking on the ‘Select’ button next to the appropriate rule on the main screen will take you to a new screen.

As with the optional module selection screen, the rule in the header will state how many modules/credits you should choose. You should input the appropriate module code(s) in the module box and insert an ‘A’ in the ‘Occ’ (Occurrence) field. Alternatively, you can use the ‘Search’ button to find a module. Use the ‘Submit Selections’ button to enter the modules, or the ‘Cancel selections’ button to return to the main screen without submitting anything.

Confirmation of Selections
Once you have completed all of your selections, ensure that they comply with any ‘Overarching rule’ indicated in the ‘Overarching’ column on the main screen and then click on the ‘Submit Selections’ button on the main screen.

Once you have submitted your selections, you will be presented with a final screen, where you can either undo your last change or you can confirm your selections by clicking on the ‘Confirm Selections’ button.

Note that once you have clicked on this button you cannot go back – you will then need to contact the Postgraduate Coordinator in the departmental office to make any amendments to your selections. Therefore, please check your module selections carefully.

Following your confirmation, you will be presented with a screen that confirms you have completed the module registration process, listing the modules you have selected.
All of your selections are subject to Departmental approval. You will receive an automatic email to your UCL email address if any of your selections are rejected and you must ensure that you respond to this by contacting the Postgraduate Coordinator, whom you should also contact if you wish to amend a selection at any time. You can check on the approval status for each of your modules by clicking on the 'View Module Selection status' option in your Student Academic Details container.

**Enrolling for Courses**
Because they contain compulsory units and other important degree requirements, all students’ course choices are subject to their tutor’s approval.

Information about all options is updated on the Departmental website as well as Portico. Requirements for each course are listed in terms of (i) prerequisites, (ii) mode of assessment (i.e. examinations and/or term essays and/or other assignments). Restrictions on numbers are sometimes imposed.

Only in exceptional circumstances will students be permitted to join a course more than three weeks after it has begun. Students will not be allowed to discontinue a course after three weeks without the permission of the Departmental Tutor and the Faculty Tutor who has the final decision on late course changes. All changes must be reported to the Postgraduate Coordinator in the Departmental Office.

Individual course details, including Reading Lists, are normally distributed in the first lecture. Dates of first lectures will be posted or pre-circulated. Where there is no notice of a first lecture date, students should assume a Term One course commences as early as possible in the week following registration week (i.e., the week beginning Monday 5th October). Term Two courses begin in the first week of term unless otherwise stated.

On the individual course moodle pages you should find the following information

- the aims of the course;
- a list of course requirements;
- deadlines for course work;
- essay questions with relevant bibliography;
- how and where course work should be dated and handed in;
- the skills you are expected to derive from the course;
- how the course fits in with other courses offered by UCL Anthropology.

If any of these pieces of information are absent or unclear, students should point this out to the lecturer.
Moodle – Electronic Coursework Submission

Overview to Moodle

Once you are enrolled on a course you will need to enrol on its virtual version on Moodle, which can be accessed via the internet on campus or from home. The course code and name are the same as the ones on top of your reading list. The enrolment key is the course code (e.g. ANTHGS01). Make sure you sign up for the Postgraduate Moodle site, not the Undergraduate site.

Go to http://moodle.ucl.ac.uk and use your UCL user-id and password to access the course (note that this address contains no ‘www’). On the course page simply follow the link for electronic submission to submit your work.

All course work should be word-processed.

All essays must be submitted electronically to Moodle.

The electronic copy must not exceed 1.0 MB (all diagrams/images/videos should be deleted). The only exception to this is your dissertation.

Work should be submitted in .doc or .docx or .pdf form (no zip files, WORKS files or other formats).

IMPORTANT: Please read the following instructions carefully. Failing to follow these instructions may result in a delay to your essay being marked.

All work must be submitted as a file named according to the following system:

- The main text of your essay should be formatted in 12 point, Times New Roman typeface with double line spacing and a 1 inch page border so the examiner can read it easily.
- You must upload your essay with the correct module code on Moodle. Some modules may have different module codes for students in different departments (e.g. ANTHGE02, ANTHGC13) or for undergraduate and postgraduates (e.g. ANTHGS02, ANTHGD11).

You can find the module code you are registered on for this course in Portico by clicking on ‘View confirmed module registrations’.

- On the first line of your essay you must include the module code, candidate number and (if applicable) the name of your Tutorial Assistant. Your candidate number is a unique code used to identify you. It consists of four letters plus a check digit (e.g. ABCD1). You can find your candidate number for this academic year in Portico by clicking on ‘View Candidate Number(s)’

Do not include your name anywhere on your essay.

Please note that the University operates an anonymised system for all assessed work that is weighted more than 40% in a given module.
IMPORTANT: On the following page, you will be asked to enter your ‘Submission Title’. It is very important that you enter your candidate number, followed by an underscore (i.e. ‘_’) followed by your essay title.

For example:

Once you have read and understood these instructions, please click on the 'My Submissions' tab at the top of the page to upload your file.

UCL Standard turnaround time for feedback
Regular feedback is an essential part of every student’s learning. It is UCL policy that all students receive feedback on summative assessments within one calendar month of the submission deadline. This feedback may take the form of written feedback, individual discussions, group discussions, marker’s answers, model answers or other solutions (although students should note that UCL is generally unable to return examination scripts or comments on the same). Students writing dissertations or research projects should also expect to receive feedback on a draft on at least one occasion.

If, for whatever reason, a department/division cannot ensure that the one calendar month deadline is met then they will tell students when the feedback will be provided - it is expected that the extra time needed should not exceed one week. Where feedback is not provided within the timescale, students should bring the matter to the attention of their Departmental Tutor or Head of Department.

Further information:
• UCL Feedback Turnaround Policy

Late Submission of Coursework
Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason, UCL expects students to submit all coursework by the published deadline date and time, after which penalties will be applied.

If a student experiences something which prevents them from meeting a deadline that is sudden, unexpected, significantly disruptive and beyond their control, they should submit an Extenuating Circumstances (EC) Form. If the request is accepted,
the student may be granted an extension. If the deadline has already passed, the late submission may be condoned in exceptional circumstances i.e. there will be no penalty for submitting late. However, ordinarily you need to submit a form BEFORE the deadline.

For acceptable reasons for extension (see below)

The following rules apply to all students taking UCL Anthropology courses. Most courses require you to write essays. As an integral part of a professional training, and to be fair to all students, it is critical that essays are submitted on time.

Further information can be found at: [https://www.ucl.ac.uk/srs/academic-manual/c4/failure/late-submission](https://www.ucl.ac.uk/srs/academic-manual/c4/failure/late-submission)

**Advice when handing in work**

1. ALL essays and other specified assessments, MUST be submitted electronically before the specified deadline (usually, but not always, 23:59 on a given date).
2. ALL essays and other assessments must meet the course deadline or suffer lateness penalties: one second late and a penalty will be applied.
3. The Turnitin submission system becomes slow when there is a lot of traffic so DO NOT LEAVE SUBMISSION TO THE LAST MINUTE.
4. It is strongly recommended that students submit AT LEAST one hour before the deadline.
5. You must keep your essay submission receipt in case you have submitted to the wrong course and as evidence if something goes wrong.
6. Where there are extenuating circumstances that have been recognised by the Departmental and/or Faculty Extenuating Circumstances Committee, these penalties will not apply until the agreed extension period has been exceeded.
7. In the case of coursework that is submitted both late and over-length, the greater of the two penalties shall apply.

**Late Submission Penalties**

Where a student is ill or has other Extenuating Circumstances preventing them from meeting the published deadline, they should refer to Section 6: Extenuating Circumstances. If the EC is accepted, the student may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. the below penalties will not apply. For all other students, the following penalties apply:

a) The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
b) The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (50% for PGT modules).

c) Work submitted more than five working days after the published date and time but before the second week of the third term will receive a mark of zero but will be considered complete.

d) Programme/module teams must clearly communicate to students whether and when coursework solutions will be published. Submissions will not be accepted or marked after the specified publication date. Students failing to meet this deadline will be required to resubmit the failed component(s).

e) In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties will apply. This includes research projects, dissertations and final reports.

f) In the case of dissertations and project reports submitted more than seven calendar days after the deadline, the mark will be recorded as zero but the assessment would be considered to be complete.

g) Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded. Penalties for late submission of coursework.

Please take these penalties seriously as they will be rigorously applied. Further information can be found on the Late Submissions Penalties website.

As some submissions are made in hard copy or involve artefacts which cannot be submitted at weekends, and because there is no technical support for online submissions at weekends, penalties are based on the number of working days. As a result, a deadline set for a Thursday will only begin to incur the higher penalties on a Monday, and those set on a Friday will only begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days. Deadlines should be set with these restrictions in mind.

Where dual submission is used (i.e. students must submit a hard copy and an electronic copy) the Student Handbook or equivalent must clearly state the deadlines for both modes of submission.
Information about the consequences of failure

Reassessment
The Programme Scheme of Award describes the modules which students must complete and pass in order to achieve their degree. Where a student fails to meet these requirements at the first attempt, and there are no Extenuating Circumstances material to that failure, they may be reassessed on one more occasion only, unless they have been awarded a degree, are eligible for the award of a degree, or have been excluded from UCL on the grounds of academic insufficiency or as a result of misconduct. Students who have passed a module are not permitted to resit or repeat that module.

Research Project
The Programme Board of Examiners will determine whether the student should either:

a) Resubmit the dissertation in the same academic session, or

b) Interrupt and re-register in the following academic session in order to resubmit at the end of the first term and be considered for the award of a degree in January, or

c) Interrupt and re-register in the following academic session in order to resubmit at the next scheduled occasion and be considered for the award of a degree at the end of that academic session.

Where a student must be reassessed in a significant proportion of the taught modules, and this might affect performance in the dissertation or research project, the Programme Board of Examiners may recommend that the student undertakes the reassessment for the taught modules in the current academic session, and re-registers in the following academic session in order to resubmit their dissertation.

Resit Marks
Students will receive the higher of the marks achieved at the first or second attempt, whether for the original module or a substitute module. Marks will be included in the classification calculation for the year in which the module was originally taken.

Guide to Writing Essays

Legibility
All essays and examination scripts must be well presented and clear. Students should proof-read word-processed work carefully, and not rely entirely on spell-checkers as these can introduce mistakes.

In examinations, you are warned that ‘the Examiners attach great importance to legibility, accuracy and clearness of expression’. College regulations also require
examiners to take account of ‘a candidate's ability to express his/her knowledge in a clear, concise and scholarly fashion’. Handwriting must therefore be clear and standards of spelling and grammar high. Please note that you must not resort to note form, abbreviated words or shorthand. We expect the same standards for any work you undertake in the department.

Marks will be taken off for lack of referencing, lack of bibliography or poor cases of both. Note that inadequate referencing can be very close to plagiarism – that is an illegal offence!

**Word limits**

Word limits should be adhered to carefully. This does not mean that work must be exactly the prescribed word length. Footnotes, appendices and the bibliography do not contribute to word length BUT quotes used in the main text of the work do.

For submitted coursework, where a maximum length has been specified, the following procedure will apply:

1. The length of coursework will be specified in terms of a word count or number of pages.
2. Assessed work should not exceed the prescribed length.
3. For work that exceeds the specified maximum length by less than 10% the mark will be reduced by ten percentage marks; but the penalised mark will not be reduced below the pass mark, assuming the work merited a pass.
4. For work that exceeds the specified maximum length by 10% or more, a mark of zero will be recorded.

Please take these penalties seriously as they will be rigorously applied.

**Examination Irregularities**

UCL students are expected to be aware of and adhere to UCL’s referencing and examination requirements as a condition of their enrolment:

- For examinations, the *UCL Examination Guide for Candidates* is published annually on the Examinations and Awards website. All candidates for written examinations must ensure they are familiar with the requirements for conduct in examinations set out in this guide.

- For coursework submissions, students must ensure that they are familiar with the UCL *Library Guide to References, Citations and Avoiding Plagiarism* which provides detailed guidance about UCL’s referencing and citation requirements. Students should also ensure that they are familiar with the specific referencing requirements of their discipline.
Plagiarism

Plagiarism is unacceptable. UCL uses a detection system (Turn-It-In) to scan work for evidence of plagiarism. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities. UCL Anthropology uses this software on all submitted work.

Your attention is drawn to the following statement from the College regarding plagiarism:

“The College is subject to the University of London’s General Regulations for Internal Students and the policy detailed below has been drawn up in accordance with those regulations”

Any student suspected of examination misconduct, plagiarism, self-plagiarism, collusion, falsification or any other form of academic misconduct which is likely to give an unfair advantage to the candidate and/or affect the security of assessment and/or compromise the academic integrity of UCL will be investigated under the Examination Irregularities and Plagiarism procedures. If misconduct is found, students are likely to be failed for that assignment and/or module. Serious or repeated offences may lead to failure of the whole year, suspension or even expulsion. A breach of copyright or intellectual property laws may also lead to legal action.

ALL coursework must be entirely your own work, though of course it will be based upon what you have read, heard and discussed. It is very important that you avoid plagiarism. This is defined as the presentation of another person’s work thoughts or words, or artefacts, or software as though they were a student’s own. Any quotation from the published or unpublished works of other persons must, therefore, be clearly identified as such by being placed in quotation marks, and students should identify their sources as accurately and fully as possible. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if a student summaries another person’s ideas of judgements, figures, diagrams, or software, a reference to that person in the text must be made and the work referred to must be included in the bibliography.

Recourse to the services of “ghost-writing” agencies (for example in the preparation of essays or reports) or of outside word-processing agencies which offer “correction/improvement of English” is strictly forbidden, and students who make use of the services of such agencies render themselves liable for an academic penalty.
Where part of an examination consists of “take away” papers, essays or other work written in a student’s own time, or a coursework assessment, the work submitted must be the candidates’ own.

For some assessments it is also forbidden to reproduce material which a student has used in other work/assessment for the course or programme concerned. Students should make themselves aware of their department’s rules on this “self-plagiarism”. If in doubt, students should consult their Personal tutor or another appropriate tutor.

Please note that we recognise no distinction between ‘intentional’ and ‘unintentional’ plagiarism. To avoid plagiarism in essays your notes must carefully record who said or wrote what. Always make clear what is your own work and what is the work of others.

Note that plagiarism can be:
- the unacknowledged lifting of large continuous chunks of another author’s work
- the unacknowledged stringing together of disconnected sentences and phrases of another author’s work
- the close paraphrasing of another author’s work without referencing and acknowledgement (see section below on referencing)

Plagiarism is a serious offence akin to cheating and will be severely dealt with. Students suspected of plagiarising other sources of work will be summoned to explain their work before a Departmental Committee, and, if the case is serious enough, to the Faculty Tutor. Where plagiarism is extensive and repeated, students may be compelled to withdraw from their courses.

Failure to observe any of the provisions of this policy or of the approved departmental guidelines constitutes an examination offence under the University Regulations. Examination offences will normally be treated as cheating or irregularities. Under these Regulations students found to have committed an offence may be excluded from all further examinations of the University or of the College or of both.

**Self-Plagiarism**

Besides ensuring all coursework is your own work, you must also avoid self-plagiarism. This means that you must not submit the same piece of work (with or without merely stylistic variation) in order to gain credit more than once. This rule also relates to the dissertation, which must not reproduce, even with stylistic variation, ideas/data discussed in any piece of assessed coursework or examination answer (and vice versa). The same criteria apply to self-plagiarism as to other forms of plagiarism, and it is liable to incur a serious penalty - which may be a mark of zero for the work in question, and consequently a severe reduction in the overall course work mark.
However, students may draw, in a limited way, on elements/aspects of an assessed coursework essay to answer a different question in the exam.

They may also, and in a limited way, and only with the permission of their dissertation supervisor, draw upon some parts of coursework or examination answers in the dissertation. Students may use any material used in an unexamined laboratory-based course in any subsequent examination.

In the case of courses that set summative essays during the term, clear instructions are given on the examination papers reminding students not to reproduce similar essays.

Further information:
- UCL Examination Guide for Candidates
- Library Guide to References, Citations and Avoiding Plagiarism
- Examination Irregularities and Plagiarism procedures
- Students can also seek advice from the UCLU Rights & Advice Centre

External Examining at UCL
External Examiners are senior academics or practitioners from other universities who help UCL to monitor the quality of the education we provide to our students. In particular, External Examiners scrutinise the assessment processes on each programme, helping UCL to ensure that all students have been treated fairly, that academic standards have been upheld and that the qualifications awarded are comparable with similar degrees at other UK universities.

Each External Examiner submits an annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by faculty, department and institution-level committees. Students can access their External Examiner’s report and departmental response via their Portico account or by contacting their Departmental Administrator in the first instance or Student and Registry Services directly at examiners@ucl.ac.uk.

Supervision
Students will have one supervisor who will be chosen on the basis of topical, regional or theoretical expertise but may consult any other staff that teaches on the relevant programme. In rare cases, an external supervisor may be required from time to time to accommodate specialisations that fall outside the Department’s area of expertise. Students should discuss potential topics with their programme tutor.
and/or personal tutor during the first four weeks of Term One and these staff members will then be able to advise on a suitable supervisor.

Depending upon your Programme, it may be the responsibility of students to identify and approach potential supervisors but help and guidance will be given by the relevant programme tutor. You should ask about supervision requirements as early as possible. A member of staff will typically be assigned to supervise the dissertation by late February at the latest.

The first supervisory meeting will be used to discuss the dissertation, approaches to the topic, the existence of relevant data and literature, and the need for the student to collect their own data. In the latter case advice will be given about possible sources of funding for fieldwork. It is the student’s responsibility to secure all necessary funding and research permissions for their fieldwork. At least two further meetings with the supervisor should take place to discuss appropriate literature searches and formulation of research proposals in order to secure funding (where appropriate), as well as any relevant Programme or Departmental presentations (i.e., HERG etc).

Further supervisory meetings should be held during Term Two to discuss progress. It is the responsibility of the student to arrange three meetings with their supervisor by the end of June. At the first meeting they will agree the topic, title and fill in the registration form. This must be completed by Friday 3 March 2017. By the time of the second meeting the student should have produced a draft plan for research and structure of the dissertation. At the time of the third meeting they will have produced a concrete plan for research and writing over the summer.

Although supervisors should be available for occasional consultation over the summer vacation, they may be away for considerable periods. In this case programme tutors can provide back-up supervision where necessary. It is the student’s responsibility to find out when supervisors will be available and to arrange for back-up supervision. You can expect your supervisor to read and comment on a full draft of the dissertation provided it is submitted in good time before the final deadline.

**Masters and Programme Tutors**

Each Masters Programme has an overall programme tutor. The names and contact details of these people are listed in the preceding section of this Handbook. However, at the beginning of the course each student will be assigned a member of the academic staff who will act as their personal tutor throughout the duration of their Masters study. You are encouraged to develop a relationship with your personal tutor, who should be your first point of contact if you have any non-academic related issues that you need to discuss with the department. Please see the beginning of this Handbook for a list of relevant Programme Tutors.
Personal Tutors
Every student is assigned a Personal Tutor. The role of the Personal Tutor is to provide a general pastoral oversight of a student’s personal and academic wellbeing and to provide advice on a wide range of issues, especially in relation to (i) course choices; (ii) academic performance; and (iii) future careers. Personal Tutors will be expected to submit a record of these meetings. These records will be kept on the student's file.

Illness and/or problematic personal circumstances likely to affect attendance and academic progress should be reported to, and discussed with, Personal Tutors.

Students are reminded to book appointments to discuss their academic progress with their personal tutors and supervisors well in advance. If a student is experiencing any personal, financial or other problems, which may affect academic performance, s/he should raise these with his/her Personal Tutor during their Student Feedback and Consultation Hours.

Writing Tutor
The departmental Writing Tutor is available to help UCL Anthropology students improve their writing skills. This includes everything from basic issues of essay organisation, citation, and how to avoid plagiarism as well as the more complicated aspects such as argumentation and style.

Whether the student simply has not been taught the skill set required for academic writing; is looking to improve upon what skills they already have; or has changed disciplines and is unfamiliar with the writing styles and conventions normative to the social sciences - the Writing Tutor can help.

For further information, students should check out the Writing Tutor's Moodle site (The Anthropology Writer’s Block).

Contacting Staff: Student Feedback and Consultation Hours
Individual lecturers may be contacted by email or telephone during usual working hours or in person during their official Student Feedback and Consultation Hours. Email addresses and Student Feedback and Consultation Hours are posted outside staff offices, on Department notice boards, and are also available on the Anthropology Department web site.

All staff hold 2-4 hours of Student Feedback and Consultation Hours per week (excluding vacations and reading weeks). They guarantee to be in their offices at this time and available to students. Staff will put up sign-up sheets on their office doors each week and students can sign up for a particular Student Feedback and Consultation Hour slot – or students can just turn up for a drop in session.
Students should NOT email staff about making appointments to see them unless the student is totally unable to come to Student Feedback and Consultation Hours because of their timetable.

Student Feedback and Consultation Hours should be used for:

- Talking to a lecturer about particular difficulties or problems with a course
- Getting more detailed feedback or clarifications on a piece of returned work
- Dissertation supervision
- Personal tutor discussions outside personal tutor meetings
- Specific careers advice or advice on postgraduate training
- Any other issues which require one-to-one discussion

Student Feedback and Consultation Hours will not apply during vacation periods or Reading Weeks. During these periods it is best to contact staff via their email addresses. In Student Feedback and Consultation Hours you may drop in on any member of staff either as a personal tutee or to discuss issues/problems with taught courses.

Student Feedback
UCL’s goal is to put students’ feedback, insights and contributions at the heart of our decision-making. We value students’ feedback and work with students as partners in the process of shaping education at UCL. In recent years, as a direct result of student feedback, we extended library opening hours, opened new study spaces and scrapped graduation ticket fees for students.

Student surveys and how UCL uses the results, including information about the NSS, PTES and Student Barometer.

Student Surveys
One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, The Postgraduate Taught Experience Survey and the Student Barometer. Whether it’s about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is as good as it can be for current and future students. Each survey usually takes just a few minutes to complete, all responses are anonymous and some include a generous prize draw. Every piece of feedback is read and the results of each survey are then shared with staff right across UCL – including President & Provost Michael Arthur.

Further information:

- UCL Student Surveys
Student Evaluation Questionnaires
Departments also run Student Evaluation Questionnaires on individual modules throughout the year. This gives students the opportunity to feedback about the teaching on their specific modules, helping departments to continuously improve learning, teaching and assessment. Feedback from SEQs feeds into the Annual Student Experience Review process.

Student Feedback on Course Options (OPINIO)
Towards the end of each course option students are asked to complete a course evaluation. This takes the form of an anonymous, online course appraisal questionnaire (Opinio). This evaluation is designed to prompt and channel feedback in the direction of course organisers. It is a valuable mechanism for formally recording both satisfaction and problems with courses and is the best way of generating change and improvements.

The procedure for administering and returning appraisal questionnaires is as follows:

1. Students will be asked to complete an online appraisal questionnaire (Opinio).
2. Student responses are given to the Departmental Teaching Committee for discussion.
3. Problems arising and key improvements needed are reported to The Staff-Student Committee and the Staff Meeting.
4. Students are informed of the outcome of appraisals by Staff-Student Representatives.
5. The Opinio reports are posted on the Anthropology intranet.

Whom to Contact When Dealing With Problems
The Department of Anthropology belongs to the Faculty of Social and Historical Sciences and is subject to its regulations. Refer to its website for more information.

The Department is led and managed by the Head of Department. Overall responsibility for the progress and behaviour of all students in the Department is shared between the Deputy Head of Department and Departmental Tutor. The Deputy Head of Department deals with overall teaching policy and practice whilst the Departmental Tutor deals with individual student issues.

Students suffering serious academic problems, or experiencing personal problems affecting their academic performance, may ultimately be referred to the Departmental Tutor. However, the first point of contact for students with problems is their Personal Tutor.
The Problem Solving Process
If problems arise unexpectedly, students should make an appointment with their Personal Tutor or Programme Tutor to seek advice and help or go and see them in Student Feedback and Consultation Hours.

The problem solving process should follow the subsequent guidelines:

1. If you are unable to attend a class because of illness or other reasons, you must give prior notice to the relevant lecturer or tutor, or leave a message with one of the administrators in the Departmental Office.
2. If you have straightforward academic problems with a single course, you should contact the lecturer in charge of the course.
3. If you have personal or medical problems, you should contact your Personal Tutor in the first instance, or, if they are not available, your Departmental Tutor.
4. If you have a query about your course or examination registration, you should contact the Postgraduate Coordinator in the Departmental Office. If they cannot answer your query they can put you in touch with the Departmental Tutor.
5. If you wish to change a course unit, you should see the Postgraduate Coordinator. Such changes however can only take place within strict deadlines and must continue to fulfil the degree course requirements.
6. If you need a reference, you should ask your Personal Tutor or where appropriate, another member of the academic staff.
7. If you feel that you have a grievance or complaint you should initially contact your Personal Tutor. If your Personal Tutor is away, you should contact your Departmental Tutor.

Student Code of Conduct
UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background and the first to admit women. UCL expects its members to conduct themselves at all times in a manner that does not bring UCL into disrepute. Students should ensure they read and familiarise themselves with UCL’s Student Code of Conduct and be aware that any inappropriate behaviour may lead to actions under UCL’s Student Disciplinary Procedures.

Further information:

• UCL Student Code of Conduct
• Students Disciplinary Code and Procedure
SECTION 3: Illness and other Extenuating Circumstances

Illness
UCL recognises that some students can experience serious difficulties and personal problems which affect their ability to complete an assessment such as a sudden, serious illness or the death of a close relative. Students need to make sure that they notify UCL of any circumstances which are unexpected, significantly disruptive and beyond their control, and which might have a significant impact on their performance at assessment. UCL can then put in place alternative arrangements, such as an extension or a deferral of assessment to a later date.

Where students fall ill, and where this illness interferes, or threatens to interfere with their academic work, they should visit a doctor who may give them a medical note, describing their malaise. Students should copy these notes and give them to the Postgraduate Coordinator, keeping one copy for themselves. Students should also email the Postgraduate Coordinator explaining which courses are affected by the illness and in what manner.

Serious personal circumstances should also be reported in writing to your Personal Tutor and/or Departmental Tutor if these circumstances are likely to interfere with academic work. Copies of all medical notes and correspondence regarding student absences should be forwarded to the Postgraduate Coordinator in the Departmental Office as early as possible. Please note that extensions cannot be given retrospectively.

Please see p.47 of this Handbook for more information regarding coursework extension policies.

Serious personal circumstances should also be reported in writing to your Personal Tutor and/or Departmental Tutor if these circumstances are likely to interfere with academic work.
**Longer-term Conditions**

The Extenuating Circumstances regulations are designed to cover unexpected emergencies; they are not always the best way to help students who might have a longer-term medical or mental health condition or a disability. Although there may be times when it is necessary for such students to use the EC regulations, students should make sure they are aware of, and take advantage of, all the other support mechanisms provided by UCL such as:

- Reasonable Adjustments Principles
- Special Examination Arrangements
- Student Disability Services
- Student Mental Health
- Support Fitness
- Student Support and Wellbeing
- Student Psychological Services

These are discussed in more detail in the following pages.

**Support to Study Policy and Fitness to Study Procedure**

As described above, students with physical or mental health concerns are encouraged to make contact with the available support services as early as possible so that UCL can put in place reasonable adjustments to support them throughout their studies. However there may be occasions when a student’s physical or mental health, wellbeing or behaviour is having a detrimental effect on their ability to meet the requirements of their programme, or is impacting on the wellbeing, rights, safety and security of other students and staff. In such cases UCL may need to take action under the Fitness to Study Procedure.

Further Information:

- Support to Study Policy
- Fitness to Study Procedure
- Student Disability Services
- Student Psychological Services
- Student Support and Wellbeing
- Learning Agreements, Barring, Suspensions and Terminations of Study
• Student Disciplinary Code and Procedures

• UCL Student Mental Health Policy

Please contact the Anthropology PG Taught Officer or your course tutor if you have any concerns. All information is dealt with strictly confidentially.

Extensions and Extenuating Circumstances

Short term, unexpected illness or problems

UCL has an Extenuating Circumstances Policy which is intended to ensure that students are not unfairly disadvantaged by unexpected circumstances beyond their control which may affect performance in assessment. Students should aim to get their essays in well before the deadlines, not least because of delays caused by faults with computers, printers, photocopiers and the like. Do not expect everything to work smoothly. Note that no extensions are given for computer problems or for reasons connected to the demands of paid employment.

Note: The Extenuating Circumstances Policy applies only to short-term, unexpected circumstances. Long-term, chronic conditions and disabilities are covered by UCL’s Support to Study Policy and Fitness to Study Procedure. If you have a disability or medical condition that you feel might impact on your ability to perform in exams you can apply for special examination arrangements. See the Student Disability Services for further information. The application form is available from Student Disability Services or from the UCL Examinations Office in Registry and Academic Services.

As a student, you are responsible for making known any circumstances which may affect your performance at assessment in good time for them to be considered by the appropriate body. If not, you will be considered as declaring yourself fit to sit the assessment concerned.

You must notify your own department, no matter which department teaches the module(s) concerned, using the Extenuating Circumstances (EC) Form [http://www.ucl.ac.uk/srs/our-services/academic-services/ec-claim-form.docx]. You should attach appropriate supporting evidence. All EC forms for UCL Anthropology PGT students should be submitted to:

Postgraduate Coordinator: anthro-masters@ucl.ac.uk

The same form should be used to apply for all forms of mitigation for short-term unexpected circumstances, including short extensions to coursework deadlines of up to one week, special assessment arrangements such as extra time in examinations, or other forms of mitigation, including longer extensions, or deferral of an examination to a later date.
All extensions of deadlines requests must be submitted to the Postgraduate Coordinator. The Extenuating Circumstances (EC) Form is available on our website in the ‘Current Students’ section, Policies, Regulations and Guidelines. You should attach appropriate supporting evidence, in accordance with UCL’s Extenuating Circumstances Policy. All EC forms for Anthropology students should be submitted either in hard copy or electronically to the Postgraduate Coordinator.

Longer-term Conditions and ‘reasonable adjustments’
If you suffer from chronic or longer term physical or mental health problems, the instead of using the extenuating circumstances form you should apply for ‘reasonable’ adjustments through the student disability services (SDS). To do this you should get an appointment with student disability services (SDS) at the earliest possible opportunity. SDS will assess your case and then report directly back to the department with a series of ‘reasonable adjustments’ that the department can/should make to help mitigate against problems caused by your condition. The department can then act to give extensions or other help throughout the year without the need for additional medical evidence and the filling in of multiple extenuating circumstances forms. It is the responsibility of the student to request Reasonable Adjustments, and students are encouraged to make a request as early as possible. For further information please go to: Reasonable Adjustments and Student Disability Services.

Special Examination Arrangements
Special Examination Arrangements (SEAs) are adjustments to central or departmental written examinations which can be made as a Reasonable Adjustment for students with a disability or longer-term condition or as a form of mitigation for students with shorter-term medical Extenuating Circumstances. This may include, but is not limited to extra time, a separate room, rest breaks and specialist equipment. Students must make an application to use the special examination facilities.

Please see:
Reasonable Adjustments Principles
Special Examination Arrangements
Student Disability Services

Interruption of Studies
In cases involving a possible interruption or termination of studies, students may be referred by the Departmental Tutor to the Faculty Tutor. Ideally, though, (and usually), problems are sorted out by students and their Personal Tutors at Departmental level. The chain of referral for problems is:
Students should ensure that they are immediately contactable by members of staff so that important messages can be passed onto them. UCL email and mobile telephone are the preferred mode of contact. Consequently, at registration, all students are required to submit their email addresses, their telephone numbers and their term-time addresses. This applies to subsidiary students as well as degree students in the Anthropology Department.

Please go to Interruption of Study to find out more.

**Changing or withdrawing from a programme**

**Changing programme**

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The deadline for change of degree programme during the academic session is 31 October each year. Students should log in to their Portico account and complete the online application under the 'C2RS Home' menu. Students are strongly advised to discuss their plan with the departments involved before requesting a change of programme on Portico.

Further information:

- Programme Transfers
- Changes to Registration Status

**Withdrawing from a programme**

If a student wishes to leave their degree programme prior to completing their final examinations they must apply for a formal withdrawal from their studies. Once withdrawn, the student cannot return to the programme at a later date. Applications must be made in advance of the effective date of change. Students should log in to their Portico account and complete the online application under the 'C2RS Home' menu.

Further information:

- Changes to Registration Status

**Coursework Submission Criteria and Penalties**

**Being ‘Complete’ in a Module**

At UCL there is an important difference between failing a module – even if a module has been irredeemably failed after both the first and the second attempts – and
being ‘incomplete’ in the assessment for a module: it is possible to fail a module permanently, while nevertheless ‘completing’ it. The difference can be very significant.

In order to be ‘complete’ in a module, students must have been academically assessed in all of the examined elements relating to the module on at least the first or the second attempt. In other words, the student must have seriously attempted all relevant assessment at least once, instead of being absent and/or failing to submit work. Merely attending an examination without making a credible attempt that can be academically assessed or submitting empty pages or negligible work that cannot be academically assessed does not complete the assessment.

It is therefore particularly important not to miss assessment by failing to submit work or being absent from examination; and it is imperative not to do so on a second attempt if the assessment for the module has remained incomplete after the first attempt.

For further details please refer to the formal regulations. These can be found in the Academic Regulations page, Postgraduate Programmes section:

http://www.ucl.ac.uk/srs/academic-regulations

**Absence from Assessment**
Any student who is absent from an assessment will receive a mark of zero unless they obtain authorisation for the absence and formally defer their assessment to a later date by submitting a request for Extenuating Circumstances. Absences from assessment need to meet the criteria for Extenuating Circumstances and be supported by appropriate evidence. If Extenuating Circumstances are not approved, the mark of zero will stand.

In line with UCL’s obligations for students studying under a visa, Tier 4 students must also obtain authorisation for any absence from teaching or assessment activities under the Authorised Absence procedures.

**Complaints and Grievances**
UCL aims to ensure that every student is satisfied with their experience of UCL. However we recognise that from time to time problems do arise and students may wish to express concern or dissatisfaction with aspects of UCL or the quality of services provided.

**Informal resolution**
Many complaints can be resolved at an informal or local level without needing to submit a formal complaint. Students can speak to their Personal Tutor, Programme
Leader, Departmental or Faculty Tutor, or Student Academic Representative (StAR) if they have any concerns about their programme. They can also speak to the UCL Student Mediator or the UCLU Rights and Advice Service. UCL strongly encourages this kind of resolution and does expect students to have attempted some form of informal resolution before making a formal complaint.

**Formal complaints**
If an issue cannot be resolved at a local level, students may feel they need to submit a formal complaint using UCL’s Student Complaints Procedure. UCL aims to ensure that all complaints are treated fairly, impartially, effectively and in a timely manner, without fear of victimisation. The Complaints Procedure applies across all Schools, Faculties, Academic Departments and Professional Service Divisions.

Further information:
- [Student Complaints Procedure](#)
- [UCL Student Mediator](#)

**UCL Student support and wellbeing**
UCL is committed to the wellbeing and safety of its students and tries to give assistance wherever possible to ensure that studying at UCL is a fulfilling, healthy and enjoyable experience. There is a wide range of support services for student – the Current Students Support website provides more information. Students should be aware that, while there are many services on offer, it is their responsibility to seek out support and they need to be proactive in engaging with the available services.

**The Student Centre**
The Student Centre provides front-line administrative services to UCL students and is an excellent source of information about the services provided by Student Support and Wellbeing. They can also provide advice about a range of Student Records enquiries and fulfil requests for proof of student status.

Further information:
- [Student Centre website](#)

**Student Disability Services**
Student Disability Services provide a comprehensive range of support services for students who have a disability which impacts upon their studies at UCL. They support students with physical and sensory impairments, specific learning difficulties, autistic spectrum disorders, mental health difficulties, and long-term health conditions. As well as arranging for adjustments to learning environments, the team
loan out specialist equipment and provide one-to-one tutoring and support for students with specific learning difficulties.

**Students with Learning Difficulties**

If you are dyslexic, or if you are concerned that you might be dyslexic, you should register with Student Disability Services and make an appointment to meet with a Disability Adviser. Alternatively, you can attend one of the daily drop-in sessions which run Monday to Thursday, 2-4pm (term-time only).

You should do this even if you have only been recently assessed.

You will need to bring any previous assessment reports, as these may have some bearing on your current assessment needs. It may be that you have a recent assessment report that provides all the information the college needs to inform decisions about appropriate provision for you. If this is the case, the Dyslexia Tutor will discuss with you how your needs can best be met. Alternatively, you may need only a short, supplementary assessment, the report of which should be appended to your previous report.

If you have never been assessed before or if your previous report is more than two years old, you may need a full assessment for which you will need to attend the Centre for two one hour sessions. The Dyslexia Coordinator will then send a detailed, confidential report to you, and a summary of your assessment results to your tutor and to the examinations section so that appropriate support can be put in place.

The College deadline by which notification of the need for special arrangements due to dyslexia has to be made is the beginning of March each year.

Should physical limitations make two hours of handwriting a significant hardship, students may seek a disability exception in order to type their exam instead (contact the UCL Disability Centre as early in the exam year as possible to make arrangements). The Student Disability Services is currently based at:

Room G16, South Wing, UCL, Gower Street, London WC1E 6BT

Email: disability@ucl.ac.uk

Website: [Student Disability Services](#)

**Student Psychological Services**

Student Psychological Services is dedicated to helping UCL students with personal, emotional and psychological concerns. The Student Psychological Services Team is diverse and consists of a variety of highly trained and experienced professionals, who offer short-term CBT and psychodynamic support. There are currently two
psychiatrists and ten therapists on staff with varying kinds of psychological training and expertise.

Further information:

• Student Psychological Services

International Student Support and Welfare
The International Student Support and Welfare Team provide specialist support and advice for all non-UK students at UCL. As well as immigration information, they help to support students through the transition to university in the UK by organising the International Student Orientation Programme (ISOP) at the start of each term, and arranging regular workshops for international students which tackle particular issues.

Further information:

• International Student Support and Welfare

Registering with a Doctor
Students are strongly encouraged to register with a doctor as soon as possible after they arrive in London so that they can access healthcare as quickly as possible if they become ill or injured. When attending a university in the UK students are also advised to be vaccinated against Meningitis C.

The Ridgmount Practice is a National Health Service (NHS) practice providing healthcare and dental services for students living within its catchment area (i.e. near the main UCL campus). Students can also choose to register with a practice closer to where they live if they prefer. The Ridgmount Practice also runs a Walk-in Surgery which any UCL student can attend, even if they are not registered with the practice.

Further information:

• Register with a Doctor
• Ridgmount Practice website

Out-of-hours support and information helpline
UCL works in partnership with Care First to provide an out-of-hours support and information helpline. The helpline is free of charge and includes access to information specialists who are trained by Citizens Advice and to professionally-qualified and BACP-accredited counsellors who can help students with a range of emotional and psychological difficulties.

Further information:

• Care First
Crisis support - immediate help
If a student is in crisis there are a range of UCL and external sources of help such as Nightline, Ridgmount Medical Practice, Hall Wardens, Student Psychological Services and the Samaritans.

Further information:
• Crisis Support – immediate help

Financial support
At UCL we understand students can face a range of financial issues. We aim to help and advise students as much as possible, so that they have more control over their own financial situation. The Student Funding Team offer online information and one-to-one support through appointments as well as a drop-in service. Students with a more complex or sensitive circumstances can make an appointment with the Student Funding Welfare Adviser.

Further information:
• UCL Financial Support

Access to Financial Assistance Fund and Emergency Loans
The College has a limited allocation of money for the provision of assistance to full-time UK students experiencing financial difficulties. Students requiring financial support should, after having established their eligibility, contact their Personal Tutor and/or Departmental Tutor who will help you complete the form. Details and forms can be downloaded on the UCL website:
• Financial Assistance Fund
• Emergency Loans

Equality and Diversity
UCL fosters a positive cultural climate where all staff and students can flourish, where no-one will feel compelled to conceal or play down elements of their identity for fear of stigma. UCL is a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution. The Equalities and Diversity website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, and disability amongst other equalities initiatives at UCL.

Student of Concern
There are many sources of support for students who are having difficulties, but sometimes it is hard to know how to help a student who appears to be struggling,
particularly if they seem unwilling or unable to seek the help they need. Anyone concerned about the behaviour of a student, who believes the problem may be related to health and wellbeing issues, is encouraged to complete the online UCL Student of Concern Form. Depending on the concerns raised, Student and Registry Service may respond by offering support or advice to the student or the person who submitted the form, liaise with support services or, if necessary, work with the relevant authorities to ensure the student is safe.

Further information:

- **Student of Concern**

**Departmental Equal Opportunity Liaison Officers**

Departmental Equal Opportunity Liaison Officers (DEOLOs) provide support and assistance for students and staff about issues relating to equalities and diversity.

- Martin O’Connor 020 7679 8654 martin.o’connor@ucl.ac.uk
- Lucio Vinicius 020 7679 8649 l.vinicius@ucl.ac.uk

Further information:

- **Equalities and Diversity**
- **Support for Pregnant Students**
- **Support for Students who are Parents**
- **Religion and Belief Equality Policy for Students**
- **UCL LGBT Student Support Pages**
- **UCL Chaplain and Inter-Faith Adviser**
- **DEOLOs (Departmental Equal Opportunity Liaison Officers)**

**UCL’s Zero Tolerance policy on harassment and bullying**

**Harassment and bullying**

Every student and member of staff has a right to work and study in a harmonious environment. UCL will not tolerate harassment or bullying of one member of its community by another or others and promotes an environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that they will be dealt with appropriately and fairly.
Further information:

- UCL Policy on Harassment and Bullying
- UCLU Rights & Advice Centre

Sexual harassment
It is unacceptable for any person at UCL, whether staff or student, to be subjected to any unwanted and persistent behaviour of a sexual nature. UCL is working with UCLU to implement a two-year action plan to tackle issues of sexual harassment and make sure that staff and students have access to relevant training. Any UCL student experiencing sexual harassment may access confidential support from a range of sources including their personal tutor or any other member of staff in their department or faculty who they trust, their Hall Warden, a UCLU student officer, the trained staff in the UCLU Rights & Advice Centre, or the UCL Student Mediator.

Further information:

- UCLU Zero Tolerance to Sexual Harassment

Support for students who have been affected by sexual violence
UCL will do its utmost to support anyone who has been, or is being, affected by sexual violence. If a student would like to talk to somebody at UCL, the Student Support and Wellbeing Team can offer advice on the support available both internally and externally.

Further information:

- Support for Students Who Have Been Affected by Sexual Violence

Student Representation
University College London Union (UCLU)
UCLU is the students’ union at UCL. As the student representative body, it is run by students for students. UCLU is independent of UCL and a registered charity, providing a range of services to support UCL students and help them develop skills and interests while at UCL. UCL students are automatically members of UCLU (but can opt out), and the Union is run by seven full-time student sabbatical officers who are elected by cross-campus ballot each year and take a year out of their studies in order to work for the Union. These officers represent students on various UCL committees and campaign on the issues that matter to students.

Further information:

- UCLU website
• Membership information (including how to opt out)
• Elections information (including how to run for office)

UCLU Rights & Advice Centre
The UCLU Rights & Advice Centre is a service available to UCL students to help with any difficulties that might occur while at UCL. The Rights & Advice Centre’s trained and experienced caseworkers can give advice about:

• Immigration - including applying for a Tier 4 visa
• Academic issues - including examination irregularities and student complaints
• Housing - including contract checking and housemate disputes
• Employment - including unpaid wages and part time employment contracts
• Many other legal and university matters

Students can make an appointment or attend a drop-in session for free, confidential and independent advice and support.

Further information:
• UCLU Rights & Advice Centre

Student societies
UCL students currently run over 250 different clubs and societies through UCLU, providing a wide range of extra-curricular activities for students to get involved with during their time at UCL.

Further information:
• UCLU Clubs & Societies

Information on StARs
Student Academic Representatives (StARs) principal function of UCLU is to represent the needs and interests of all UCL students at the university, regional and national level. Central to this mission are elected Student Academic Representatives (StARs).

StARs are elected to represent students’ views and interests. They sit on various departmental, faculty and University level committees and act as the voice of students, ensuring that UCL takes the needs of students into account in its decision-making. StARs also liaise with UCLU and UCL staff to resolve issues.
Being a StAR is an opportunity not to be missed. Participants can gain a StARs certificate and, if applicable, Higher Education Achievement Report (HEAR) accreditation in recognition of their contribution to students and UCL. StARs receive training for their role and additional skill building sessions such as public speaking, assertiveness and negotiation. They work on real issues and make changes to teaching, assessment and local facilities.

Further information:
- StARs website
- Find your StAR
- Become a StAR

Role of the Staff-Student Consultative Committee
Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least twice a year at times to be decided and circulated. The SSCC provides a forum for discussion between staff and student representatives (StARs). This is an important opportunity for students to give feedback on their learning experience and is central to maintaining and improving the quality of education at UCL.

There is a representative for each year group of the BSc Anthropology, BSc Anthropology with year abroad and the joint degrees, for affiliate students, and for postgraduates. Elections will be held at the start of term and details of the representatives and copies of minutes will be posted via email.

If students have matters that they wish to raise, student representatives should be contacted and informed of the issues well in advance of the meeting in order for the meeting agenda to be up-dated. Dates of meetings will be published and displayed around the Department and committee representatives will be informed individually by email.

The Annual Student Experience Review (ASER)
UCL’s Annual Student Experience Review (ASER) process requires all departments to undertake an annual self-evaluation and produce a development plan for how they plan to improve in the coming year. The self-evaluation involves looking at student feedback from surveys and student evaluation questionnaires as well as other data about student performance and academic standards, such as the feedback provided by the External Examiner, which helps departments to understand what is working well and what might need improving. Student Academic Representatives (StARs) are active participants in the evaluation process and creation of the development plan through discussions at departmental and faculty committees, giving students an
important role in identifying and planning improvements within their department. Students can view the completed reports and action plans on the faculty/departmental intranet.

Further information:

• Annual Student Experience Review

UCL ChangeMakers

UCL ChangeMakers encourages students and staff to work in partnership with each other on educational enhancement projects to improve the experiences of students across UCL. UCL ChangeMakers Projects supports students and staff in running projects to improve the learning experience at UCL. Anyone with an idea, or who wants to get involved, can submit a proposal for funding and support. UCL ChangeMakers ASER facilitators are students who work with Student Academic Representatives and staff in selected departments to formulate the departmental educational enhancement action plan.

Further information:

• UCL ChangeMakers

Employability and Careers

UCL Careers

UCL Careers provides a wide variety of careers information, one-to-one guidance and events for UCL students and recent graduates, and assists them through the entire job hunting process, including exploring options, searching for vacancies, preparing CVs and applications, practicing for interviews, aptitude tests or assessment centres, and providing access to recruitment fairs and other employment-related events. They can also advise on exploring options for further study and funding. These specialised services and events are available to graduates, international students and Master’s students for up to two years following course completion.

UCL Careers also supports work-related learning, including internships and placements. UCL students who are required to complete a placement or internship as part of certain courses are supported in their search, application, and work by UCL Careers. Students can also sign up for UCL Talent Bank, a shortlisting service connecting students to small and medium sized organisations.

Further information:

• UCL Careers
Entrepreneurship at UCL
UCL has a long and successful track record of supporting spin-outs and start-ups developed by its academic and student communities. Many of the student and staff entrepreneurs have won external awards and achieved substantial investment allowing their enterprises to grow and reach their full potential. UCL offers a wide range of support to students ranging from training programmes, advice on whether an idea has commercial potential, one-to-one sessions with business advisers, funding, competitions and incubator space to help them start or grow their business.

Further information:
• UCL Enterprise

Global Citizenship
The UCL Global Citizenship Programme is a two-week programme for UCL undergraduates and taught postgraduates offering the chance to put their studies in a global context, learn new skills and see the world differently. The Programme runs for two weeks after summer exams have finished, providing a range of opportunities to help students boost their studies, enhance their future and make an impact on the world. Participation is free and open to all UCL undergraduate and taught postgraduate students on a first come, first served basis.

Further information:
• UCL Global Citizenship Programme

Data Protection
How UCL uses student data
UCL uses student information for a range of purposes connected with their studies, health and safety. UCL takes the protection of student information very seriously and complies with the Data Protection Act (DPA) 1988. Information about students will only be shared within UCL when necessary. UCL may also be required by law to share information with some external agencies for a variety of purposes, such as UCLU, the Higher Education Statistics Agency and UK Visas and Immigration. After students leave UCL their data is retained in the permanent archives.

Further information:
• UCL General Student Privacy Notice
• UCL Confidential Information Statement
• UCL Information Security Policies
• Data Protection
Health, Safety and Security

Health, Safety and Security at UCL

UCL’s overall objective is to provide and maintain a safe and healthy environment for staff, students, people who work with UCL and those who visit. Health and safety is an integral part of the way in which UCL’s activities are managed and conducted. The UCL Safety Services webpage includes further information about health and safety policies and useful guidance and tools for risk assessment. The UCL Security Services webpage includes information regarding security operations, emergency contacts and tips for staying safe at UCL.

Further information:

- UCL Health and Safety Policy
- UCL A-Z Safety Guidance
- General Fire Safety for UCL Students
- UCL Security Services
- Staying Safe at UCL

Health and Safety information concerning the department

The Departmental Safety Officer is Martin O’Connor, Departmental Office, Room G21, Anthropology Department, 14 Taviton Street, ext. 28654. Anyone suffering or observing an accident in the Department should obtain an accident report form from the Departmental Safety Officer. The completed form should be returned to the Departmental Safety Officer for forwarding to the College Safety Office. Serious accidents should be reported immediately to the Safety Office, Ext. 46944.

Emergency situations: In all emergencies phone 222

Fire safety and emergency evacuation: If you discover a fire, phone 222 and sound the fire alarm.

Anthropology Department, 14 Taviton Street

Evacuate the building, closing doors and windows if possible, and meet on the corner of Taviton Street outside the Institute of Archaeology. Do not block the exits from the building and assemble away from the buildings.

All employees, students and visitors MUST leave the building immediately the fire alarm sounds. They must proceed to the designated ‘Fire Assembly Point’, obeying any instructions given to them by authorised UCL Fire Evacuation Marshals or others in authority, in the course of their duties.
First Aid
The Departmental First Aider is Keiko Homewood.

If first aid is needed, please contact the Departmental First Aider on 020 7679 8633.

After hours, approach UCH Accident and Emergency Department (internal dial 820 or external dial 020 3447 0011).

In the event of a major injury, phone 222, state location and telephone number and give details of accident. Obtain assistance from nearest First Aider.

Safety Management Structure
The following staff have responsibility for Health and Safety arrangements in the Department:

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Prof Susanne Kuechler</td>
<td>020 7679 8644</td>
</tr>
</tbody>
</table>

Specialist Officers

Departmental Safety Officer  Martin O’Connor  020 7679 8654
Departmental First Aider     Keiko Homewood    020 7879 8633

The following UCL Safety Office Representative is the Primary Area Safety Officer (ASO) assigned to the Department.

UCL Area Safety Officer (ASO) Rhona Brown  020 7679 8593

Safety in the Field: Fieldwork and Health and Safety
If as part of your final year individual studies project you intend to undertake fieldwork you must ensure that you have:

(i) Made sure that you have adequate insurance cover for your journey and activities

(ii) Completed a Risk Assessment form, available from the Departmental Office and/or the Department website.

(iii) Have visited your doctor/ health centre to receive the necessary inoculations

(iv) Acquired and read a copy of the College booklet entitled ‘Fieldwork. Approved Code of Practice’ available from the Department’s website.
(v) Completed Ethics and Data Protection forms, instructions on which are available on the Department website.

In addition to these five tasks being a requirement for the safe and effective completion of fieldwork through the Department at UCL, they should also be used in any future research or work you may undertake.

Risk assessment forms must be filled in for all fieldwork even where it is undertaken in London and other parts of the UK.

Smoking is not permitted anywhere in the Department, including the Common Rooms and the outside courtyard area. This is in accordance with College Policy. Please note that there are smoke alarms in the Undergraduate Common Room that will be set off if students smoke in the room.

After study
Transcripts
Information on transcripts and how to access replacements (Centrally Provided).
All graduating students will receive an official transcript, detailing examinations taken and results achieved. Transcripts are issued automatically and sent to the contact address held on Portico. Additional transcripts are available via the UCL Transcript Shop.

Any continuing student requiring official confirmation of their results, or any graduating student requiring additional copies of their transcript, should refer to the information for obtaining an official transcript at Transcripts.

Affiliate students
Transcripts for affiliate students are issued automatically upon the students' completion of their study at UCL and are issued to the student’s home university or posted to the student’s contact address.

Further information:
• Transcripts

Higher Education Achievement Report (HEAR)
Information about the HEAR (Centrally Provided)
The Higher Education Achievement Report (HEAR) is an electronic transcript of a student’s verified academic results and approved non-academic achievements whilst at UCL. Students who commenced their studies in or after September 2011 will have a HEAR made available to them online, via our HEAR provider, Gradintel, each summer - new students will be invited to register for this facility during their first year of study and throughout their students. Students can share their HEAR, free of
charge, as a secure electronic token with third parties via their registered Gradintel account.

Further information:

• Higher Education Achievement Report

**UCL Alumni Community**

*Information on UCL Alumni activities and key contacts (Central and Local)*

The UCL Alumni Online Community is a global network of more than 200,000 former students of UCL. Alumni can take advantage of a wide range of benefits, services and discounts – on campus, across the UK and globally – including the Alumni Card, access to thousands of e-journals and library services and a free UCL-branded email service. The UCL Alumni Online Community also posts information about events and reunions happening around the world and other ways to get involved, including the UCL Connect professional development series.

Further information:

• UCL Alumni

**External Examiners’ reports and Departmental Responses**

External Examiners’ are asked to complete a formal annual report once the Boards of Examiners has convened. These reports are critical in providing feedback on academic standards and form an important part of UCL’s quality management processes.

Students have access to the relevant External Examiners’ reports and Departmental responses from the summer after they graduate Boards of Examiners. It is recommended that students should read External Examiners’ reports together with the Departmental response. This will provide context and show action that the Department has proposed on possible issues raised in the report.

The reports and responses should be discussed at Staff Student Consultative Committees and students should be involved in responding to themes raised by External Examiners.

If students have any queries about the content of an External Examiner’s report, the Departmental response or availability of the report, please contact either:

• The Board Administrator of the Board of Examiners
• Module Administrator
• Departmental Administrator
SECTION 4: Masters Courses

4.1 MSc in Anthropology, Environment and Development

Course Tutors
Sara Randall (Term 1 & 3)
Room 126, 14 Taviton Street
Tel: 0207 679 8629
E-mail: s.randall@ucl.ac.uk

Caroline Garaway (Term 2)
Room 123, 14 Taviton Street
Tel: 0207 679 8846
E-mail: c.garaway@ucl.ac.uk

Course Objectives
The MSc in Anthropology, Environment, and Design (AED) provides a graduate training and qualification, integrating natural and social science approaches to environment and development, as a foundation for higher research and professional work. It focuses on the implications of changing environment for production systems and human welfare, on sustainable use of natural resources in developing countries, and on environmental and welfare impacts of changing patterns of resource use with development.

The programme integrates biological and social anthropological aspects of environment and development by using:

- theory and state of knowledge review
- case studies
- in depth assessment of research methodology relating to specific issues and topics
- dissertation based on original data collection or analysis
- training in dissemination of results, presentation of seminars and reports
The AED programme implements this through a core course (Resource Use and Impacts), specialist options (for example, Ecology of Human Groups or Anthropology of Development), Research Methods courses, and Research Seminars.

Programme Diet
The MSc in Anthropology, Environment and Development is comprised from a core and specialist taught courses, research seminars and discussion groups, and a supervised dissertation conducted between April and September. The principal course components are set out in more detail below.

The core course (ANTHGE05: Resource Use and Impacts) is worth 16.6% of the total MSc mark, with the remainder being made up from the two specialist options (2 modules each worth 8.3% of the final grade), the two research methods components (2 modules each worth 8.3% for a total of 16.6% of the final grade) and a dissertation worth 50% of the overall final grade.

1. Core Course (compulsory):
   - ANTHGE05: Resource Use and Impacts

2. Specialist Taught Courses:
   Students must take TWO out of the following FOUR specialist courses:
   a) ANTHGE02: Ecology of Human Groups
   b) ANTHGE03: Population and Development
   c) ANTHGE06: Anthropology of Development
   d) Either one other option from the UCL Anthropology Masters programme (e.g. in Medical anthropology, Social anthropology etc.) or, where timetabling permits, courses in other departments.

To view the full list of anthropology course options, visit the postgraduate course page:
http://www.ucl.ac.uk/anthropology/courses/pg.

For more information on option registration, please see the relevant section below.

3. Research Methods:
   a) ANTHGE04: Anthropological Research Methods
   b) ANTHGE07: Statistics for AED Students

4. Research Seminars


6. Skills Training and Personal and Professional Development Programme (optional)
ELEMENT 1: Core Course
ANTHGE05: Resource Use and Impacts (compulsory), Terms 1 & 2
This is the obligatory core course for students on the MSc. This unit focuses on key conceptual issues and methodological tools in the anthropological study of human ecology and development. The aim of the first term is to provide students with an overview of some of the current approaches to environmental issues, particularly in less developed countries; and the implications that contrasting understandings have for management and development. The aim of the second term is to provide students with specialist methods training and guidance on research design. The course focuses on empirical case studies of actual developing country situations and patterns of change, and keeps the emphasis deliberately on the practical rather than theoretical dimensions of the subject. By investigating the way impacts of resource use are measured and interventions planned, and by critically assessing research design and method, this course will equip students with some of the theoretical ideas and practical skills required for their own original research project in the third term.

Topics covered could include: Local ecological knowledge and practice vs. western science and management models (e.g. in dryland (grazing, fire ecology) and in forest ecosystems); current debates and implications for management and development; climate change; political ecology; natural resource use and management; conservation and sustainability; poverty; livelihoods; conceptualising, measuring and analysing resource use behaviour; environmental impacts and implications for human welfare; historical ecology of tropical forests; forest farming and human-plant relations; hunting and human-animal relations; ecotourism and the politics of conservation; research design; writing grant proposals; research methods (e.g. sampling strategies, mixed methods research, participatory rural appraisal, interpreting statistics etc).

Assessment
Assessment for the first term of the course consists of one essay to be handed in at the start of the Spring Term (8.3%) and an unseen examination (after reading week in the second term (8.3%). Assessment for the second term of the course (which concentrates on project and research design) is in the form of a Take Home Exam (described in the methods section below).

ELEMENT 2: Specialist Options
Option A: ANTHGE02: Ecology of Human Groups, Term 1
This course introduces the ecology of different types of rural production system in less developed countries. This year the course will cover pastoralists and hunter-gatherers. The course combines social and natural science approaches to the study of rural populations in developing countries. Starting with rather separate bodies of knowledge the course aims to integrate insights and perspectives from the different disciplines as the course goes along. You may find the following journals useful
Assessment
The course is assessed by the BETTER of TWO essays of 2,500 words, one to be submitted in mid-November, the second by the end of the first week of the spring term. Detailed feedback will be provided on the first essay. BOTH essays must be submitted to complete the course. The chosen essay is worth 8.3% of the final mark.

Option B: ANTHGE03: Population and Development, Term 1
The course examines topical issues in population distribution and dynamics which are relevant to development and development interventions, with a particular focus on fertility and mortality in developing countries. Data collection methods are a constant theme and we reflect on how these influence both academic and interventionist perspectives on population issues.

By the end of the course students should be able to:
1. Demonstrate understanding of demographic variation and the forces of demographic change in developing countries.
2. Appreciate the complexity and ramifications of interventions and change in demographic behaviour.
3. Demonstrate an awareness of data collection and interpretation problems faced by field researchers and fieldworkers using population data.
4. Show sensitivity to different disciplinary approaches to and interpretations of demographic issues.

Assessment
The course is assessed by the BETTER of TWO essays of 2,000 words, one to be submitted in mid-November, the second in the first week of the spring term. Detailed feedback will be provided on the first essay. BOTH essays must be submitted to complete the course. The chosen essay is worth 8.3% of the final mark.

Option C: ANTHGE06: Anthropology of Development, Term 2
The course will cover major topics and debates in the anthropology of development. It will provide an introduction to the inter-disciplinary nature of development studies, and to the concepts and tools necessary for critical engagement with a wide range of theories and themes. The course will explore a number of anthropological critiques of development, from a range of angles and at a variety of scales. The module will provide a solid foundation in the social and political theories underlying development discourse and its critiques, whilst using a broad range of ethnographic material to explore both the workings of the development industry and its impacts on the people it seeks to benefit. Special attention will be given to how development practice impacts the environment in different ways. Weekly topics will include culture and
rational choice theory, money and the market, work and livelihoods, education, technology and infrastructure, political ecology, and conservation.

Assessment
The course is assessed by one essay of 3,000 words. There is also a formative peer marked book review of 1,500 words. Detailed feedback will be provided on the book review. BOTH pieces of work must be submitted to complete the course. The essay is worth 8.3% of the final mark.

Option D. Alternative options from within or outside Anthropology
This unit provides an opportunity for students either to do other relevant UCL Anthropology Masters Level courses or to take an appropriate Masters course from other UCL Departments, where they fit with time-tabling. Lectures, seminars and tutorials will depend on the options chosen, as will the form of assessment. This will be agreed with the Module MSc tutor and the AED course tutor at the beginning of the academic year.

ELEMENT 3: Research Methods (compulsory)
There are two separate elements to methods training. The first (ANTHGE04), Anthropological Research Methods, is run within the Department of Anthropology and is tailored to developing competence in understanding and applying a range of anthropological methods and tools, as well as a critical awareness of the appropriateness of each to the examination of particular issues and contexts, whether practical or theoretical. The second element of research methods training is in statistics (ANTHGE07). This aims to give students competency in quantitative analysis, the use of descriptive and inferential statistics and the use of common computer statistical packages. Finally, in addition to these two elements, there is also an online Moodle course on more generic social science research methods run through the Graduate School which students are encouraged to enrol in. The Graduate school also hold other optional workshops and sessions that students will be encouraged to enrol on, where relevant, once they start the Masters, see http://courses.grad.ucl.ac.uk/ for details. Discussion of Research Methods will also form a significant part of the Human Ecology Research Group Programme.

3.1 ANTHGE04: Anthropological Research Methods
The Anthropological Methods course taught by staff from the Anthropology Department and coordinated by Sara Randall and Jed Stevenson runs in Term One as a combination of lecture and practical exercises. The aims is that students will get hands-on experience of using different methods. It includes but is not limited to the following: observation, participation and documentation; ethics; questionnaires; semi-structured interviews; visual methods; managing data and an introduction to NVIVO software. More theoretical debates and epistemological discussions will be covered
through articles up-loaded to Moodle which students can access when needed. There is no specific assessment linked directly to completion of this course. Instead, both this course along with the more specific AED research training in the second term of the core course (ANTHGE05) will be simultaneously assessed via a Take Home exam at the end of the second term (see below).

3.2 ANTHGE07: Statistics for AED Students
The Statistics for AED Students course addresses the types of statistics you might encounter and/or use during the course. Students will be expected to attend all sessions (please see Programme Tutor for more information). It is taught through a series of lectures and practicals. Areas covered include the following: descriptive statistics; hypothesis testing; categorical data comparisons and non-parametric methods; univariate tests of group difference; correlation and regression analysis; sample size and study design; and relation between quantitative and ethnographic methods. Students will work with one relevant data set for the duration of the course in order to get a feel for the manipulation of real data and to gain familiarity with statistical packages such as R. Assessment is a mixture of practical exercises and unseen exam. Students draw on this course and others, including the research seminars to assist them in the take home examination (see below).

Assessment of methods/research design: Take Home Exam (8.3% of final mark)
Knowledge of research methods – learnt through a combination of ANTHGE04 (Anthropological Research Methods, the second term of ANTHGE05 (Resource Use and Impacts), and attendance at the Human Ecology Research Group Seminars – will be assessed through a take-home open-book exercise which students are given one week to complete. A week before the end of the spring term, students will be given a selection of research questions or problems pertinent to the content of the degree. The student must select one of these and prepare a research proposal that would investigate and answer the question concerned.

This proposal should include ALL the following:
1. Selection of population and/or site
2. Sampling method and sample size
3. Data collection methods with attachments of draft questionnaires/check sheets, etc. where appropriate
4. Data analysis plan - choice of data entry and analysis program, tabulations to be produced, statistical and other quantitative techniques to be used
5. Timing of data collection and analysis
6. Discussion of practical, technical and theoretical problems which you might anticipate encountering

It is not necessary to provide a budget.
As mentioned below, methodologies and research ideas expressed in the take home examination MAY overlap with those eventually used in the dissertation, but your answer to this examination should NOT be based on case material that you plan to use for your dissertation.

Students have a full week to do this component of the course, which should be between 12 and 20 pages double-spaced. The examination paper should be collected from the Examinations Officer (Chris Russell) a week before the end of the spring term and should be submitted to him a week later. Late submissions will be subject to a penalty.

ELEMENT 4: Research Seminars

Human Ecology Research Group (HERG):
Attendance at this is COMPULSORY for AED students during Term 1 and Term 2. The HERG group meet every week on Tuesday afternoons (2–4 pm) during Terms 1 and 2. The seminars are attended by staff, research students, all AED MSc students, and others who may be interested.

HERG is a forum for the presentation of work in progress by staff, presentations by outside speakers or research students, and for UCL Anthropology postgraduates and post-doctoral researchers working in ecology-related fields to present work in progress or research findings. In Term 2 MSc students will present their dissertation research programmes.

ELEMENT 5: ANTHGE99: Dissertation

Half (50%) of the final grade for the full course is allotted to a 15,000 word dissertation, conducted under the supervision of a member of the academic staff on an agreed topic. Guidelines on preparation and submission of the dissertation are provided in Section 5 of this Handbook, a separate section at the end of this Handbook designed specifically to provide all the information needed to complete a Masters Dissertation with UCL Anthropology.

Dissertation Information: Anthropology, Environment and Development ONLY
In Term Two, ALL AED students will be expected to present a plan for their dissertation research to the Human Ecology Research Group.

ELEMENT 6: Skills Training, Personal And Professional Development

All students on the Masters course are expected to take full advantage of the Skills Programme. Some skills training is undertaken within the Department (this includes
some of the research methods courses described above), whilst some is run centrally by the graduate school. A full list of possible courses can be found via http://courses.grad.ucl.ac.uk/. General research skills and personal development and employment related skills are catered for through courses in the following areas: Library/Electronic and Archive Resources; IT skills; languages; writing/reading/thesis preparation; research environment; presenting and publishing your research; entrepreneurship and the management of innovation; teaching skills; personal and professional development; and career management and employability skills.

Students, in consultation with the Masters tutor, are expected to choose a suite of courses that are important for the successful completion of the Masters programme and that meet their own particular needs and those of prospective future employers.

**Assessment**
There is no specific assessment for these courses. However, students are expected to give a presentation of their intended research project in the second term to staff and their peers (see the information on attendance at research seminars) and they are expected to produce a presentation of professional standard, with the use of PowerPoint and/or other visual aids.

**Recommended Readings**
There is no textbook for this course and no single work adequately covers the range of issues the AED course addresses. Following is a brief list of relatively general works that cover some of the relevant issues.

In addition to one or more of these works, incoming students are advised to complement them with examples of more conventional approaches from the large and growing literature on “sustainable development”, “environment” and “conservation with development”. Suitable sources might include back issues of campaigning magazines (e.g., *The Ecologist*) or catalogues of publishers such as Earthscan or the International Institute for Environment and Development. On development and environment, you might usefully consult the websites of the Department for International Development (DFID) and World Bank or NGOs such as Actionaid, Oxfam, or Worldwide Fund for Nature (WWF).


DFID Poverty Analysis Discussion Group April 2012 Understanding poverty and well-being. A note with implications for research and policy.

Ellis, F. 2000 Rural livelihoods and diversification in developing countries. Oxford University Press.


For a concise and accessible statement on poverty, see: http://www.espa.ac.uk/files/espa/Povertyframework.pdf

CORE STAFF: Anthropology, Environment And Development

Marc Brightman (Lecturer, Social Anthropology) [On sabbatical]
Room 142, 020 7679 8652, m.brightman@ucl.ac.uk
The political importance of the transformation of the environment, and on indigenous Amazonian forms of property, and he has recently begun to investigate these in the context of the emergence of new forms of property occurring through the evaluation of environmental services, particularly in the context of UN-REDD.

Lewis Daly (Teaching Fellow in Social Anthropology / Anthropology, Environment, and Development)
Room number: TBC l.daly@ucl.ac.uk
Lewis’s research focuses on multispecies relations and the politics of conservation in Amazonia. He has been working with the indigenous Makushi people of southern Guyana since 2011, on themes including forest farming, hunting, crop diversity, the use of charm plants, ethno-ornithology, and shamanism. Lewis’s research interests include environmental anthropology, the ethnography of Amazonia, the anthropology of techniques, and the politics of conservation (ecotourism, PES incentives, REDD+). Lewis gained his PhD in Anthropology from the University of Oxford, and his doctoral research focused on human-plant engagements among the Makushi.

Caroline Garaway (Senior Lecturer, Human Ecology)
Room 123, 020 7679 8846, c.garaway@ucl.ac.uk
The human ecology of natural resource use, aquatic resources management, fisheries enhancement and the impact of development on human/environment interactions.

Katherine Homewood (Professor, Human Ecology)
Room 121, 020 7679 8620, k.homewood@ucl.ac.uk
Environment and development, particularly the interaction of conservation management with poverty, livelihoods and welfare on the one hand, and of changing land use with environmental indices on the other.

Jerome Lewis (Reader, Social Anthropology)
Room 235, 020 7679 5567, jerome.lewis@ucl.ac.uk
Working with Central African hunter-gatherers and former hunter-gatherers since 1993, particularly in Congo-Brazzaville, Jerome's research focuses on socialization, play and religion; on egalitarian politics and gender relations; and techniques of communication.
Sara Randall (Professor, Anthropology)  
Room 126, 020 7679 8629, s.randall@ucl.ac.uk  
Trained in Medical Demography at the London School of Hygiene and Tropical Medicine following undergraduate studies in Anthropology. Her fieldwork has been largely in francophone West Africa investigating various issues around demography, health and welfare: She has worked on nomadic populations, reproductive decision making in different contexts, and is currently involved in two West African research projects: in Senegal on the impacts of migration on those left behind and in Ouagadougou, Burkina Faso where she is part of a large multi-disciplinary research team looking at health disparities in poor urban districts of the town with a recent focus on health and welfare of the elderly poor in African cities. Current interests are around the production of data; what different forms of data mean for those who they are supposed to represent, those who actually collect the data and the end users of data, and the disjunctures between these different groups.

Emily Woodhouse (Lecturer, Human Ecology and Conservation) [On maternity leave 2016-17]  
Room 121, 0207 679 8620, e.woodhouse@ucl.ac.uk  
Emily’s research focuses on the cultural, institutional and livelihood dimensions of human-environment relationships. She studies how conservation and development processes impact upon these relationships, with implications for both justice and sustainability. She is particularly interested in the changing governance of pastoralist and agro-pastoralist systems. Emily has experience working on the Tibetan Plateau where she explored religion and the environment in the context of Chinese state policies and transformations of the rural economy. More recently, she has conducted field work on the rangelands of Tanzania to study the impacts of payment based conservation projects on human wellbeing, in particular gendered experiences. Emily draws upon approaches from natural science and social anthropology and is interested in promoting interdisciplinary research in studies of sustainability. Emily gained her PhD from Imperial College London in the Conservation Science Group, and has been in the UCL Anthropology department for the last two years as a post-doctoral researcher working on the ESRC-DFID funded project ‘Measuring complex conservation outcomes (MCCoI) in collaboration with the Wildlife Conservation Society and Imperial College.'
4.2 MSc in Digital Anthropology

Course Tutor
Hannah Knox
Room 241, 14 Taviton Street
0207 679 8837
Email: h.knox@ucl.ac.uk

Course Objectives
The MSc in Digital Anthropology offers a hybrid (theory/practice) course intended to equip students to: 1) critically analyse the social dimensions of information technologies and digital media; 2) show how anthropological research has been used to investigate the consequences of digital technologies for specific populations; and 3) inform and steer the design of digital systems.

Course Description
This programme is centrally concerned with those systems, practices, institutions, and media forms that intersect with technologies defined as digital. Designed as an advanced research degree, students will be introduced to a diverse palette of theoretical perspectives, analytical methods, and tools for social research into information systems and the design of digital technologies. Topics will span the burgeoning field of Digital Anthropology, ranging from the Internet, social networking sites, and mobile phones to intellectual property, work automation, and activism. Associated practical classes will expose students to methods for data gathering, analysis, and the production of digital ethnographies. Students will have the opportunity to take three optional seminars, each of which will allow a specialist focus on the digital and will be contextualized within the broader discipline of anthropology. Finally, students will be able to concentrate on a single topic by writing a dissertation at the end of the year.

Programme Diet
Student participation in the course entails SEVEN principal elements, the first four of which are formally assessed:

- a two-term Core Module (including two essays and a practical project)
• three one-term Optional Modules
• a two-hour, written Examination
• the Dissertation
• the Anthropological Research Methods Module (Term 1 only)
• the Material, Visual & Digital Culture Research Seminar
• the Postgraduate Presentation Day

Each of these is described in more detail below, but the assessed elements are given the following weighting (the area of each block in this diagram corresponds to its weight):

<table>
<thead>
<tr>
<th>Best of Two Core Module Essays (8.33%)</th>
<th>Practical Project (8.33%)</th>
<th>Exam (8.33%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option Module 1 Essay (8.33%)</td>
<td>Option Module 2 Essay (8.33%)</td>
<td>Option Module 3 Essay (8.33%)</td>
</tr>
<tr>
<td>Dissertation (50%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ELEMENT 1: ANTHGM01: Core Module**

This module is taught over two terms, and is comprised of a two-hour weekly seminar and a two-hour practical. The module is run by Dr Knox and Dr Geismar with additional teaching from core staff and guest lecturers. Topics will be tightly focused on the theories, issues, cases, and methodological questions of specific relevance to the study of digital culture.

**Term essays**

The primary deliverable product for each of these seminars will be a 2,500 word essay worth 8.33% of the grade for the course (NB: only the higher mark of the two will count toward the final grade). Prior to the Reading Week of each term, students will be given a number of questions (roughly one per seminar week) from which they will select one to respond to.
**Practicals (Two terms)**
A series of two-hour practicals will also be convened in Term One and Term Two. These will be taught by Dr Knox and Dr Geismar (with invited guests), and will usually be convened in the department's Digital & Visual Culture Lab or the Darryl Forde Seminar Room and will involve activities outside the department or off campus.

The practicals provide applied training in doing social research on digital practices and the place of digital technologies in people’s everyday lives and other anthropological research settings. In Term One, Students will be required to find a small “field”, where they will undertake repeated observations of digital activities. During the practical sessions we will plan the observations, analyse different aspects of the data collected, and design an online platform for presenting the results. The practicals are also intended to foster reflexivity and creative experimentation with anthropological modes of inquiry, analysis, and representation.

**Practical Projects**
The culmination of the practical is a project worth 8.33% of the grade for the course (see Tentative Schedule for deadline). The project will present a mini ethnography of digital technology use. A public website will showcase the work of the Digital Anthropology students. More detailed project guidelines will be distributed separately.

**ELEMENT 2: Optional Modules**
Students in the programme are required to take three optional courses that treat particular genres or approaches to material and visual culture in more depth. Options include an emphasis upon theoretical issues as well as more substantive and regional topics depending upon the interests of the particular student. Examination is usually by three 3,000 word essays, one for each option.

Teaching is through specialist seminars. However, Masters students are also advised to attend the open lectures for these courses (where these are appropriate. For those who have not taken anthropology before, we particularly recommend ANTH2006, the undergraduate introduction to Social Anthropology and Material Culture.

**Assessment of Optional Modules**
Each optional module is examined by one essay (approx. 3,000 words each), worth 8 1/3% of the course grade (25% total). See the Tentative Schedule section for deadlines and the Appendices for information on the department's essay submission procedure including details of late submission penalties.
ELEMENT 3: Examination
In Term Three students will be examined via a two-hour, handwritten exam (see the Tentative Schedule for date). As with the term essays for the Core Module, a number of questions will be devised, each drawn from one of the 18 or so examinable weeks of Terms One and Two (though some may be derive from multiple weeks). Students will not see these questions prior to the date of the exam (i.e. it is “unseen”), but will be expected to select two from the full set once the exam begins and respond to each within the allotted time.

Confirmation of the exam time and place will be distributed early in Term Three. Should physical limitations make two hours of handwriting a significant hardship, students may seek a disability exception in order to type their exam instead (contact the UCL Disability Centre as early in the exam year as possible to make arrangements).

ELEMENT 4: ANTHGM99: Dissertation
Half (50%) of the final grade for the full course is allotted to a 15,000 word dissertation, conducted under the supervision of a member of the academic staff on an agreed topic. Guidelines on preparation and submission of the dissertation are provided in Section 5 of this Handbook, a separate section at the end of this Handbook designed specifically to provide all the information needed to complete a Masters Dissertation with UCL Anthropology.

ELEMENT 5: Research Methods Module
Students are to attend the departmental Research Methods module (1 hour lecture + 2 hour workshop/seminar) in Term One. This work is supplementary and is not assessed but attendance is compulsory and registers will be taken.

ELEMENT 6: Material, Visual & Digital Culture Research Seminars
Students are required to attend this research seminar (scheduled for Mondays from 5 - 6.30 pm), at which speakers drawn from our department, other departments at UCL, and other institutions present on their latest research. The speaker, members of staff and post-graduate students typically meet for a drink after the seminar (either in the common rooms in the Department or at an outside venue). This component is not examined.

ELEMENT 7: Postgraduate Presentation Day
This is an annual event – typically a full day in mid-May, shortly after the exam – involving the participation of all the students of the MA in Material & Visual Culture and the MSc in Digital Anthropology, as well as the Material & Visual Culture staff and any doctoral students who they supervise. Masters students are asked to
introduce themselves and their proposed dissertation topic to the group. The amount of time allotted to each individual depends on the number of enrolments in a given year, but typically runs only a few minutes. This is an opportunity to get a broad sense of the types of projects being carried out within the section. If you expect to be unable to participate, apologies must be submitted in advance in person to the course tutor.

**Digital & Visual Culture Laboratory**
The Digital & Visual Culture Laboratory is housed within the Department, and is a key resource shared principally by the Digital Anthropology programme and the various documentary and ethnographic filmmaking courses taught within the department. Most of the Digital Anthropology practicals will be convened in the Lab, and DA students can schedule its use for working on their projects outside of the formal practicals.

Students may bring in their own laptops and make use of the building's wireless network or any available Ethernet ports.

Because the Lab is being relocated within the Department this year, details on its use will be made available separately.

**Recommended Readings**
Baym, N. 2010 *Personal Connections in a Digital Age*. Polity.


Curry, M *Digital Places: living with geographical information technologies.*


Miller, D. 2011 *Tales from Facebook*. Polity.


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**Core Staff In Material And Visual Culture Section**

Victor Buchli (Professor, Material and Visual Culture)

Interests are in material culture and social change with specific reference to architecture, post-socialist transition and the archaeological study of the present. He has conducted fieldwork in Russia and Kazakhstan as well as in Britain. Current research projects concern the reconstruction of the post-Soviet built environment.

Ludovic Coupaye (Lecturer, Material and Visual Culture)

Focuses on the arts and anthropology of the Pacific, with an emphasis on the groups, material cultures and technologies of Melanesia. His doctoral thesis (SRU/UEA 2005), was titled *Growing Artefacts, Displaying Relationships: Outlining the Technical System of Long Yam Cultivation and Display among the Abelam of Nyamikum Village* (East Sepik Province, Papua New Guinea). He is currently writing on the magic and social life of ritual objects among the Abelam.
Adam Drazin (Lecturer, Material, Anthropology and Design)
Interests include anthropology of design, design anthropology, post-socialism, domesticity, creativity, heritage, and care. He conducted his main fieldwork on the Romanian home in Romania and Ireland. He has conducted smaller pieces of research work with designers and engineers in Intel, HP Labs, and the Technical University of Eindhoven. He has taught design anthropology in several universities and design schools.

Haidy Geismar (Reader, Material, Visual and Digital Anthropology)
Coordinator of the MSc in Digital Anthropology. Dr. Geismar's research focuses on new property relations and property forms, emerging cultural markets, the material production of indigenous identity and critical museum theory and practice. She has longstanding research connections in Vanuatu, New Zealand and in museums in Europe and North America and has also curated a number of international exhibitions. Her most recent publication is Treasured Possessions: Indigenous Interventions into Cultural and Intellectual Property (Duke University Press, 2013) which explores the ways in which new property regimes around indigenous culture are constituted in the South Pacific. She is currently in the early stages of a project exploring the archival qualities of social media photography platforms and the material networks that instantiate digital photography.

Hannah Knox (Lecturer, Digital Anthropology and Material Culture)
Field research in the UK and Peru focusing on the anthropology of technology including: research on information technologies and transformations in work; anthropology of infrastructure, the state, and expertise; and the anthropology of climate change, the 'anthropocene' and the place of data and models in human/environmental relations.

Susanne Küechler (Professor, Material and Visual Culture)
Fieldwork in Northern New Ireland (Papua New Guinea) on gift exchange, memory and image-transmission and in the Cook Islands (Polynesia) on the history of the introduction and take-up of clothing, the local and historical trajectories of the translation of fabric into quilts designed as core exchange valuable, and the social and economic impact of quilting in the Cook Islands. Recent research has been directed to the emergence of materials libraries and their place in the networks of knowledge transfer in the materials industry in the UK. Her work is concerned with the relation between material aesthetics, cognition and consciousness, focusing on calculation and its material manifestation, with theorizing the relation between science, design and materials, and with investigating emerging properties of materials by design and associated concepts of ambience and agency using ethnography.
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Chris Tilley (Professor, Material and Visual Culture)
Interests are archaeology, material culture and social identity. Recent books are on archaeological theory relating hermeneutic, structuralist, and post-structuralist perspectives and material culture. His current work is on phenomenological perspectives on landscapes in southwest Britain; and landscape, material culture and social identities in the South Pacific.

Antonia Walford (Teaching Fellow)
Antonia’s research examines the relationship between digital practices and emergent forms of engagement with nature and the environment. She also works on questions around anthropological practices of comparison. She has published on climate science, data ontologies, and transdisciplinarity, and is working on a book manuscript.

Shireen Walton (Teaching Fellow)
Shireen Walton researches popular digital photography and visual/digital culture in Iran and globally. She has published theoretical and methodological work on photography and anthropology, with a particular interest in participatory and collaborative visual and digital research methods.

Other Staff Regularly Teaching in Programme:
Jerome Lewis (Lecturer, Social Anthropology)
Developing geographic information systems for non-literate users; monitoring poaching and illegal hunting. Developing mapping software for non-literate hunter-gatherers to identify and map illegal hunting activities; Extreme Citizen Science: making tools and developing methodologies for scientifically valid data collection to be done by non-literate people.
Digital Courses Outside UCL Anthropology

Digital Humanities
INSTG061 Advanced Topics in Digital Humanities
INSTG062 Knowledge Representation and Semantic Technologies

UCL Interaction Centre
PSYCGI15 Affective Interaction
PSYCGI11 Understanding Usability and Use
PSYCGI10 Interfaces and Interactivity
PSYCGI09 Sociotechnical Systems: IT and the Future of Work

Bartlett School of Architecture and Planning
BENVGACL Digital Ecologies
BENVGACJ Embodied and Embedded Technologies: Body as Interface
BENVGACK Embodied and Embedded Technologies: City as Interface
BENVGAAD Design as a Knowledge-Based Process

Computer Sciences
COMPGV07 Virtual Environments

Geography
Have a number of relevant courses in their masters which are worth looking at.

Other Things Of Interest
UCL Bitcoin Research Seminar (http://blog.bettercrypto.com/?page_id=20)
## Tentative Schedule

### Term One (Autumn)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/9/16</td>
<td>Term One begins; student orientation</td>
</tr>
<tr>
<td>03/10/16</td>
<td>First day of Term One classes</td>
</tr>
<tr>
<td>7/10/16</td>
<td>Deadline for module selections entered into PORTICO</td>
</tr>
<tr>
<td>21/10/16</td>
<td>Deadline for module selections form submitted to PG coordinator</td>
</tr>
<tr>
<td>7/11/16</td>
<td>Reading Week begins; term essay questions distributed</td>
</tr>
</tbody>
</table>

### Term Two (Spring)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/1/17</td>
<td>Term Two begins</td>
</tr>
<tr>
<td>TBC</td>
<td>Term One essay deadline; Please see Moodle for exact date</td>
</tr>
<tr>
<td>13/2/17</td>
<td>Reading Week begins; Term Two essay questions distributed</td>
</tr>
<tr>
<td>March (TBC)</td>
<td>Practical Project Deadline (Please see Moodle for exact date)</td>
</tr>
<tr>
<td>Early March</td>
<td>Deadline for Dissertation Registration and travel bursaries; Information regarding bursary will be distributed late January</td>
</tr>
<tr>
<td>24/03/17</td>
<td>End of Term Two; Term Two essay deadline. Please see Moodle for exact date</td>
</tr>
</tbody>
</table>

### Term Three (Summer)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/04/2017</td>
<td>Term Three begins</td>
</tr>
<tr>
<td>Mid-May 2017</td>
<td>Digital MSc exam</td>
</tr>
<tr>
<td>May 2017</td>
<td>Graduate Presentation Day (MVC + Digital Anthropology)</td>
</tr>
<tr>
<td>10/6/17</td>
<td>End of Term Three</td>
</tr>
<tr>
<td>17/06/17</td>
<td>Deadline for dissertation meeting #3 w/supervisor; deadline for research/writing plan</td>
</tr>
<tr>
<td>Aug 2017</td>
<td>Deadline for 1st dissertation draft to supervisor; For more guidelines on supervision please see Handbook Section 5</td>
</tr>
<tr>
<td>4/9/17</td>
<td>Deadline for final dissertation</td>
</tr>
<tr>
<td>Late October, 2017</td>
<td>Exam Board meeting</td>
</tr>
</tbody>
</table>
4.3 MA in Materials, Anthropology and Design

Course Tutor
Adam Drazin
Room 145, 14 Taviton Street
Tel: 020 7679 8648
E-mail: a.drazin@ucl.ac.uk

Course Objectives
The MA in Materials, Anthropology and Design is for students who are interested in exploring material culture from anthropological (primarily) and archaeological perspectives, as a changing and personally engaged phenomenon. It considers how anthropology can work on and with problems emerging from design, craft, heritage, and materials science. The course combines analytical and studio-work skills.

Course Description
The core course component of the MA in *Materials, Anthropology and Design* builds on current teaching in archaeology and anthropology with special reference to materiality and aesthetics, design and technology, waste and environment, critical perspectives on materials, collections and heritage, and other approaches to materials from a societal perspective. Term One is dedicated to material culture theory, with more specialisation in Term Two. The practice component is centred on enabling postgraduate students to mutually engage with materials from a social scientific perspective. This programme aims to draw on existing UCL resources – the Institute of Making, materials collections in UCL Museums and Collections, and outside visits to materials libraries in London (eg. Kew, the Horniman, Materials Lab).

Based on weekly sessions using UCL’s extensive collections in art, anthropology, natural history and archaeology as well as conservation and material culture laboratories, the programme will (a) introduce students to skills essential for the social and historical engagement with materials; and (b) give them practical training in those skills. In addition it will introduce students to aspects of materials and design at an intellectually demanding level, and introduce them to the social and scientific worlds of materials. Sessions are designed to provide students with the skills
necessary to think through and interact with many of the issues in a concrete – practical – way. This should enable students to develop their own ideas and questions in thinking about and analysing materials from an interdisciplinary perspective.

**Programme Diet**
The MAD programme consists of five elements:

1. Core course in Anthropology of Materials, Design Anthropology, and Material Culture
2. Optional elements
3. Anthropological Methods
4. Dissertation
5. Research Seminars

**Summary Of Overall Course Assessment**
25% of total mark:

- Core Course. This comprises a 2-hour unseen examination, 2 term essays (2,500 words), and an assessed presentation of the project work.

25% of total mark:

- Optional courses. These comprise 3 essays (3,000 words each), one for each option.

50% of total mark:

- 15,000 word dissertation.

**ELEMENT 1: ANTHGT01: Core Course in Anthropology of Materials, Design Anthropology, and Material Culture**
After doing the core course, you will:

- Be familiar with broad material culture theory and key theorists.
- Know a range of the kinds of sociocultural questions which you can ask about materials in particular.
- Be familiar with several key ways of thinking about the culture of materials and design.
- Be familiar with the contrasting ways in which different disciplines (anthropology, archaeology and materials science) approach materials and design.
• Have thought critically in broad terms about frameworks and contexts within which we commonly encounter and study materials and design.

The lecture series during Term One of the core course are grouped with the Material & Visual Culture Masters, and is intended to provide a grounding in material culture approaches and theory.

Term Two lectures focus especially on design anthropology, addressing questions such as what it is, as well as key theoretical debates and terminologies such as issues of creativity and value.

The core course runs in parallel with a series of practical sessions, which are more aimed at the development of skills and competencies, by the application of the knowledge explored in the core course. The first term of the practical sessions focus more on materials and craft, and make use of visits to materials libraries, makespaces, and similar sites. Some of the work involves dividing the students into groups, who then present back what they have learned to the group as a whole. The second term of practical sessions focusses more on developing skills in design ethnography, and a sense of vocation as a social scientist, designer or other practitioner.

Teaching sessions on the core course are two hours long, and comprise a combination of lecture and discussion. At Masters level, it is important that every member of the group is prepared to engage and has a possible contribution - a proposal, a commentary, a question, or an argument. The key readings for each week involve a combination of theoretical debates and examples.

The core course is taught over two terms, involving our specialist lecturers. It includes both theory and methodology as well as an introduction to the various specific genres covered. The course is examined by a combination of TWO x 2,500 word coursework essays of which the one gaining the higher mark will count towards the degree, and a TWO-HOUR examination to be taken in May. Together these assessments constitute 25% of the final grade (12.5% for the essay, 12.5% for exam).

The practical sessions are assessed by a piece of project work, which will comprise a demonstration (for example, a text, powerpoint demonstration or artefact) which engages with a design issue using ethnographic material. The practical project is worth one third (33%) of the core course mark. Practical work will comprise of a group project, which will be assessed collectively as either a fail (40%) or a pass (70%)
ELEMENT 2: Optional element.
This allows students to take three optional courses which treat particular genres or approaches to material and visual culture in more depth. Please note that these cannot be guaranteed to be available in each year.

Specialist options are:

- Andean Technology
- Anthropology of Art and Design
- Anthropology of the Built Environment
- Anthropology of Mass Consumption and Design
- Archaeological Approaches to the Human use of Space
- Archaeological Ceramics and Plaster
- Archaeological Glass and Glazes
- Archaeometallurgy II: Metallic Artefacts
- Archaeometallurgy I: Mining and Extractive Technology
- Experimental Archaeology
- From Analogue to Digital: Materiality, Politics and the Anthropology of Infrastructure
- Interpreting Pottery
- Archaeology of Textiles
- Issues in Conservation: Understanding Objects
- Lithic Analysis
- Managing Museums
- Material and Visual Cultures of South Asia
- Risk, Power and Uncertainty
- Social Construction of of Landscape
- Transforming and Creating Worlds: Anthropological Perspectives on Techniques and Technology

Students sometimes seek to undertake courses in design, architecture or materials engineering. These are not currently official options, but may be audited. Interested students should inquire from the tutor for suggestions.

There are also courses in Social and Biological Anthropology which are generally available, subject to timetabling issues. Please see Departmental Website for the most up-to-date list of options, including course summaries:
ELEMENT 3: Anthropological Methods (Term 1)
Students are to attend the departmental Research Methods module (1 hour lecture + 2 hour workshop/seminar) in Term 1. This work is supplementary and is not assessed but attendance is compulsory and registers will be taken.

ELEMENT 4: ANTHGT99: Dissertation
Half (50%) of the final grade for the full course is allotted to a 15,000 word dissertation, conducted under the supervision of a member of the academic staff on an agreed topic. Guidelines on preparation and submission of the dissertation are provided in Section 5 of this Handbook, a separate section at the end of this Handbook designed specifically to provide all the information needed to complete a Masters Dissertation with UCL Anthropology.

ELEMENT 5: Research Seminars
Students are required to attend the Material Culture Seminar held on Mondays from 5 - 6.30 pm. Apologies have to be submitted in person to the course tutor. This is a vital opportunity to meet both staff and postgraduate students in Material Culture and to participate in the wider intellectual community of the College. Students are furthermore encouraged to make as much use as possible of the various other seminars held in the Department and in neighbouring colleges. The speaker, members of staff and post-graduate students meet for a drink after the seminar in the common rooms in the Department. This is an opportunity to meet staff and students informally. Seminar programmes are posted in the Department as are special events in and around UCL. This component is not examined.

Recommended General Readings
Candlin, F., & R. Guins 2009 The Object Reader. Routledge
Clarke, A., ed. 2010 Design Anthropology.
Highmore, B. 2009 The Design Culture Reader. Routledge.
Core Staff In Material Anthropology and Design Section

Victor Buchli (Professor, Material and Visual Culture)
Interests are in material culture and social change with specific reference to architecture, post-socialist transition and the archaeological study of the present. He has conducted fieldwork in Russia and Kazakhstan as well as in Britain. Current research projects concern the reconstruction of the post-Soviet built environment.

Ludovic Coupaye (Lecturer, Material and Visual Culture)
Focuses on the arts and anthropology of the Pacific, with an emphasis on the groups, material cultures and technologies of Melanesia. His doctoral thesis (SRU/UEA 2005), was titled *Growing Artefacts, Displaying Relationships: Outlining the Technical System of Long Yam Cultivation and Display among the Abelam of Nyamikum Village* (East Sepik Province, Papua New Guinea). He is currently writing on the magic and social life of ritual objects among the Abelam.

Adam Drazin (Lecturer, Material, Anthropology and Design)
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Field research in the UK and Peru focusing on the anthropology of technology including: research on information technologies and transformations in work; anthropology of infrastructure, the state, and expertise; and the anthropology of
climate change, the 'anthropocene' and the place of data and models in human/environmental relations.

Susanne Küchler (Professor, Material and Visual Culture)  
Fieldwork in Northern New Ireland (Papua New Guinea) on gift exchange, memory and image-transmission and in the Cook Islands (Polynesia) on the history of the introduction and take-up of clothing, the local and historical trajectories of the translation of fabric into quilts designed as core exchange valuable, and the social and economic impact of quilting in the Cook Islands. Recent research has been directed to the emergence of materials libraries and their place in the networks of knowledge transfer in the materials industry in the UK. Her work is concerned with the relation between material aesthetics, cognition and consciousness, focusing on calculation and its material manifestation, with theorizing the relation between science, design and materials, and with investigating emerging properties of materials by design and associated concepts of ambience and agency using ethnography.

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4.4 MSc in Medical Anthropology

Course Tutor
Joseph Calabrese,
Room 242, 14 Taviton Street
Tel 020 7679 5587
E-mail: j.calabrese@ucl.ac.uk

Course Objectives
The aim of the MSc in Medical Anthropology is to provide an advanced taught degree training in the concepts, tools and techniques required for research either (i) as medical anthropologists operating academically within the discipline of anthropology or in an 'applied' context working for a field agency; (ii) as anthropologists taking up social science posts in the health field, or; (iii) as health professionals returning to their jobs in the health services after completion of the MSc. For this last group (who mainly come from transcultural psychiatry and public health), a further aim is to provide the research techniques and analytical insights that will enable them to work more effectively in cultural settings other than their own or with culturally diverse populations in their own country.

The MSc emphasises researching health in a diversity of cultural settings as well as the development of a critical awareness of the cultures of biomedicine. The skills taught in the course therefore relate to field techniques and approaches to the analysis of data with an emphasis on qualitative methods and the relationship between close observation and large-scale data sets, and basic issues of caring and cultural competency. The aim of the programme is to understand how wellbeing is constructed by individuals and groups both within and across cultures, through developing student sensitivity to the ways that distress, illness and health are expressed mentally, somatically, and socially.

Among other transferable skills, on completion of the course the student is expected to have the framework with which to construct an analysis of medicine (broadly interpreted) as practised in any one society or community, whether in the UK or a developing country. As a corollary, the student should be able to use this analysis to identify key problems and suggest possible solutions, while being aware of how lay responses and interpretations develop in matters of health and misfortune.
The MSc usually has a mix of health professionals and social scientists. The inclusion of health professionals on the MSc programme adds considerably to the resources of experience within the group as a whole, bringing practical arguments and critical scepticism to debates and seminars. Conversely, the social scientists bring a familiarity with the assumptions and ideas of social theory, and learn to argue their case with greater clarity. One of the objectives of the MSc, therefore, is to provide a mix of experience within the student group and to meet the specific needs of individual students: the resulting diversity in the training process adds stimulus and makes the course more effective, not less, in our experience.

An important outcome of the programme is the creation of a pool of professionals trained to a high standard in the sub-discipline of medical anthropology, a discipline still relatively rare (at least in the UK and the rest of Europe), and one that is continuing to develop new methods of work and research. The MSc aims both to contribute to that development and to train students to drive the discipline forward themselves.

Assessment
The course is assessed in a variety of ways, which together give students training in analysis and written reports, and ensures their competence in four distinct techniques of presentation:

1. (a) By formal written examination on the whole field of medical anthropology. In revising for this unseen exam paper, individually or in groups, and in formal revision sessions, students get an overall grasp of the subject and its methods and demonstrate their command of the field (worth 8.5% of the final mark).
   (b) By writing an essay on a topic the student chooses related to the core Medical Anthropology elements during Term One (worth 8.25% of the final mark).
   (c) By drafting a research proposal in the context of the Term Two Clinical Ethnography Seminar (worth 8.25% of the final mark).
2. By one essay for each of three optional modules. These optional modules together comprise 25% of the final mark and are therefore each worth 8.25% of the final mark.
   Important to note: some optional modules require two shorter essays where the higher mark is used in the final assessment or they incorporate exams, projects, or other means of assessment.
3. By a dissertation (worth 50% of the final mark) within the field of medical anthropology. The dissertation topic will develop from a student’s special interests, either arising out of work on the course or applying newly learnt techniques to a pre-existing professional interest.
4. Finally, certain seminars, in which students present work orally to a group, are assessed informally, with attendance and quality of performance monitored.
A crucial discipline of the course is the re-focusing of components towards issues arising within medical anthropology and the problems of health and society. The methods of assessment and the range of subsidiary fields of study require this focus to ensure the coherence of the course as a whole.

**Course Description**
The MSc in Medical Anthropology is divided into five components. Only the first three are taught components:

1. Core
2. Specialist Options
3. Anthropological Research Methods
4. Research Seminars
5. Dissertation

The Term One Core Seminar in Medical Anthropology introduces fundamental concepts and literature in this field. Students also attend a department-wide overview of research methods during Term One. In Term Two, the Clinical Ethnography Seminar orients students to the particular methodological and ethical issues involved in doing ethnographic research in clinical settings and on clinical topics. Students are also required to select three additional options over Term One and Two. The bulk of the teaching is done in these first two terms, with the work in Term One ensuring that students have a secure foundation in social theory and in medical anthropology. Experience has shown that postgraduate students even with good BSc degrees in a social science need this systematic, in-depth coverage of the field, and it has proved essential for students coming from the health professions with much health-service experience but only rather limited exposure to social science.

**Programme Diet**
**ELEMENT 1: ANTHGD01: Core Course**
The core course, running over two terms, provides a framework by topic on which to construct an analysis of medicine and human wellbeing as practiced in any one system of healing: cosmopolitan, traditional or plural.

The Core Course meets over Terms One and Two. While both sections of the course are reading intensive, Term One focuses on cross-cultural caring and competency, modes of thought and efficacy, and anthropological perspectives on biomedicine and globalisation of health technologies. In Term Two the core seminar is based around examination of Clinical Ethnographies, exploring methodological and ethical issues in the practical application of anthropological research, and methods in health care settings. This seminar course also helps prepare students for work on their dissertations and offers opportunities to present their own work in progress.
Term One: Medical Anthropology Core Course
The core course provides a comprehensive overview of key concepts and approaches in the discipline, including interpretative and critical medical anthropology, therapeutic interrelations between patient, healer and community, belief and efficacy in healing practice, global public health challenges and the role of health technologies in addressing risk and prevention across local and transnational arenas of health care.

Term Two: Clinical Ethnography Seminar
This seminar covers methodological approaches to provide a hands-on approach to the practice of doing clinically-relevant ethnography. This will include discussions of the ethical dimensions of work with clinical populations, designing and setting up a project, using clinically-informed ethnographic techniques, and critical analysis of the inequalities and cultural ideologies shaping intervention and health outcomes.

Examples will illustrate the range of clinically-relevant ethnographic approaches, exploring such topics as understanding patients' experiences of cancer or mental illness, clinical trials, bioethics, cultural competency, reflexivity, interviewing, narrative analysis, and constructing an anthropological understanding of local therapeutic approaches in a sociopolitical context.

Assessment
In addition to the written examination, students submit 2x 3,000 word papers, one for the Term One component in Medical Anthropology, and a second for the Term Two Clinical Ethnography Seminar in the form of a hypothetical research proposal.

ELEMENT 2: Specialist Options
The student takes three subsidiary subjects or options; in some cases an additional specialist course might be taken if time permits and there is a professional reason for doing so.

ANTHGD10: Anthropologies of Science, Society and Biomedicine
This course will critically engage with recent anthropological research and theory, addressing the social and cultural context of novel developments in the fields of genetics, biotechnology and the life/medical sciences. These shape-shifting arenas of science and technology, and their actual or predicted implications for questions of disease risk, collective/individual identity, and the politics and ethics of health care, have been the focus of much recent research within medical anthropology, STS (Science and Technology Studies) and the anthropology of science. The course incorporates emerging research in different national contexts that include the 'Global
South’, drawing on ethnographic work in Asia and South America to provide a critical comparative perspective on these transnational developments.

ANTHGD11: Anthropology and Psychiatry
This course examines one particular field in great depth and focuses upon the anthropology of mental illness. In medical anthropology, psychiatry has been one of the sub-discipline’s central concerns since the early 20th century, with academic psychology and psychoanalysis contributing also to anthropology. The course, based on weekly two-hour seminars, examines both popular and professional notions of ‘mental illness’ and their roots in the wider social, economic and ideological aspects of particular societies. The particular research problems of a cross-cultural ‘anthropology of the mind’ are especially addressed.

ANTHGD20: Aspects of Applied Anthropology
This seminar will explore the intersections between anthropology, medicine, and population health -- the field of social medicine or applied medical anthropology. We will read and interrogate classic and contemporary studies from the anthropology and medical literatures; policy documents from the World Health Organisation and major philanthropic foundations; and the recently published UCL Lancet Commission on Culture and Health. The goal of the seminar is to equip students to critically evaluate and apply anthropological ideas to current problems in medicine and public health.

ANTHGD21: Ritual Healing and Therapeutic Emplotment
This course explores the role of meaning in therapeutic intervention, focusing on ritual healing practices and "emplotment" in therapeutic narratives in small scale societies and in modern biomedical settings. It will include discussions of ritual, symbolism, narrative, clinical care, postcolonial revitalisation movements, spirit possession, and the social production and ethnographic description of healing experiences in sociopolitical context. The course will combine the perspectives of medical anthropology, psychological anthropology and the social anthropology of religion and ritual.

ANTHGD22: Anthropology of Ethics and Morality
Medical anthropologists have been concerned with the relationship between academic work and the ‘real world’ consequences and responsibilities of the anthropological endeavor. In part this has been the result of a common anthropological concern to study the structural inequalities that underpin many contemporary health issues. The recent turn to the Anthropology of Ethics has refuegured a concern with ethics and morality as an ethnographic, rather than analytic, challenge. We will compare ‘engaged’ or ‘public’ anthropology, an approach that
promotes a form of anthropology that is socially concerned and politically critical, with the anthropology of ethics, an approach that seeks an ethnographic exploration of value, virtue and ethical self-cultivation. Bringing these two approaches together we will explore the ethical questions that differently motivate health-seeking practices and anthropological endeavour.

ANTHGD23: Reproduction, Sex and Sexuality
The course will apply different theoretical and disciplinary approaches to the study of contemporary issues in reproduction, sex and sexuality. Each week will examine a different theme with readings from different perspectives (medical anthropology, demography, biological anthropology, social anthropology, biomedical sciences, psychology etc.)

- Sex, sexuality and gender
- NRTs
- Love hormones and bonding
- Sterility and infertility
- Pregnancy loss: miscarriage, still birth, abortion
- Adolescent sex and reproduction
- Breastfeeding
- Migration, reproduction and care
- Low fertility

Students will also be expected to identify a reading of their own each week and circulate a summary.

ANTHGD28 - Biosocial Anthropology, Health and Environment
This course will critically examine and engage with approaches, topics and themes related to Biosocial Medical Anthropology. Developing a cross disciplinary perspective it will consider and address the importance, utility and challenges of productively aligning ecological, environmental and cultural-historical approaches in the context of disease, chronic illness, health and medicine.

ANTHGE03: Population and Development
The course examines topical issues in population distribution and dynamics which are relevant to development and development interventions, with a particular focus on fertility and mortality in developing countries. Data collection methods are a constant theme and we reflect on how these influence both academic and interventionist perspectives on population issues. By the end of the course students should be able to: 1. Demonstrate understanding of demographic variation and the forces of demographic change in developing countries. 2. Appreciate the complexity and ramifications of interventions and change in demographic behaviour. 3. Demonstrate an awareness of data collection and interpretation problems faced by
field researchers and fieldworkers using population data. 4. Show sensitivity to different disciplinary approaches to and interpretations of demographic issues.

ELEMENT 3: Methods Training
The methods taught are both those developed in classical social anthropology (as used in extended fieldwork) and those more recently developed for shorter-term social survey work, along with computer-based analytical techniques. Weekly seminars examine methods and research techniques (and their problems) that are particular to medical anthropology. In some cases these methods are themselves under development, and students are expected to bring their own professional experience to bear on them. Medical anthropology provides health professionals (already familiar with quantitative techniques) with the various qualitative methods of close-focus social anthropology. In Term Two the Clinical Ethnography course will provide students with the tools to reflect on the utility of a range of methodological strategies used in medical anthropological research with further hands-on experience of applying these methods in specific cultural domains inside and outside the academic context.

ELEMENT 4: Research Seminars
A weekly seminar which is open to all runs throughout both teaching terms. In this seminar, well-known researchers in the field of medical anthropology present their most recent findings. MSc students are required to attend, and are expected to participate in the discussion.

ELEMENT 5: ANTHGD99: Dissertation
Half (50%) of the final grade for the full course is allotted to a 15,000 word dissertation, conducted under the supervision of a member of the academic staff on an agreed topic. Guidelines on preparation and submission of the dissertation are provided in Section 5 of this Handbook, a separate section at the end of this Handbook designed specifically to provide all the information needed to complete a Masters Dissertation with UCL Anthropology.

Dissertation Information: Medical Anthropology Students ONLY
Term Three is largely given over to revision sessions, essay writing and preparations for writing the dissertation. By this stage the student is consolidating what has been learnt, re-focusing the material and presenting it in written form - and drafts of this work require commenting upon and revision. During July and August there is limited supervision by the course organisers, with certain fixed sessions for all students (plus occasional individual consultations). However, the course tutor will be available via email and skype even if in the field.
Recommended Readings
This is a list of recommended readings of contemporary texts in medical anthropology which can be found in any good bookstore, on Amazon, or cheaply at www.abebook.co.uk No prior knowledge of the discipline of medical anthropology is needed to read these books as they contextualise the topics we will cover in greater detail throughout the course:


Randall, S. 2011 ‘Fat and fertility, mobility and slaves: Long term perspectives on Tuareg obesity and reproduction’. In M. Unnithan-Kumar & S. Tremayne, eds., Fatness and the Maternal Body: women’s experiences of corporeality and the shaping of social policy. Berghahn


Core Staff In The Medical Anthropology Section

Caroline Ackley (Teaching fellow, Medical Anthropology) [From January 2017)
Room tbc caroline.ackley.13@ucl.ac.uk
Fieldwork in Somaliland on intimate relationships and morality. Interested in medical anthropology, anthropology of the body, maternity, female circumcision, anthropology of ethics and morality, processes of moral becoming, anthropology of Islam, post-colonialism, Somali studies.

Joseph Calabrese (Reader, Medical Anthropology, Course Tutor)
Room 242, j.calabrese@ucl.ac.uk.
Fieldwork with Native North Americans, in Haiti and, most recently, Bhutan. Trained in Anthropology and Clinical Psychology. Interested in culture and mental health,
with several years spent working with persons having mental illness (both as a clinician and as a researcher). Was a Medical Anthropology fellow and a Clinical Fellow in Psychology at Harvard. Other interests include anthropology of religion and ritual, healing, postcolonial revitalisation, symbolism, and comparative human development.

Joanna Cook (Lecturer, Medical Anthropology) [On research leave 2016-17] Room 137, joanna.cook@ucl.ac.uk
Fieldwork in Thailand and the United Kingdom on Buddhist meditation practices and their incorporation into mental healthcare programmes. Interests include medical anthropology, well-being and happiness, post-democracy, the anthropology of religion, the anthropology of Southeast Asia, anthropology of ethics, asceticism, gender, the body, the gift, hagiography, theory and methodology.

Sahra Gibbon (Reader, Medical Anthropology) Room 240, s.gibbon@ucl.ac.uk
Fieldwork in Cuba, Brazil and UK on genetics, breast cancer, disparities and activism. Interested in genomic knowledges and technologies, public health in comparative cultural arenas (especially Latin America); gender, kinship, breast cancer and 'BRCA' genetics; biosocialities and communities of health activism; and inter and cross-disciplinary research practices.

Dalia Iskander (Teaching Fellow Medical Anthropology) Room 137, dalia.iskander@ucl.ac.uk
Medical anthropologist with expertise in youth identity/health, technology and behaviour change. Fieldwork in the Philippines on youth identity and malaria demonstrating the positive impact of a behaviour change intervention using photography. Experience designing and conducting qualitative and quantitative research projects in international settings. Broad interests in participatory visual methodologies, particularly PhotoVoice and participatory video.

Roland Littlewood (Professor, Medical Anthropology) Room 242, r.littlewood@ucl.ac.uk
Field research in Trinidad, Haiti, Lebanon and Albania. Has practiced psychiatry at the UCL Medical School and interests include mental health, medical and cognitive anthropology. His current projects include post-adoption incest, zombification, millennialism, stigmatisation, blood feuds in Northern Albania, the anthropology of Western psychological illness and the embodiment of the experience of organic brain disorder.

David Napier (Professor, Medical Anthropology) [Not teaching 2016-17] Room 243, 020 7976 8647, d.napier@ucl.ac.uk
Fieldwork in Indonesia and India, and has spent several years working with the homeless and with primary-care doctors in rural settings. Other interests include the
anthropology of religion, symbolic anthropology, art and anthropology, and globalisation. He is the founder and current Executive Director of Students of Human Ecology (SHE), a non-profit organisation that sponsors mentor-apprentice learning opportunities in the areas of medicine, the environment and culture. He also directs UCL’s Centre for Applied Global Citizenship.

Aaron Parkhurst (Teaching Fellow, Medical Anthropology)
Room G12, a.parkhurst@ucl.ac.uk
Fieldwork constructed in the United Arab Emirates on identity construction as it relates to religion, rapid development, health systems, technology, and immigration, with a focus on how foreign knowledge systems, specifically genetic models of inheritance, are incorporated into indigenous bodies of knowledge to reshape the ways in which local people see themselves in the world. Current research in Europe follows men and women as they develop new techniques in self-described cyborg technology to pursue novel ways to ‘be’ in the world and move through urban and social landscapes.

Sara Randall (Professor, Anthropology)
Room 126, Taviton Street, 020 7679 8629, s.randall@ucl.ac.uk
Trained in Medical Demography at the London School of Hygiene and Tropical Medicine following undergraduate studies in Anthropology. Her fieldwork has been largely in francophone West Africa investigating various issues around demography, health and welfare: She has worked on nomadic populations, reproductive decision making in different contexts, and is currently involved in two West African research projects: in Senegal on the impacts of migration on those left behind and in Ouagadougou, Burkina Faso where she is part of a large multi-disciplinary research team looking at health disparities in poor urban districts of the town with a recent focus on health and welfare of the elderly poor in African cities. Current interests focus around the production of data; what different forms of data mean for those who they are supposed to represent, those who actually collect the data and the end users of data, and the disjunctures between these different groups.

Jed Stevenson (Teaching fellow, Medical Anthropology)
Room 240, e.stevenson@ucl.ac.uk
Fieldwork in Ethiopia and Congo on child development, schooling, and inequities in access to food and water. Jed is currently investigating the psychological impacts of improvements to water supplies; and the politics of measuring hunger and thirst.
4.5 MA in Material and Visual Culture

Course Tutor
Chris Tilley
Room 124, 14 Taviton Street
Tel: 020 7679 8635
E-mail: c.tilley@ucl.ac.uk

Course Objectives
The MA in Material and Visual Culture offers a wide ranging course relating people, material and visual forms across time and space with the opportunity for a number of specialist options.

Course Description
The programme is designed as an advanced research degree, allowing students exposure to what is becoming a vanguard field within anthropology and several related disciplines. In the core course students will be presented with a wide range of approaches and perspectives that have recently been developed with respect to material and visual media which range from art, photography and media within visual anthropology to the study of genres such as clothing, consumption, cultural memory, monuments and the built environment within material culture. Students will then have the opportunity to explore three specialist options in considerable detail. Finally they will be able to concentrate on a single topic through a dissertation at the end of the year.

The programme is suitable both for those with a prior degree in anthropology but also for those with degrees in neighbouring disciplines who wish to be trained in anthropological and related approaches to material and visual culture. There is provision for those with specialist interests in Museum Anthropology or the Anthropology of Art.

Programme Diet
The MA in Material and Visual Culture programme consists of five elements:

1. Core Course in Material and Visual Culture
2. Three Optional elements
3. Ethnographic Methods in Material and Visual Culture (Term 1)
4. Dissertation
5. Research Seminars

Each of these is described in more detail below, but the assessed elements are given the following weighting (the area of each block in this diagram corresponds to its weight):

<table>
<thead>
<tr>
<th>Two Core Module Essays (8.33%)</th>
<th>Practical Project (8.33%)</th>
<th>Exam (8.33%)</th>
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<tbody>
<tr>
<td>Option Module 1 Essay (8.33%)</td>
<td>Option Module 2 Essay (8.33%)</td>
<td>Option Module 3 Essay (8.33%)</td>
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<tr>
<td>Dissertation (50%)</td>
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**Summary of Overall Course Assessment**
25% of total mark:
- A 2-hour unseen examination for the Core Course (8.33%); 2 term essays (2,500 words, 8.33%); an assessed lab book (8.33%).

25% of total mark:
- 3 essays (3,000 words each), one for each of three Specialist Options.

50% of total mark:
- 15,000 word dissertation.
ELEMENT 1: ANTHGC01: Core Course in Material and Visual Culture.
This is taught over two terms, involving our specialist lecturers in material and visual culture. It includes both theory and methodology as well as an introduction to the various specific genres covered. The course is examined by a combination of 2 x 2,500 word essays (please see Moodle Page for deadline information), a two-hour examination to be taken in May worth 8.33% of your mark and an assessed Practical Project Lab Book (Term Two) worth 8.33% of your mark. Students will also receive feedback on an un-assessed written assignment during the middle of Term One. All will be first and second marked by members of staff, and externally examined by the External Examiner for the course. Together these assessments constitute a total of 25% of the final grade of the overall MA course.

ELEMENT 2: Optional element.
This allows students to take three optional courses which treat particular genres or approaches to material and visual culture in more depth. Examination is by one 3,000 word essay for each option. Please note that these cannot be guaranteed to be available in each year.

Specialist options include:
- Anthropology of Art and Design
- Anthropology of Media and Consumption
- Anthropology of the Built Environment
- Social Construction of landscape
- Technologies and Society
- Cultural Heritage (Institute of Archaeology)

There are also courses in Social and Biological Anthropology which are generally available as options, subject to timetabling issues. See the Departmental website for the complete list of available options, including course summaries:

Assessment
Each optional field is examined by one essay (approx. 3,000 words each). The three essays together count for 25% of the final mark.

ELEMENT 3: Ethnographic Methods in Material and Visual Culture
Students are required to attend. This work is supplementary and is not assessed. A schedule will be issued at the beginning of Term One.
ELEMENT 4: ANTHGC99: Dissertation
Half (50%) of the final grade for the full course is allotted to a 15,000 word dissertation, conducted under the supervision of a member of the academic staff on an agreed topic. Guidelines on preparation and submission of the dissertation are provided in Section 5 of this Handbook, a separate section at the end of this Handbook designed specifically to provide all the information needed to complete a Masters Dissertation with UCL Anthropology.

ELEMENT 5: Research Seminars
Students are required to attend the Material Culture Seminar held on Mondays from 5 - 6.30 pm. Apologies have to be submitted in person to the course tutor. This is a vital opportunity to meet both staff and postgraduate students in Material Culture and to participate in the wider intellectual community of the College. Students are furthermore encouraged to make as much use as possible of the various other seminars held in the Department and in neighbouring colleges. The speaker, members of staff and post-graduate students meet for a drink after the seminar in the common rooms in the Department. This is an opportunity to meet staff and students informally. Seminar programmes are posted in the Department, as are special events in and around UCL. This component is not examined.

Recommended Readings


Core Staff In Material And Visual Culture Section

Victor Buchli (Professor, Material and Visual Culture)
Interests are in material culture and social change with specific reference to architecture, post-socialist transition and the archaeological study of the present. He has conducted fieldwork in Russia and Kazakhstan as well as in Britain. Current research projects concern the reconstruction of the post-Soviet built environment.

Ludovic Coupaye (Lecturer, Material and Visual Culture)
Focuses on the arts and anthropology of the Pacific, with an emphasis on the groups, material cultures and technologies of Melanesia. His doctoral thesis (SRU/UEA 2005), was titled Growing Artefacts, Displaying Relationships: Outlining the Technical System of Long Yam Cultivation and Display among the Abelam of Nyamikum Village (East Sepik Province, Papua New Guinea). He is currently writing on the magic and social life of ritual objects among the Abelam.

Adam Drazin (Lecturer, Material, Anthropology and Design)
Interests include anthropology of design, design anthropology, post-socialism, domesticity, creativity, heritage, and care. He conducted his main fieldwork on the Romanian home in Romania and Ireland. He has conducted smaller pieces of research work with designers and engineers in Intel, HP Labs, and the Technical University of Eindhoven. He has taught design anthropology in several universities and design schools.

Haidy Geismar (Reader in Material, Visual and Digital Anthropology)
Coordinator of the MSc in Digital Anthropology. Dr. Geismar’s research focuses on new property relations and property forms, emerging cultural markets, the material production of indigenous identity and critical museum theory and practice. She has longstanding research connections in Vanuatu, New Zealand and in museums in Europe and North America and has also curated a number of international exhibitions. Her most recent publication is Treasured Possessions: Indigenous Interventions into Cultural and Intellectual Property (Duke University Press, 2013) which explores the ways in which new property regimes around indigenous culture are constituted in the South Pacific. She is currently in the early stages of a project exploring the archival qualities of social media photography platforms and the material networks that instantiate digital photography.

Hannah Knox (Lecturer, Digital Anthropology and Material Culture)
Field research in the UK and Peru focusing on the anthropology of technology including: research on information technologies and transformations in work; anthropology of infrastructure, the state, and expertise; and the anthropology of climate change, the ‘anthropocene’ and the place of data and models in human/environmental relations.
Susanne Küchler (Professor, Material and Visual Culture)
Fieldwork in Northern New Ireland (Papua New Guinea) on gift exchange, memory and image-transmission and in the Cook Islands (Polynesia) on the history of the introduction and take-up of clothing, the local and historical trajectories of the translation of fabric into quilts designed as core exchange valuable, and the social and economic impact of quilting in the Cook Islands. Recent research has been directed to the emergence of materials libraries and their place in the networks of knowledge transfer in the materials industry in the UK. Her work is concerned with the relation between material aesthetics, cognition and consciousness, focusing on calculation and its material manifestation, with theorizing the relation between science, design and materials, and with investigating emerging properties of materials by design and associated concepts of ambience and agency using ethnography.

Daniel Miller (Professor, Material and Visual Culture)
Interests are material culture and mass consumption. He has conducted fieldwork in India, Trinidad and London. Recent books include work on mobile phones, consumption the use of new media in transnational parenting, denim, and Facebook. His current research is on the use of webcams.

Chris Pinney (Professor, Material and Visual Culture)
Researches on visual culture in India. He has published on the photography and popular art of India and is presently developing research interests in the broader field of post-colonial visual culture.

Chris Tilley (Professor, Material and Visual Culture)
Interests are archaeology, material culture and social identity. Recent books are on archaeological theory relating hermeneutic, structuralist, and post-structuralist perspectives and material culture. His current work is on phenomenological perspectives on landscapes in southwest Britain; and landscape, material culture and social identities in the South Pacific.
4.6 MSc Human Evolution and Behaviour

Course Tutor
Volker Sommer
Room 224, 14 Taviton Street
Tel: 020 7679 8838
E-mail: v.sommer@ucl.ac.uk

Course Objectives
Evolutionary theory has radically altered our understanding of human life. Against this background, our master course is designed to provide students with a solid practical and theoretical grounding in issues relevant to the evolution of human and non-human primates. The compulsory programme involves (a) a core module covering a choice of two topics from three that are on offer (Palaeoanthropology, Primate socioecology, Human behavioural ecology; one of the three modules can also be taken as an option); (b) graduate research methods (statistics); (c) attendance at the research seminar in biological anthropology. Students also choose three options from a variety of topics (Advanced Human Evolution, Anthropological and Archaeological Genetics, Archaeology of Hunter-Gatherers, Dental Anthropology, Evolution of Human Brain, Cognition and Language, Evolution of the Human Brain and Behaviour, Primate Evolution, Variation and Evolution of the Human Skull; Practical Ethnographic and Documentary Filmmaking). Assessment is largely based on examination, essays and an MSc Dissertation.

Programme Diet
Core Course Modules (compulsory)
TWO of the following:

- ANTHGH14: Human Behavioural Ecology (Term Two)
- ANTHGH15: Primate Socioecology (Term One)
- ANTHGH16: Palaeoanthropology (Term One)

PLUS

- ANTHGH03: Post-Graduate Methods/Statistics (Term One)
• ANTHGH99: Dissertation project presentation (formative assessment) (Term Two)

Together these comprise 25% of the overall mark for the degree; thus, each of the three compulsory elements counts for 8.3% of the overall mark.

Three optional modules
Together the three optional modules comprise 25% of the overall mark for the degree; thus, each of the three optional elements counts for 8.3% of the overall mark.

MSc Dissertation
Accounts for 50% of the overall mark for the degree.

Involvement in UCL Anthropology's Research Environment
• Weekly 2-hour departmental seminar
• Occasional attendance at non-departmental seminars

Summary of Assessed Programme Diet Components
[Note: Options ANTHGH04 and ANTHGH07 are not offered during 2016-17 session]

MSc HEB full time
• Compulsory core course:
  ANTHGH03 plus two of the following three (ANTHGH14, ANTHGH15, ANTHGH16)
• Options - select 3 from the following list:
  ANTHGH02, ANTHGH04, ANTHGH07, ANTHGH08, ANTHGH14 (if not selected as core course), ANTHGH15 (if not selected as core course), ANTHGH16 (if not selected as core course), ANTHGH17, ANTHGS17/20/25 (additional fee applies), ARCLG128, ARCLG144, ARCLG145, ARCLG183, ARCLG271
• Dissertation

MSc HEB part time, year 1
• Compulsory core course:
  ANTHGH03 plus two of the following three (ANTHGH14, ANTHGH15, ANTHGH16)
• Aim to select 1 of 3 compulsory options (recommended):
  ANTHGH02, ANTHGH04, ANTHGH07, ANTHGH08, ANTHGH14 (if not selected as core course), ANTHGH15 (if not selected as core course), ANTHGH16 (if not
selected as core course), ANTHGH17, ANTHGS17/20/25 (additional fee applies), ARCLG128, ARCLG144, ARCLG145, ARCLG183, ARCLG271

MSc HEB part time, year 2
- Select remaining options from list above
- Dissertation

**Core Course Modules**

**ANTHGH14: Human Behavioural Ecology (Ruth Mace, Andrea Migliano)**
- Weekly 2-hour post-graduate seminar
- Recommended attendance of weekly 2-hour undergraduate lecture (ANTH7018: Human Behavioural Ecology)
- Assessment: 1.5-hour exam (50%), 2000-word essay (50%)

This component is about the evolution of behaviour in humans. It examines how much of the variation in behaviour can be understood in terms of maximizing reproductive success in different ecological and social circumstances. There is increasing recognition that Darwinian approaches can contribute to our understanding of human demography, health, psychology and culture, in hunter-gatherer, traditional and modern agricultural and post-industrial societies. The course will cover those aspects of our behaviour and life history that have parallels in numerous species, and also those that may be uniquely human (such as menopause and the demographic transition), including how cultural evolution has influenced our behaviour. The subjects covered in the weekly seminars will relate to those covered in the optional undergraduate lectures, but the first two thirds of the lecture course is about theory and its application to animals, with the last third being exclusively about humans, whereas the seminar will concentrate on humans exclusively throughout. Areas covered: theoretical approaches to the study of behavioural and evolutionary ecology (such as kin selection, the comparative method and optimality), social evolution (altruism, social living, life history theory, reproductive strategies).

**ANTHGH15: Primate Socioecology (Volker Sommer)**
- Weekly 2-hour post-graduate seminar
- Recommended attendance of weekly 2-hour undergraduate lecture (ANTH7009: Primate Behaviour and Ecology) and 1-day visit to London Zoo
- Assessment: 2000-word essay (40%), 1.5-hour exam (60%)

Several hundred species including humans belong to the mammalian order of primates. Like all animals, prosimians, monkeys and apes are faced with the problems of how to survive, breed and rear offspring. Some do better in this regard than others - they have a higher reproductive success and their genetic information
is more frequently represented in future generations. The course focuses on current Darwinian theories about how primates organise their social and reproductive strategies to adapt to specific environmental conditions and how these challenges are reflected in their cognitive abilities. The module also creates awareness for the plight of our closest living relatives as their continued existence on this planet is increasingly endangered. Topics include ecological competition; sexual selection; mating and breeding systems; parenting; intra-specific aggression; cognition, with focus on technological and social intelligence (particularly deception); cultural zoology; animal rights. With visit to London Zoo.

ANTHGH16: Palaeoanthropology (María Martinón-Torres)
- Weekly 2-hour post-graduate seminar plus weekly 2 hour lab class (María Martinón-Torres)
- Recommended attendance of weekly 2-hour undergraduate lecture (ANTH2003: Palaeoanthropology, María Martinón-Torres)
- Assessment: 2000-word essay (40%), 1.5-hour exam (60%)

This course introduces the fossil evidence for human evolution and its interpretation. It includes an introduction to techniques of species recognition and phylogenetic reconstruction as well as to the molecular evidence of the human line in the Miocene (23 - 5.5 mya). The second half of the course looks at the evolution and adaptation of the genus Homo, its spread out of Africa and the controversies surrounding subsequent evolution of modern humans.

The laboratory sessions aim to familiarize you with (1) the relevant comparative anatomy, (2) the casts of the relevant fossils, and (3) the methodology and techniques necessary to interpreter the fossil material.

ANTHGH03: Post-Graduate Methods/Statistics (Lucio Vinicius)
- Assessment: weekly coursework (30%), 3-hour exam (70%)

The course assumes no background knowledge of either statistics or related software, but provides an introduction from their very basics. Topics include an introduction to R language, distributions, hypothesis testing (t-tests, proportion tests, ANOVA), correlation, linear regression, multivariate statistics (multiple regression, PCA, discriminant analysis) and logistic regression.

Optional Modules
Please Note: Not all options might be on offer during each session. A minimum number of 5 students are required for any one option to be run. In reality, this is almost always achieved, as students often originate from various programmes. Options administered by the Institute of Archaeology prioritise students from IoA.
MSc programmes. There might be slight changes to lecturers and course requirements from year to year.

Modules run by Department of Anthropology

**ANTHGH02: Advanced Human Evolution: Evolution of Social Behaviour using Comparative Methods (Kit Opie)**
- Weekly 2-h post-graduate seminar
- Assessment: 3000-word essay

Comparison is fundamental to evolutionary anthropology. This course will explore the use of comparative methods to investigate the evolution of social behaviour in primates, hominins and modern humans. In particular we will focus on the use of the latest phylogenetics methods (using family trees of the relationships between species or cultures) to test evolutionary hypotheses about the origin and drivers of change in social systems. ‘Tree thinking’ is one of the new approaches currently gaining ground in evolutionary anthropology, and these methods have already been used to study many aspects of social behaviour including: the evolution of primate mating and social systems, hominin dietary adaptation and brain evolution, and the evolution of political and kinship systems. There will be a practical session to learn the basics of the new phylogenetic techniques.

**ANTHGH04: Advanced Statistics (Lucio Vinicius)**
*[not on offer during 2016-17 session]*
- Weekly 3-hour seminar/lab
- Assessment: coursework (30%), exam (70%)

This optional module is being created specifically for students in the MSc Human Evolution and Behaviour, designed to follow the compulsory module ANTHGH03 (Post-Graduate Methods/Statistics). The module builds on the basic material introduced in Term One and introduces students to more advanced statistical techniques, such as logistic regression, survival analysis, mixed-effects models, multilevel analysis and phylogenetic regressions.

**ANTHGH07: Anthropological and Archaeological Genetics (Andrea Migliano)**
* [not on offer during 2016-17 session]*
- Weekly 2-hour post-graduate seminar
- Assessment: 3000-word essay

The development of molecular techniques for the analysis of DNA has proved to be rapid over the last 20 years and many of these new methods are now finding applications in the fields of Anthropology and Archaeology. These applications include the study of inherited diseases, determination of kinship patterns within and
between populations, the reconstruction of past population movements and the study of infectious diseases in past populations. In addition, patterns of genetic variation have enabled researchers to address questions relating to the origins of modern humans and the relationship between humans and other primates. This course will cover the nature of genetic material, genetic variation, mutation, molecular methodologies (including ancient DNA techniques) and some of the demographic questions being tackled using molecular techniques.

Format: At least half of the course is lecture-based, with some seminars towards the end. There is no practical component.

ANTHGH08: Evolution of Human Brain, Cognition and Language (Lucio Vinicius)
- Weekly 2-hour post-graduate seminar
- Recommended attendance of weekly 2-hour undergraduate lecture (ANTH7022: Human Brain, Cognition and Language)
- Assessment: 4000-word essay (100%)
- Students are advised to choose between ARCLG183 and ANTHGH08

The module will analyse human cognition from evolutionary and functional perspectives. The first part of the module places the human brain in a comparative and evolutionary context. The second part analyses differences and similarities between the human mind and other forms of animal cognition, and evolutionary models of brain and cognitive evolution, with emphasis on cultural intelligence models. The final part of the module is dedicated to language. We analyse the theories proposed by Chomsky, Pinker, the idea of a ‘universal grammar’, recent research in neurolinguistics, and models of language origins.

ANTHGH17: Primate Evolution (Christophe Soligo)
- Weekly 2-hour post-graduate seminar
- Recommended attendance of (a) weekly 2-hour practical lab-class, (b) weekly 2-hour undergraduate lecture (ANTH3052: Primate Evolution and Environments), (c) 1-day palaeontological field trip
- Assessment: 3000-word essay

The course will cover topics relating to primate evolution from the origin of the order through to the modern day. Specific subjects for discussion will be chosen each year following latest developments in the field, but will tend to focus on central issues, in particular the environmental and chronological context of major clade diversifications, species diversity and adaptive innovations. After completion of the course, students should have a good understanding of key issues and current research in the field of primate evolution. They will have gained a good knowledge of extant and extinct primate diversity and will be in a position to critically assess and
inform key topical debates relating to primate evolution, but also, more broadly, to apply their knowledge to current societal issues relating, for example, to species conservation or climate change.

**ANTHGS17/20/25: Practical Ethnographic and Documentary Filmmaking**
- Teaches technical skills needed to complete a 15-minute video project to broadcast standards using the cameras, workstations and facilities in the department's visual laboratory. Students will acquire practical, analytical and intellectual skills in using moving image and sound recording equipment and discover how new technologies create new methodologies
- Assessed on the student's final 15-minute video project, devised, shot and edited during the course (80%), and 20% on a Project Diary
- Note: This course entails an additional lab fee of ca. £1,000

**Modules run by Institute of Archaeology**

**ARCLG128: Archaeology of Hunter-Gatherers from the Emergence of Modern Humans** (Andrew Garrard)
- A masters-only course
- Assessment: 3000-word essay

A detailed examination of some of the key issues in human ecology and behavioural evolution from the emergence of “cognitively-modern” humans in the early Upper Pleistocene until the beginnings of food production in the Holocene. The course will review contemporary debates on issues such as: the emergence of biological and behavioural modernity in Africa, the adaptations of hunter-gatherers to the harsh environmental conditions of the last glacial in Europe, the analysis and interpretation of Upper Palaeolithic cave-art, the nature of hunter-gatherer societies immediately prior to the transition to agriculture in Europe and the Near East, the colonization of Australia and the Americas and human involvement in megafaunal extinctions.

**ARCLG144: Variation and Evolution of the Human Skull** (Simon Hillson)
- A masters-only course involving lectures and practicals
- Assessment: essays and practical tests

A detailed introduction to the methodology used in the study of the skull in archaeology and physical anthropology, and the main current issues in research. It provides an anatomical background to the skull, as well as morphological variation, changes with age and development, and pathology, dealing specifically with the remains of Late Pleistocene and Holocene hominids, especially anatomically modern humans, but including Neanderthals. Upon successful completion of the course, students should be able to (i) identify confidently all the bones of the skull in both adult and juvenile remains; (ii) label the main features and landmarks of the skull; (iii)
understand variation in size and shape of the skull, and its interpretation in terms of sexual dimorphism, growth and modern human origins; (iv) take the most commonly used skull measurements and have a working knowledge of the main statistical methods used to interpret them; (v) understand development of the skull and its role in estimating age at death; (vi) recognise the most common types of pathological lesions and developmental anomalies in the skull and discuss the ways in which they may be interpreted. The course is taught through lectures and practicals.

ARCLG145: Dental Anthropology (Simon Hillson)
• A masters-only course involving lectures and practicals
• Assessment: essays and practical tests

A detailed introduction to the methodology used in the study of teeth in archaeology and physical anthropology. It provides an anatomical background to the dentition, as well as the histology of dental tissues, morphological variation, changes with age and development, and dental pathology, dealing specifically with the remains of Late Pleistocene and Holocene hominids, concentrating on anatomically modern humans, but including Neanderthals. Upon completion of the course, students should be able to (i) identify all the elements of human jaws and dentition; (ii) label the main features of each tooth; (iii) variation in size and shape of the dentition, and its interpretation in terms of sexual dimorphism, evolution, migration and growth; (iv) understand developmental processes in the formation of the jaws and teeth, the different types of wear and the way in which they progress with age; (v) identify the key microscopic features in the histology of enamel, dentine and cement, and understand the main ways in which they can be used for anthropological research; (vi) have a good working knowledge of the role of dentition in estimation of age; (vii) identify and record the most common types of dental pathological lesions and understand the way in which they may be interpreted.

ARCLG183: Evolution of the Human Brain and Behaviour (James Steele)
• A masters-only course
• Assessment: One essay and one scientific research design (4,000 words total)
• Students are advised to choose between ARCLG183 and ANTHGH08

This course will examine the evidence for the evolution of the uniquely human brain and style of cognition. Students will assess the evidence from a wide range of disciplines including not only archaeology and anthropology, but also cognitive neuroscience and neuroanatomy, comparative and developmental psychology, primatology and evolutionary biology, to investigate how and why human brains have adapted to their ecological and social environments to develop our distinctive forms of technology, language, social life and culture. By the end of the course, students will be familiar with the strengths and limitations of the different forms of evidence
available, and how they inform on the evolution of brains and cognition among primates, hominins and humans.

ARCLG271: Archaeology of Early Human Origins (Matt Pope)
- A masters-only course
- Assessment: 3000-word essay, seminar presentation

The course will provide a detailed account of the Palaeolithic archaeological record associated with the evolution pre-modern humans in Africa and Eurasia. The course will cover the subject through exploration of the history of Palaeolithic archaeology, as well as the technological, taphonomic and theoretical frameworks necessary to a critical understanding of the archaeological record of human evolution.

Biological Anthropology Seminars
Attendance is compulsory for all post-graduate students. Tea, coffee and snacks are provided half an hour before the seminar starts. Afterwards, speaker, members of staff and many post-graduates go out for drinks and often also for dinner. This is an opportunity to meet staff and students informally.

Non-Ucl Anthropology Seminar Series
UCL and nearby academic institutions organise numerous seminar series which often host word-class speakers. Attendance is optional for graduate students, but it is expected and highly recommended that students use the opportunity to familiarise themselves with the latest developments in Evolutionary Biology and Evolutionary Anthropology. You can also, of course, attend one of the many seminar series organised by other sections of the department, given that we highly value multidisciplinary approaches.

ANTHGH99: Dissertation
Half (50%) of the final grade for the full course is allotted to a max. 15,000 word dissertation, conducted under the supervision of a member of the academic staff on an agreed topic. Guidelines on preparation and submission are provided in Section 5 of the master student handbook.
Core Staff In The Biological Anthropology Section
Department of Anthropology, 14 Taviton Street

**Ruth Mace** (Professor, Evolutionary Anthropology) [On research leave]
Human behavioural ecology, life history, evolution of human diversity, with regional expertise in Africa and China [on sabbatical in 2016-17]

**María Martinón-Torres** (Lecturer, Palaeoanthropology and Human Evolution)
Hominin palaeobiology, palaeopathology, dental anthropology

**Andrea Migliano** (Lecturer, Human Behavioural Ecology)
Human morphological, physiological, developmental and genetic variation

**Kit Opie** (Leverhulme Early Career Fellow, Palaeoanthropology)
Evolution of primate social behavior, Bayesian phylogenetic methods

**Abigail Page** (Teaching fellow, Human Behavioural Ecology)
Hunter-gatherer childcare, health and environment

**Christophe Soligo** (Senior Lecturer, Primate and Human Evolution)
Evolutionary anatomy, primate radiations, palaeoenvironment

**Volker Sommer** (Professor, Evolutionary Anthropology)
Social and sexual behaviour in primates, field studies of monkeys and apes in Asia and Africa

**Lucio Vinicius** (Lecturer, Biological Anthropology)
Brain evolution and life history in humans

Associated UCL Staff

**Andrew Garrard** (Reader, Palaeolithic and Mesolithic Archaeology)
Palaeolithic and Neolithic of Western Asia, especially Neanderthal and early modern human societies, late Pleistocene hunter-gatherers, origins of food production

**Simon Hillson** (Professor, Bioarchaeology)
Dental anthropology, bioarchaeology, skeletal biology

**Matt Pope** (Senior Research Fellow, Palaeolithic Archaeology)
Lithic technology and taphonomy, archaeology of Neanderthals, Palaeolithic colonisation of North-West Europe

**James Steele** (Professor, Archaeology)
Evolution of speech, human population dispersals, cultural transmission
# MSc in Human Evolution & Behaviour, Timetable Session 2016-17

## TERM 1

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<tr>
<th>Time</th>
<th>MONDAY</th>
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<td></td>
<td>ANTHG020 Ethnographic &amp; Documentary Filmmaking Lectures</td>
<td>ANTHG035 Palaeoanthropology Lecture</td>
<td>ANTHG037 Palaeoanthropology Lecture</td>
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<td>ANTHG040 Document, Film &amp; Anthropology Seminar</td>
<td>ANTHG041 Brain, Cognition &amp; Language Seminar</td>
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<td>ANTHG03 Palaeoanthropology Seminar</td>
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<td>ANTHG047 Palaeoanthropology Seminar</td>
<td>ANTHG031 Palaeoanthropology Seminar</td>
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<td>ARCLG144 Variation &amp; Eval. of Human Skull Lecture (second half of term)</td>
<td>UG Lecture</td>
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<td>UG Lecture</td>
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<td>ANTHG020 Ethnographic &amp; Documentary Filmmaking Lecture</td>
<td>ANTHG051 Palaeoanthropology Lecture</td>
<td>ANTHG032 Palaeoanthropology Lecture</td>
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<td>Statistics 1/2 Postgraduate Methods Lab</td>
<td>ANTHG020 Ethnographic &amp; Documentary Filmmaking Lecture</td>
<td>ANTHG031 Palaeoanthropology Lecture</td>
<td>ANTHG032 Palaeoanthropology Lecture</td>
<td>ANTHG037 Palaeoanthropology Lecture</td>
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<td>ANTHG016 Palaeoanthropology Seminar Series (tea from 16:00, drinks/dinner from 18:00)</td>
<td>Biological Anthropology Seminar Series (tea from 16:00, drinks/dinner from 18:00)</td>
<td>ANTHG009 Palaeoanthropology Seminar Series</td>
<td>ANTHG010 Palaeoanthropology Seminar Series</td>
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<td>ANTHG018 Human Behavioural Ecology Seminar</td>
<td>ANTHG022 Primate Evolution &amp; Environments Seminar</td>
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<td>ANTHG021 Primate Evolution &amp; Environments Seminar</td>
<td>ANTHG032 Palaeoanthropology Lecture</td>
<td>ANTHG035 Palaeoanthropology Lecture</td>
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<td>ARCLG145 Dental Anthropology Lecture</td>
<td>ARCLG145 Dental Anthropology Lecture</td>
<td>ANTHG014 Human Behavioural Ecology Seminar</td>
<td>ARCLG128 Palaeoanthropology Lecture</td>
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4.7 MSc in Social and Cultural Anthropology

Course Tutor
Alison Macdonald
Room 237, 14 Taviton Street
Tel: 020 7679 8650
E-mail: a.macdonald@ucl.ac.uk

Course Objectives
This degree offers a flexible programme of study designed to provide a thorough grounding in anthropological theory and analysis, an understanding of ethnographic approaches to the study of contemporary society, and a strong foundation in ethnographic method and other research practices. The course guarantees:

- Thorough grounding in anthropological theory
- Personal academic tutorials throughout the year
- A diverse range of specialist options
- Thorough training in ethnographic method (i.e. fieldwork) and other social science research methods
- Opportunities to focus on the relevance of anthropological research to professional practices (e.g. development, digital environments, environmental, health, government, NGOs).
- Opportunities for professional internships and ethnographic fieldwork
- Opportunities to participate in diverse Research Seminars and Reading and Research Groups

The Two Track System
The MSc in Social and Cultural Anthropology is taught in two Tracks, which differentiate from each other in Term Two (see Course Structure below). While applicants elect to pursue one or other of these recommended tracks according to their academic interests and professional priorities, the MSc in Social and Cultural Anthropology provides scope for customising a programme of study combining elements of both.
Students must decide which Track they shall be pursuing by the end of Term One and advise the Course Tutor accordingly.

**TRACK I: Theory, Ethnography And Comparative Analysis (TECA)**
Provides comprehensive training in social and cultural anthropology, emphasising the discipline’s contribution to the comparative study of human beings in their diverse social and cultural formations. Alongside the classical anthropological themes of kinship, social organisation, exchange, ritual and cosmology, particular emphasis is placed on people’s experience of contemporary society and culture. This track is strongly recommended for students wishing to pursue anthropological research at doctoral level.

**TRACK II: Theory, Ethnography And Professional Practice (TEPP)**
Provides comprehensive training in social and cultural anthropology, emphasising the relevance of anthropological research and methods to professional practice in contemporary society. This track is recommended for students who wish to deploy a sound grasp of anthropological theory and method in relation to diverse fields of professional and policy-related practice, including governance, NGOs, health, environment and development.

**Programme Diet**
The programme includes:

1. **ANTHGS02**: Critical Issues in Social Anthropology, a compulsory ‘core’ seminar course which is taken over two teaching terms (Term One and Term Two). The two Tracks take their ‘core’ course together in Term One. In Term Two the two Tracks split and take separate ‘core’ course modules. Students on the TECA Track take the module in Critical Issues in Anthropological Comparison, while students on the TEPP Track take Critical Issues in the Ethnography of Professional Practices.
2. **ANTHGS04**: Method in Ethnography is taken in term one and includes the chance to conduct a small fieldwork-based project in preparation for the Dissertation.
3. Three specialist options chosen from the range of courses available in the Department. Courses both within the department and across the College are available to all students, although students on the TEPP track are strongly recommended to take at least one of those courses on offer which deal with aspects of professional practice, including Medical Anthropology, Population and Development, Digital Anthropology etc. See online Options page for full listings (http://www.ucl.ac.uk/anthropology/courses/pg).
5. In addition, MSc students are welcome to attend the Social Anthropology Research Seminar with invited speakers. This takes place over both Term One and Term Two every Wednesday at 11–1 pm at the Daryll Forde Seminar Room, 2nd floor of the Anthropology building.

So the course’s structure for the two Tracks is as follows:

**TRACK I (TECA)**

Terms 1 & 2

3 Specialist Option courses

Term 2

‘Core’ course: Critical Issues (both Tracks)

Term 3

Dissertation

**TRACK II (TEPP)**

Terms 1 & 2

3 Specialist Option courses

Term 2

‘Core’ course:

Term 3

Dissertation

**Course Assessment**

- Students submit two 2,000 word papers for Critical Issues, one in Term 1 and one in Term 2, the best one counting for 8.33% of the final degree mark.
- They submit one 1,500 word paper on anthropological methods and deliver a group presentation, which together carry a maximum of 8.33% of the final mark.
- They take a 2-hour unseen examination paper on the material covered in Critical Issues at the end of Term 2 (carrying a maximum of 8.33% of the final mark).
- Typically one 3,000 word essay for each Specialist Option course (total 25% with each essay comprising a maximum 8.33% of the marks for the course)
- A 15,000 word dissertation counting for a maximum of 50% of the final mark
Course Description
The Social and Cultural Anthropology programme involves two compulsory taught components, both of which run throughout Terms One and Two:

1. Critical Issues in Anthropological Theory
2. Method in Ethnography/Reading Cultures

ELEMENT 1: ANTHGS02: Critical Issues in Anthropological Theory
This is a compulsory core course that runs throughout Terms One and Two. In Term One all students take the same core course content, delivered in weekly 2-hour seminars. In Term Two the two Tracks split and take separate core course seminars.

Assessment
1. A two-hour unseen exam at the end of Term 2 on Friday 24 March 2017. Students will be expected to answer TWO questions from this paper.
2. TWO 2,000 word essays, one in Term One (to be submitted by Thursday 10 November 2016 at 23:59) and the other in Term Two (to be submitted by Friday 17 February 2017 at 23:59). The best one of the two represents the final grade.

ELEMENT 2: ANTHGS04 Method in Ethnography
The Methods component of the Core Course is taught in Term One:

The course will take the form of weekly seminars in the first half of Term One, followed by group mini research projects in the second half. Students are also required to attend lectures at 10-11am on Wednesdays as part of the Department-wide course on Anthropological methods, which is attended also by students on other Masters’ programmes in the department. Details of each of the sessions can be found on ANTHGS04 Moodle page.

Method in Ethnography is taught on Wednesday afternoons between 2-5pm. This course examines the inspiration for the ‘ethnographic method’, its contribution, its limits, and the conditions for its successful performance. Grounding discussion in examples of anthropological writing past and present, and interrogating their insights through ethnographic exercises carried out by the students, the course will enable students to understand and contribute to the ongoing, collaborative project of building a comparative and ethnographically grounded study of human phenomena. The course will take the form of weekly seminars in the first half of Term One, followed by group mini research projects in the second half. Details of each of the sessions can be found on ANTHGS04 Moodle page.
Assessment:
1. Group presentation of mini research project. This counts for 50% of the final module mark. Presentations will take place on Wednesday 14 December 2016.

2. A 1,500 word paper based on student’s proposed dissertation research. This counts for 50% of the final module mark. This paper should outline the topic of the student’s proposed project (500 words), followed by an extended methodology section (1000 words) explaining how a student will obtain the necessary data required to answer their dissertation research question. This paper is intended to directly integrate methodological training with students’ individual dissertation research, and can be discussed with supervisors as part of developing a dissertation research proposal. The deadline for the essay is Monday 13 March 2017 at 23:59.

ELEMENT 3: Specialist Options
Students registered for the Masters degree in Social and Cultural Anthropology are required to take three specialist single term options from the course options list. For this year’s availability please refer to the Options Section of the Departmental Website.

Also note that courses in Biological Anthropology are available to Social Anthropology students in exceptional circumstances. Students are able to register for ONE option outside the department in UCL or in another college in the University of London, subject to permission of the course Tutor as well as permission from the external department.

Assessment
Each specialist option will be assessed by one essay of 3,000 words (unless otherwise specified in the course description).

ELEMENT 4: ANTHGS99: Dissertation
Half (50%) of the final grade for the full course is allotted to a 15,000 word dissertation, conducted under the supervision of a member of the academic staff on an agreed topic. Guidelines on preparation and submission of the dissertation are provided in Section 5 of this Handbook, a separate section at the end of this Handbook designed specifically to provide all the information needed to complete a Masters Dissertation with UCL Anthropology.

Dissertation Project Proposals: Social Anthropology Students ONLY
All Social and Cultural Masters students are expected to submit a formal Dissertation Project Proposal to the Course Tutor, Alison Macdonald (alison.macdonald@ucl.ac.uk) by email on Friday 20 January 2017.
The project proposal should include the following:

1. student’s name and e-mail address
2. state which track of the MSc the student is on (TEPP or TECA)
3. a provisional project title
4. preferred supervisor’s name (if known)
5. specification of the data set being analysed (e.g. library-based project based on published sources, fieldwork, museum data, oral history, archives, film)
6. Two pages of text describing the research project.

Students will be encouraged by their Personal Tutors to decide on their dissertation topics by the beginning of Term Two. Students are required to meet with their Personal Tutors twice in Term one, and once in the first half of Term Two. During personal tutorials students are encouraged to discuss ideas for dissertation projects and will receive initial guidance on how to develop the research for the thesis and write this up into a formal project proposal.

**Dissertation Supervision: Social and Cultural Anthropology Students ONLY**
Based on the Project Proposals submitted by the students, the Course Tutor will produce a list of supervisor allocations. The list will be circulated to all students and staff by email. Students can expect to have four meetings with their supervisor. An initial meeting should take place in the first half of Term Two to firm up the research plan for the dissertation and arrange a timeframe for the research and further supervisory meetings. And at least one more meeting should be arranged during the second half of Term Two.

By the end of Term Two students should have produced a draft plan for research, an outline of the structure of the dissertation, and begun to build a relevant bibliography based on their readings on the topic, as agreed with the supervisor. Students must consult with their supervisors about content and presentation early and, if possible, throughout their work. Failure to take such advice may result in loss of marks when the dissertation is examined.

**Recommended Texts**

General Introductory Readings


Some works by our staff:


Freeman, L. 2007 Why are some people powerful? In Questions of Anthropology, Astuti, Parry & Stafford (eds.) Oxford: Berg


Holbraad, M. 2012 Truth in Motion: The Recursive Anthropology of Cuban Divination. Chicago UP

Mandel, R. 2008 Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Germany. Duke UP.


Stewart, C. 2012 Dreaming and Historical Consciousness in Island Greece. Harvard University Press

Core Staff In The Social Anthropology Section

Allen Abramson (Senior Lecturer, Social Anthropology)
Room 143, 020 7679 8640, a.abramson@ucl.ac.uk
Field research in Fiji focusing on gender and sexuality; property relations, land rights and land rites; and cultural dimensions of economic development. Field research in Britain, Europe and New Zealand on landscapes of risk, latter-day epic and dangerous games.

Marc Brightman (Lecturer, Social Anthropology) [On sabbatical (6 months) & research leave (6 months) 2016-17]
Room 142, 020 7679 8652, m.brightman@ucl.ac.uk
Field research in Amazonia and other parts of Latin America focusing on the politics of human relationships with the living environment; indigenous ownership and leadership; the globalisation of tropical forest conservation and aspects of the ‘green economy’.

Kimberly Chong (Teaching Fellow, Social Anthropology) [On maternity leave]
Room 139, 020 7679 8630, kimberly.chong@ucl.ac.uk
Field research in China focusing on corporate subjectivities, financialisation, economic restructuring, consumption, modes of reasoning and calculation. Field research in the UK focusing on the role of emotions in financial markets, economics, science and technology studies.

Lewis Daly (Teaching Fellow)
Room: TBC, l.daly@ucl.ac.uk
Conducts research in Amazonia - in particular, Guyana and Brazil - focusing on multispecies relationships and cosmological dynamics. Research interests include ethnobotany, ethno-ornithology, shamanism, Amerindian perspectivism, and the politics of conservation.

Rebecca Empson (Reader, Anthropology)
Room 122, 020 7679 8625, r.empson@ucl.ac.uk
Conducts research in Inner and East Asia, especially Mongolia, focusing on personhood and subjectivity, the politics of memory, exchange across bodily and territorial boundaries, new religious economies, migration and diaspora communities, visual and material culture.

Martin Holbraad (Professor, Social Anthropology)
Room 139, 020 7679 8639, m.holbraad@ucl.ac.uk
Conducts research in Cuba, focusing on Afro-Cuban religions and socialist politics. Themes of research include myth, consecration, cosmology, imagination, political subjectivity and the relationship between anthropological and philosophical analysis.
Ashraf Hoque (Teaching Fellow)
Room 138, 020 7679 8652, a.hoque@ucl.ac.uk
Field research in Bangladesh (Sylhet) and England (Luton, Tower Hamlets) on alternative youth identities, migration and diaspora, the anthropology of Islam, the anthropology of democracy, and legal anthropology. Most recent work focuses on the Bangladeshi diaspora and local politics in Tower Hamlets.

Jerome Lewis (Reader, Social Anthropology)
Room 235, 020 7679 5567, jerome.lewis@ucl.ac.uk
Working with Central African hunter-gatherers and former hunter-gatherers, Jerome’s research focuses on socialization, play and religion, egalitarian politics and gender relations, and techniques of communication.

Alison Macdonald (Teaching Fellow)
Room 237, 020 7679 8650 a.macdonald@ucl.ac.uk
Field research in India focusing on breast cancer and communities of urban health activism. Themes of research include politics of personhood, gender, kinship and the body, urban middle-class religious engagement and cosmologies of health and well-being.

Méadhbh McIvor (Teaching Fellow)
Room G12 m.mcivor@ucl.ac.uk
Conducts field research with conservative Christian lobbyists and legal activists in London, focusing on law, evangelicalism, counterpublic rhetoric, and the politics of religious freedom in the UK, Europe, and the US.

Ruth Mandel (Reader)
Room 234, 020 7679 8646, r.mandel@ucl.ac.uk
Fieldwork on Turkish, Kurdish, and Greek migrant workers in Berlin, in conjunction with fieldwork on returned migrants in Turkey and Greece. More recent work in post-Soviet Central Asia, primarily Kazakhstan.

Alexandra Pillen (Lecturer) [On Leave 2016-17]
Room 140, 020 7679 8641, a.pillen@ucl.ac.uk
Field research in Sri Lanka and in Kurdish communities in London, focusing on linguistic anthropology and the anthropology of war-torn societies.

Charles Stewart (Professor) [On Leave 2016-17]
Room 237, 020 7976 8650, c.stewart@ucl.ac.uk
Research on folklore and religion in Italy and Greece. Current interest in Greek dream narratives from an original perspective combining historical testimonies from antiquity and the middle ages with accounts of contemporary informants.
Michael Stewart (Professor)
Room 222, 020 7976 8637, m.stewart@ucl.ac.uk
Field research among Hungarian Roma (Gypsies) and Romanian shepherds and farmers. Focus on political and economic anthropology, historical anthropology, the anthropology of genocide, socialist and post-socialist transformations, and cognitive anthropology.

Summary Of Your Year (Structure And Deadlines)

Term 1

Week of 26 September: Orientation Week & Registration

Week of 3 October (Term One begins): Core courses and optional courses begin.

Friday 7 October: ELECTRONIC DEADLINE for registering for your 3 Specialist Options courses on Portico.

Week of 10 October: Allocations of Personal Tutors by Course Tutor. You can expect two meetings in Term One and one meeting in the first half of Term Two. Your personal tutor will contact you with arrangements for group tutorials.

Week of 7 November: Reading Week – NO SEMINARS!

Thursday 10th November: DEADLINE for submitting GS02 Critical Issues Essay

Week of 12 December: (Reading Week) Wednesday 14 December: ANTHGS04 Method in Ethnography. Group Presentations

Friday 16 December: DEADLINE for deciding which MSc Track you will pursue (i.e. TECA or TEPP). Email the Course Tutor (alison.macdonald@ucl.ac.uk) stating your choice.

Term 2

Week of 9 January (Term 2 begins):
Courses continue, with TECA/TEPP tracks taking separate Critical Issues seminars.

Friday 20 January: DEADLINE for submitting research proposal to Course Tutor. Allocations of Dissertation Supervisors will be distributed the following week. You must contact your Supervisor by email to arrange your first meeting. You can expect four meetings with your Supervisor (2 of which should be scheduled in Term 2) but
you must make mutually suitable arrangements for meetings, feedback on drafts and so on directly with them.

**Week of 13 February:** Reading Week – NO SEMINARS!

**Friday 17 February:** DEADLINE for submitting GS02 Critical Issues Essay 2

**Friday 3 March:** DEADLINE Dissertation registration

**Monday 13 March:** DEADLINE for submitting GS04 Methods Project Report

**Week of 20 March:** Reading Week – NO SEMINARS!

**Friday 24 March:** 2-hour examination for GS02 Critical Issues

**Term 3**

**April, May and/or June:** Dissertation fieldwork, if appropriate.

**July 28:** DEADLINE for submitting a draft of your dissertation to your Supervisor. For further details on dissertation supervision, please refer to Handbook Section 5.

**11 September 2017 at 4pm:** FINAL DEADLINE for submitting your dissertation
4.8 MA Ethnographic and Documentary Film by Practice

Course Tutor
Michael Stewart
Room G17, UCL SOUTH WING
Tel: 020 7679 3697
E-mail: m.stewart@ucl.ac.uk

Course Objectives
The course is taught in two specialised strands, Cinematic Non-fiction and Reportage.

For both strands, the degree will provide training in the use of digital media. It will teach students to produce broadcast quality non-fiction and ethnographic films, giving graduates the skills to enable them to practice as self-shooting and editing non-fiction directors.

We encourage students to explore the boundaries of documentary practice, engaging with, and drawing inspiration from, anthropological and social science perspectives. The course will develop students’ critical skills in film analysis through practice and the study of the history of non-fiction film, its connection with scholarship, and the relationship with the world which is its subject. These skills are learnt through creating a series of short films throughout the course, culminating in a graduation film/s. By the end of the course students will have acquired full competence in operating digital recording devices, editing and delivering broadcast quality film.

The programme of option courses will give students an intellectual grounding in social and historical research to inform their practical work and understanding of the social world it takes as its subject.

Teaching is designed to provide students with the skills necessary to think through and interact with issues around film practice in a concrete, practical way – how does film communicate effectively? - as well as to think about the ‘why’ of film production – what does a film do? This approach enables students to develop their own ideas and questions in using moving image to investigate the world around them.
We guarantee to provide you with:

- Thorough grounding in the practice of **camera & sound recording and editing**
- **Personal academic tutorials** throughout the year
- A diverse range of **specialist academic option courses**
- Thorough training in **documentary methods** and access to other social science **research methods**
- During the course you will build up a portfolio of film work that will act as a calling card for your future career as a filmmaker
- Opportunities to **participate in a range of real world, film based activities** including working on **Open City Documentary Festival** and on the **Youth Day** school workshop programme.

Opportunities to participate in diverse **Masterclasses**, including those organised with various partner institutions; in **Research Seminars** and in **Research Groups** within the Anthropology Department.

**Course Structure**

For both strands the MA programme will be structured in to three elements:

- **The Core Course** (ANTHGF05A and ANTHGF05B) will provide practical training including regular masterclasses and weekly screenings (60 Credits).
- **The Graduation Film** (ANTHGF99) (90 Credits).

Two 15 credit **optional courses** allow students to do further studies in both film theory / history and anthropology and beyond. Credits taken within Anthropology or in other related departments at UCL will provide training in social theory and social research. Students taking non fiction cinema are encouraged additionally to take ANTHGF03 **The Story and I – a practical exploration of story telling** and those on Reportage based Documentary ANTHGF02 **An Introduction to Social Theory – a foundation course**.

**Core Course**

The core courses for both the Cinematic Non-Fiction strand (ANTHGF05A) and Reportage strand (ANTHGF05B)– which run over the first two terms – contain all the practical filmmaking training (camera, sound, editing, and production skills) including weekly appraisals of work produced. In addition students are graded on three films (5’-7’ in length) they produce over the course of the two terms. The courses are
designed to teach camera and editing skills in a context of critical enquiry about the social world.

Each student has exclusive use of a complete shooting kit for the duration of the MA (camera, SD cards, card reader, shotgun mic, radio mic, headphones, 2 point portable lighting kit, tripod and accessories). The students have access to the UCL’s computer-editing suites (Adobe Premiere Pro), as well as an individual licences for Premiere Pro CC (which can be used on your personal computer) for the duration of the MA. Students have access to the department edit suites throughout the year. All the computers in the edit suites have the full Creative Croud Suite available for your use. Students should be aware that Premiere Pro has certain system requirements to run at full capacity. Please bear this in mind when sourcing a computer for editing purposes. For further details please follow this link: https://helpx.adobe.com/premiere-pro/system-requirements.html

All students will need to acquire two external hard drives; one for editing and one for a mirrored backup of their edit drive.

For both strands the core course marks are weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed Films</td>
<td>80%</td>
</tr>
<tr>
<td>Critical Evaluations</td>
<td>10%</td>
</tr>
<tr>
<td>Proposals</td>
<td>10%</td>
</tr>
</tbody>
</table>

**ANTHGF05A – Cinematic Non Fiction Core Course**

The three assessed films for the core course are weighted as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observational</td>
<td>33.3%</td>
</tr>
<tr>
<td>Past/Participatory</td>
<td>33.3%</td>
</tr>
<tr>
<td>Essay Film</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

ANTHGF05A is the core course of your MA in Documentary and Ethnographic Film by Practice. In this module you will be taught the practical and critical knowledge and skills required to make films that can, at least, open up a crack in the door into the lives lived around us. You have opted for the Non-Fiction Cinema strand. This strand, which is this year offered in 2 groups, places its emphasis on developing the filmic language which will communicate your thinking about the world around you. It is about finding your ‘voice’ as a filmmaker. It is not just about telling important stories, but the way in which you tell them; how your observations and interactions
cast light on the human condition and human relationships with the non-human world. We aim to produce the next generation of filmmakers who are daring with the form their films take, and push non-fiction cinema towards new, critically engaged perspectives.

The course will build your skills and understanding through three distinct film projects, each of which tackles different grammars of non-fiction filmmaking. These three projects are the Observational, the Past Tense or Participatory, finishing with the Essay film project. Each project follows a similar format; the main body of which replicates the industry model for how films are produced.

Before you work on any assessed work, we begin with some introductory exercises, viewings, demonstrations and discussions which give you critical and practical knowledge of the film grammar the project explores. These coincide with the pre-production period for your assessed film project. In pre-production you will be researching and developing an idea for your film, in discussion with your tutors and peers. You will present these ideas in person at an assessed pitch session to an audience of both non-fiction groups and their tutors, as well as writing your idea into a proposal, and providing us with a research document which shows us the breath of your investigation into your proposed subject, contributors, locations and methods.

Your film then goes into the production period, which kicks off with you writing a breakdown of scenes. While the proposal is in effect a promotional document for your film, designed to convince the panel that you can make an engaging film, the scenes breakdown is very much a working document. By pre-visualising your film you can give yourself a plan of what to film and when (while bearing in mind that life will throw up surprises and you should be filming more than your ideal plan suggests).

Shooting for each project takes place during term time which, for our purposes, includes the reading weeks. The Observational film shoot is from 3rd to the 14th November; the Past/Participatory shoot is from 8th to 18th December (you may continue to film during the winter break as well (to 9th January); the Essay film shoot is from 9th to 26th February (which runs concurrently with your preparation – including any filming - for your graduation film pitch). Please note the reading weeks which some departments at UCL hold are for us an integral part of the schedule and must not be treated as time away. It is permissible to use material generated during your exercises, or shot during your pre-production period earlier in the term, in the final edit of your film. For that reason, if you have a good idea of what you want to film for your assessed work from the start, it makes good sense to use those people / locations for your non-assessed exercises.

Having gathered your material you move then into the edit. Whatever your original pitches, proposals, and breakdowns envisaged, it is here that your story is scripted, made up by your struggle with the dizzying jigsaw puzzle of the material you have
generated (and often not what you imagined you might generate prior to shooting). Your story will, with patience and tenacity, emerge, creating your final submitted film.

There is then a chance to reflect on your creative work in your critical evaluation, a 1000 word essay which forms 10% of the final mark for these pieces. Where appropriate, this text should be referenced and with a bibliography/filmography using the Harvard system.

(https://www.ucl.ac.uk/library/training/guides/webguides/refscitesplag/#harvard)

We start with the Observational* Film Project. This mode, which has a long (and hotly debated) history in documentary and ethnographic film, is, from a craft perspective, the most challenging form. The challenge is that it uses neither narration, nor on-camera discussion between filmmakers and their subjects (whether in formal or informal interviews) to communicate what it is about. It relies instead on recorded audio and moving image alone to tell a story. This makes it closer in form to fiction filmmaking than any other non-fiction grammar; your story must be understood through the sequence of shots and scenes you assemble in your edit. This demands that the filmmaker has filmed and recorded the necessary material to make this possible; a challenging art we call coverage. The skills required for observational filmmaking, particularly the use of the camera and sound recording equipment, underpin all non-fiction cinema. Develop them and you will be well on your way to becoming a rounded filmmaker.

At the end of the first term, we turn our attention to the participatory grammar of filmmaking, where the interaction between filmmaker and subjects plays out onscreen. Such filmmaking opens up the opportunity to tell stories beyond those made in the present tense by using observational techniques. It enables non-fiction filmmakers to tell stories which have already happened (past tense) and can let them be clearer about the relationship between the filmmakers and those they are filming. Perhaps also, an interactive grammar allows filmmakers to explore psychological truths which are hard to capture in observational material which might be said to pretend that the camera is invisible and does not affect the scenes developing before it. This grammar includes the art of the interview, and can place the interaction of filmmaker and subjects at the centre of the production of the film; building on Jean Rouche & Edgar Morin's notion of *cinema verité*.

Part way through term II, concurrent with your preparations for your graduation film project, you will be exploring the grammar of essay films. The essay is the most free-form mode open to the non-fiction filmmaker. Here you will have no restrictions about the use of interviews, archive, narration nor even using actors, recreation or fictional elements. An essay film is structured around the thoughts of the filmmaker themselves, whether that plays out as a polemic, argued through the filmmaker's narration (Adam Curtis), something that uses the dialectical editing of soviet
montage (Godfrey Reggio) or playful experiments with audio visual language that draw from those techniques (John Smith), by using personal (Agnès Varda) or fictional voice overs (Chris Marker, Patrick Keiller) to bond together material, or performative directed dramatic sequences (Isaac Julien, John Akomphrah). This is a project to explore the full breadth of what non-fiction filmmaking has to offer, as you approach the decision of how your voice will speak in the final, graduation film project (ANTHGF99) which will occupy the rest of your year before the completion of the course in September.

*We are allowing for a wider understanding of "observational" than is found in some theoretical writing (namely Bill Nichols). Where Nichols uses the term to speak specifically of direct cinema, we use it for films where the narrative is constructed through the use of observed material, rather than through exposition. As such this includes work which would lie outside Nichols' definition, such as much Eastern European non-fiction cinema where intervention is employed to generate material for the edit. Some soviet montage and poetic documentary would also fit into our wider term, which also embraces contemporary developments such as the anti-interventionist (and at times anti-narrative) work of the Sensory Ethnography Lab and conversely the docufictions of Leonard Retel Helmrich.

**ANTHGF05B - Reportage Documentary Core Course**
The three assessed films for the core course are weighted as follows:

- **Observational** 33.3%
- **Reportage** 33.3%
- **Archive** 33.3%

**ANTHGF05b is the core course of the MA in Documentary and Ethnographic Film by Practice. In this module you will be taught the practical and critical knowledge and skills required to make documentary films that explore the world around you**

The aim of this course is for students to learn how to make challenging films aimed at changing the world! Students will develop, research and produce issue-based films that they feel passionate about, stories they believe can make a difference.

This option also includes an overview of reportage films, research and interview techniques, how to construct a filmic argument, the ethics and different styles of reportage and working with presenters. The course will also include writing and pitching film ideas for television broadcast commissioners and introduce the market for reportage films on both small and large screen. Throughout the course, students
will make their own documentary films of differing styles and lengths, culminating in their graduation film or films.

**The three film projects**

The course will build your skills through three distinct 5-7 minute long film projects, each of which tackles different grammars of documentary filmmaking. These three projects are **Observational, Reportage** and **Archive**, each replicating the broadcast industry model for how films are produced.

In Term 1 and the beginning of Term 2, weekly introductory exercises in camera, directing, interviewing and editing, along with viewings, discussions and teaching of research and interview techniques, will provide you with the practical and critical knowledge to make your assessed films.

**Film 1: Observational**

Term 1 begins with **Observational** filmmaking. The skills required for observational filmmaking underlie all documentaries and serve as an invaluable foundation to the craft.

Observational films rely on stories told through sequences that are built around observed action, character and, sometimes, interview. Although scenes are planned, observational filmmaking is an organic process with films ultimately being created in the edit from the shot material, much of which has come about unexpectedly.

**Pre-Production**

In pre-production you will be researching and developing an idea for your assessed 5-7 minute Observational film, in discussion with your tutors and peers. Mirroring the real world of television broadcast, you will present these ideas in person at an assessed pitch session to an audience of the rest of your group and tutors, as well as writing your idea into a proposal. You will also need to submit a research document that shows us the breadth of your investigation into your proposed subject, along with contributors, locations and schedule.

Your film then goes into the production period, which starts with you writing a scenes breakdown (or shooting script). While the proposal is in effect a promotional document designed to convince the panel (or commissioning editor in broadcast terms) that you can make an engaging film, the scenes breakdown is your working document. By pre-visualising your film you can give yourself a plan of what to film and when (while bearing in mind that – especially in observational filmmaking – the shoot will throw up surprises and you should be prepared for the unexpected).
Production
Shooting for each project should take around ten days, including the reading weeks of each term. The Observational film shoot is from 3rd to the 14th November 2016.

Please note: unlike the practice in other parts of the university reading weeks are an integral part of the schedule and must not be treated as time away. It is permissible to use material generated during your exercises, or shot during your pre-production period earlier in the term, in the final edit of your film. For that reason, if you have a good idea of what you want to film from the start, it makes sense to use those people / locations for your short non-assessed exercises from earlier in the term.

Edit
Having shot your material, you will start the edit. It is here that your film is created from the footage that you have gathered.

Critical Evaluation
You will need to reflect on your experience of making the film, state what you have learned and use your objective critical skills in your critical evaluation, a 1000 word essay which forms 10% of your project mark. Where relevant this text should be referenced with a bibliography/filmography using the Harvard system.

Film 2: Reportage
At the end of Term I, we begin the Reportage method of filmmaking, where a current issue is investigated or reported on, either by the filmmaker or by a presenter. This style differs from Observational in that the argument which the film-maker is trying to make is thought out in advance of filming, sometimes in a written script, and, if a presenter is being used, with pre-written ‘pieces to camera’. The aim of a Reportage film is to investigate or reveal a current issue that the filmmaker believes that the world should know about.

Weekly exercises in camera, directing, interviewing and editing, along with viewings and discussions, will continue through the start of Term 2, all building towards your second assessed 5-7 minute film: Reportage.

Pre-production, production and edit of your Reportage film will follow the same format as with Film 1 (Observational). The Reportage shoot is from 8th to 18th December 2016 (you may film during the winter break as well (to 9th January 2017).
Film 3: Archive
Part way through Term 2, concurrent with your preparations for your graduation film project, you will be exploring Archive filmmaking.

Such filmmaking opens up the opportunity to tell stories beyond those made in the present tense by using pre-shot footage. It enables documentary filmmakers to tell – or re-tell - stories which have already happened using their own narration and opinions. Here, the writing of scripts, editing skills and use of music are vital.

The Archive film ‘shoot’ is from 9th to 26th February 2017. While the Archive film shoot may involve you shooting fresh footage for interviews, the time will largely be spent in sourcing and viewing archive rushes. UCL will provide you with access to a number of institutions storing archive film material.

ANTHGF99 – Graduation Film
While you are working on your Archive film, you will need to decide on and prepare for your Graduation film or films (ANTHGF99) which will occupy the rest of your year before the completion of the course in September 2017.

Your Graduation films need to total approximately 25 minutes in length, but can be made up of shorter films of any of the three styles (Observational, Reportage or Archive) previously covered in the course. For example, one film at 10 minutes, and two more at seven minutes each. The number and length of your film(s) should be discussed with your mentor in advance of filming and adhered to through your production period.

Cinematic Non-fiction:
The course culminates in the production of your Graduation Film (ANTHGF99). The film will have a duration of 15-25 minutes (this is extendable only in exceptional circumstances, and only with assent of your mentors).

Reportage:
The course culminates in the production of your Graduation Film/s (ANTHGF99). The film/s will have a total duration of 15-25 minutes. This can be comprised of several shorter films or one longer piece – by agreement with your mentors.
For both strands the Graduation Film/s marks are weighted as follows:

<table>
<thead>
<tr>
<th>Graduation Film/s</th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pitch and Proposal)</td>
<td>15%</td>
</tr>
<tr>
<td>(Film)</td>
<td>65%</td>
</tr>
</tbody>
</table>

Critical Evaluation 20%

Students will be in pre-production for their Graduation Film during Term II. By week 23 students will have been assigned a mentor for their Graduation Film. Students can expect approximately 20 contact hours with their mentor (including screenings and electronic communication) from week 23 up until the submission of their graduation film on 3rd September. Contact time is to be arranged by agreement between each student and their mentor.

The Graduation Film Pitch will take place on 23-24 February and the deadline for submitting the Graduation Film Proposal is 3rd March, week 27.

For any changes to Graduation Film Project permission must be sought from teaching staff in consultation with mentor.

Purpose and Scope of the Project

• Identify, research and produce a documentary or ethnographic film subject

• Identify and solve production problems

• Demonstrate and exercise independence of mind and thought

• Critically view, analyse and interpret your film materials within the context of documentary and social/anthropological theory, in relationship to your chosen subject.

• Evaluate and integrate conflicting sources, evidence, theories and interpretation.

• Think critically about the relations between form and content in ethnographic / documentary practice

Practically you are expected to

• produce camerawork to professional level

• record sound for moving image to a professional level
• edit and deliver your graduation film to professional level within the set deadlines

• write a clearly argued and persuasive project diary (critical evaluation) analysing the production and outcome of your graduation film

• manage the production of your film

The project is designed to provide you with transferrable skills such as the ability to

• manage the production of a broadcast quality and more broadly screenable documentary film

• work on collaborative film projects in terms of conception, management and delivery

• produce a budget and learn to pitch a film to funders

• manage a range of IT programs and their integration within a given project

Option Course
Students must choose two specialist options from the range of courses available in the Anthropology Department and/or across UCL. Courses within the department are available to all students, although students with little film background are strongly recommended to take at least one of the many courses on offer which deal with film history across the College. Courses in other departments or faculty tend to be open to our students but you may not have priority access. For courses offered in departments where modules are taught for 30 credits (as with most Film Studies modules) we are normally able to negotiate a 15 credit ‘a’ module – as in the putative FS101a - with less assessed work. Typically each of the 2 Specialist Option courses will assess you on your writing of a 3,000 word paper or other work of equivalent length. For more information go to p.144:

Students who are registered for the Masters degree in Ethnographic and Documentary Film are required to take 2 specialist single term options from the course options list. For this year’s availability please refer to the Options Section of the Departmental Website:

For courses in Film History other than our own ANTHGS17 (History and Aesthetics of Documentary) please consult the Film Studies website: (http://www.ucl.ac.uk/filmstudies/prospective-students/film-studies-ma). If you have not studied film previously you are urged to take the module:

ANTHGS17 - History and Aesthetics of Documentary
Students without a social science background can attend ANTHGF02 An Introduction to Social Theory – a foundation course. This will be assessed by one essay of 3,000 words submitted at the end of Term 1. This will count as one of the Optional Courses. Students with some sociology or anthropology at undergraduate level may take the first term of the Critical Issues course offered by the MSc in Social Anthropology (Economic and Political Anthropology). The code for this is one term option is: ANTHGS02A. This too is assessed by one essay of 3,000 words submitted at the end of Term 1.

Options teaching is through specialist seminars. However, Masters Students may also attend the open lectures for these courses where these are appropriate – please consult with the relevant course conveners in each case. Also, please note that, though all these courses are available as specialist options in most years, in some years, (a) a particular option may not be offered and (b) access to some options may be limited by numbers. You should contact the relevant lecturer as soon as you decide to take a course.

Option registration:
At the beginning of the first term you will be asked to indicate your specialist options for the year (both Term 1 AND Term 2). If you are in doubt about what to choose, you should consult your Academic Tutor Michael Stewart and/or the Course Tutor, Lasse Johansson, James Price or Lucy Sandys Winsch. You must register your choices by entering them onto Portico no later than the second week of term.

If you wish to change your options beyond this date you will need to contact Chris Russell in the Anthropology Department Office.

Assessment: Each specialist option will normally be assessed by a single term paper of 3,000 words (unless otherwise specified in the course description).

Deadlines: The deadline for options essays is usually at the end of term in which the course was taught. However, this does vary in some cases and students need to check on their reading lists and with their lecturers.

Assessment
Students are assessed for each the three components of the MA. The marks are weighted as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHGF05A/B</td>
<td>Core Course in Practical Filmmaking</td>
<td>60</td>
</tr>
<tr>
<td>ANTHGF99</td>
<td>Graduation Film &amp; Project Diary</td>
<td>90</td>
</tr>
</tbody>
</table>
Option Courses 2 (equally weighted) Courses 30 Credits

Each assessed film project is assessed for the following qualities:

Pitch, Research, Proposal, Scenes breakdown, Time Management, Effectiveness of the Film/s. The most important single element is the latter but since the course is a professional training that aims to make you employable in the film industry significant weight is given to the preparatory practical and conceptual work. A percentage of the marks (see below) are awarded for the Critical Evaluations that accompany each body of work submitted.

Shooting Format:
All films should be shot as follows (unless special conditions are agreed with by tutors and mentors):

- NX3 Preset: 1080/25p FX
- Resolution: 1080 (h), 1920 (w)
- Frame Rate: 25 fps
- Fields: Progressive Scan
- Bit Rate: 24 Mbps (or above)
- Audio Sample Rate: 48kHz
- Audio Bit Rate: 16-bit

Practical Film Submission:
Submission is by arrangement with the course tutors and James Collie. Late projects will be penalised. Films should be submitted compressed as follows:

- Format: H.264
- Preset: Vimeo 1080p HD

The files should be named with the convention:

ProjectCodeSubmissionNo CandidateNo ANTHGF05A/B Surname.mov
Critical Evaluation
What is a Critical Evaluation?

“As a filmmaker, you will probably ask yourself more than once: Can I make this film? Why do I want to make this film? What do I want to show or say? Making documentaries is a constant process of self-examination and re-evaluation. Along the way, you’ll be making choices. Not least of these are how to begin; where to make the film, what to make it about, and what to focus on.” (Lucian Castaing Taylor, Cross-Cultural Filmmaking)

The purpose of the critical evaluation is to give you a chance to critically reflect upon the process by which you made your film and the final form you ended up with once you had edited your footage.

The critical evaluation should address the questions below and any other issues and further questions raised during the making of your film:

- In brief tell us what is the story and what is it about.
- What is your place within the film and why?
- In some detail describe the process of making the film especially how you worked with your contributors and the reasons for this approach?
- Describe how different your final product was from what you set out to make, and why?
- Where relevant you may relate your work to documentary/ethnographic theory and historical practices relevant to your film.
- Critically evaluate the strengths and weaknesses of their project and how they might amend their practice going forward.

Please note that the quality of written English will also be assessed. All students are expected to have proofread and corrected their text before submitting.

When using references you must use the Harvard system - a guide can be found here: https://www.ucl.ac.uk/library/training/guides/webguides/refscitesplag/#harvard

Written Submissions:
The Department of Anthropology operates an electronic coursework submission system through Moodle. All critical evaluations should be submitted through Moodle. Please see p.32 for more information on Moodle submission. Late submissions will be penalised (Please p.34).

Essays will be first marked by the relevant course tutor, second marked by another lecturer, and ratified by the External Examiner. Critical evaluations are marked likewise.

Legal and Compliance
All films produced for assessment must be fully cleared for public distribution. This means no unlicensed music or archive (moving image, audio recordings, stills, etc.) can be used except where fair use or educational provisions apply; you must have documented clearance for all media used. In addition, signed release forms (or on camera releases) are required from all relevant contributors who appear in the completed film (as per the guidelines outlined in the Channel 4 Producer’s Handbook:


Films are part of an official University examination and as such copyright is vested in the University. Students are encouraged to submit their film to film festivals in the UK and abroad. UCL retains the right to show the films at any UCL or educational event organised by or with UCL. We may also show the film in the following year’s Open City film festival but not if this prejudices exhibition at a higher ranking festival. UCL also reserves the right to show and use clips of the films in promotional or other advertising material. All copies of the film submitted and exhibited must carry the UCL and Open City Docs Logo and the phrase:

“This film was made as part of MA in Documentary & Ethnographic film at UCL, DATE.”

In Term 1 you will be given a slide that can be inserted at the end of your credits. For further information, please contact Isis Thompson.
Ethics, data management and risk assessment procedures

Documentary films are a form of research on human subjects and so must adhere to institutional regulations on ethics and data protection, and proposals for filming will also be evaluated by mentors in terms of the risks entailed for the student. For your graduation film, along with an Approved Code of Practice form, risk assessment forms must also be submitted to the Postgraduate Taught Programmes Officer in the Departmental office by **Friday 3 March**.

Please note that **NO FILMING** for your final project can be conducted until these forms have been signed by a member of the Departmental ethics committee.

To successfully register your film with the Department and the University and be allowed to undertake shooting, **ALL the following forms MUST be completed and returned to the office:**

- Data Protection Form
- Ethics Form
- Risk Assessment Form
- Dissertation Registration/Reference Form
- ACOP (Approved Code of Practice) Form (last page only)
- Travel Bursary Form (only if wishing to apply for the Travel Bursary)

Most forms can be found attached to this Handbook as Appendices C – E and all forms can be downloaded from the following location:

[http://www.ucl.ac.uk/anthropology/current-students](http://www.ucl.ac.uk/anthropology/current-students)

The Dissertation/Film Registration Process

1. Complete the Research Registration Form (Appendix C) and Data Protection Forms. The [Data Protection Form](#) MUST be completed online.

   Electronically submit your completed Data Protection Form to the UCL Data Protection Officer with copies of any information sheets and consent forms that you are using: data-protection@ucl.ac.uk

   Please make sure you copy Martin O’Connor (Departmental Data Protection Officer) and Chris Hagisavva (Computer Representative) when emailing the form.

   The UCL Data Protection Officer may have some questions about the information you provide, but you will normally be provided with a registration number within a week of submitting the form. Once approved, the Research Registration Form will
be returned to you with the appropriate registration number (DP reference), which you must then quote on your Ethics Application Form. This may be emailed to the Postgraduate Coordinator at a later date.

2. Complete the Ethics Form (Appendix D). This form can also be found here:
   
   http://www.ucl.ac.uk/anthropology/current-students

   You need to complete all sections of the form, including where they ask you whether your project falls within one of the exemption categories. Please refer to the UCL Research Ethics Committee guidelines at:

   http://ethics.grad.ucl.ac.uk/exemptions.php

   **PLEASE READ AND COMPLETE THESE FORMS CAREFULLY.**

   Many dissertation forms get returned because the Ethics Form has been incorrectly completed and no research may be undertaken until ethical approval is granted.

3. Download and complete the Risk Assessment Form:

   http://www.ucl.ac.uk/anthropology/current-students

4. Download and complete the ACOP form:

   http://www.ucl.ac.uk/estates/safetynet/guidance/fieldwork/acop.pdf

5. Complete the Dissertation Reference Form (Appendix E) and ask your supervisor to READ and SIGN this and ALL your forms.

   **NO SIGNATURES, NO FIELDWORK!**

6. Return all forms in person or by email to: Tom Harrington (tom@opencitylondon.com)

**Deadline For Graduation Film/s**

The deadline for submission of the final film project and accompanying project diary is **3rd September 2017.**

**Note on Failure of Elements within the Masters Programme**

Candidates who have failed in just one of the pieces of work or coursework-assessed papers may usually continue with the final film unless advised otherwise by their tutor. If a film is submitted and passed, the candidate will then only have to re-sit the written
paper or coursework failed and not to re-enter all the papers for the MSc. Examination re-sits (where relevant) take place the following year. Candidates who fail the film (ANTHGF99) may re-enter and submit a dissertation in the following year. In the event of failure, please discuss your position with the course tutor and your supervisors.

**Personal Tutors**
Every student is assigned a Personal Tutor. The role of the Personal Tutor is to provide a general pastoral oversight of a student’s personal and academic wellbeing and to provide advice on a wide range of issues, especially in relation to (i) course choices; (ii) academic performance; and (iii) future careers. Personal Tutors will be expected to submit a record of these meetings. These records will be kept on the student’s file. Illness and/or problematic personal circumstances likely to affect attendance and academic progress should be reported to, and discussed with, Personal Tutors. Students are reminded to book appointments to discuss their academic progress with their personal tutors and supervisors well in advance. If a student is experiencing any personal, financial or other problems, which may affect academic performance, s/he should raise these with his/her Personal Tutor during Office Hours.

**Recommended texts for incoming students**

**Non-fiction Cinema**

**Directing & Storytelling**


**Framing & Composition**

Editing
New York: Alfred A. Knopf.

Theory

Select Filmography
It is not possible in a short list to cover the enormous breadth of forms and processes that non-fiction films employ. Bill Nichols’ has produced the most widely referred to schema for categorising documentaries (6 modes: expositional, poetic, observational, participatory, reflexive, and performative) but on examination few films
fit neatly into any category; most are hybrids, employing several techniques to communicate to the viewer. The list below should be referred to with this in mind. The categories are far from exhaustive; many other forms are possible. Within each section we have given examples of classic forms of the category, and some which twist the conventions associated with that form.

**Examples of Observational Documentaries**


Two Years at Sea. 2011. [Film]. Ben Rivers. Dir. UK: FLAMIN.

**Examples of Cinema Verité Documentaries**


**Examples of Participatory (filmmaker’s journey) Documentaries**

A Syrian Love Story. 2015. [Film]. Sean McAllister. Dir. UK: 10ft Films Ltd.


**Examples of First Person Documentaries**
Wide Awake. 2006. [Film]. Alan Berliner. Dir. US:


**Reportage**
Rabiger, Michael 2015 Directing the Documentary. UK: Focal Press
Nichols, B.  2010 Introduction to Documentary. Indiana University Press
Chanan, M. 2007 The Politics of Documentary – chap 6 - The Documented Point of View. UK: British Film Institute
Quinn, J. 2012 This Much is True: 14 Directors on Documentary. UK: A&C Black Publishers

**Observational Films**
China: Beyond the Clouds Dir. Phil Agland (1994)
Exodus: Our Journey to Europe (BBC, 2016)
The Murder Workers Dir. Jessie Versluys (2013) Channel 4

**Reportage Films**
Many excellent short reportage films are available at:
THE GUARDIAN DOCUMENTARIES WEBSITE
https://www.theguardian.com/news/series/the-guardian-documentary
two good examples are:
Dallas Detective Agency
The Living Forest
CHANNEL 4 NEWS WEBSITE – SPECIAL REPORTS

Some Examples
Romania’s Sex Industry
Women in Honduras Killed for $60
http://www.channel4.com/news/honduras-where-women-are-killed-for-60

**Longer Reportage Films**
Unreported World (Channel 4). Many excellent reportage films in this Channel 4 strand
Dispatches: The Hunt for Britain’s Sex Gangs  Dir. Anna Hall Channel 4 ( and many other films in the Dispatches strand)
Ross Kemp – Extreme World (Sky 1) –various films
Blackfish  Dir. Gabriela Cowperthwaite 2013
Fahrenheit 9/11  Dir. Michael Moore 2004

Archive Films
Making a Murderer 2015, Netflix
The Power of Nightmares  Dir. Adam Curtis 2004, BBC
7/7: One Day in London  Dir. Ben Anthony 2013, BBC2

Important deadlines
Non-fiction Cinema

ANTHGF05A

1. Ob1 Pitch day of 28th October 5% of project In person
3. Ob3 Proposal .doc or .pdf format Deadline 28th Oct 23:59 Turnitin
4. Ob4 Scenes Breakdown .doc format Deadline 31st Oct 10:00 Turnitin
5. Ob5 Film .mov format Deadline 22nd Nov 17:00 to Office
6. Ob6 Critical Evaluation .doc format Deadline 28th Nov 23:59 10% of project Turnitin
7. Pa1 Pitch day of 2nd December In person
9. Pa3 Proposal .doc or .pdf format Deadline 2nd Dec 23:59 Turnitin
10. Pa4 Scenes Breakdown .doc format Deadline 5th Dec 10:00 Turnitin
11. Pa5 Film .mov format Deadline 22nd Nov 17:00 to Office
12. Pa6 Critical Evaluation .doc format Deadline 30th Jan 23:59 10% of project Turnitin
13. Es1 Pitch day of 1st February In person
15. Es3 Proposal .doc or .pdf format Deadline 1st Feb 23:59 Turnitin
16. Es4 Scenes Breakdown .doc format Deadline 3rd Feb 10:00 Turnitin
17. Es5 Film .mov format Deadline 15th March 17:00 to Office

18. Es6 Critical Evaluation .doc format Deadline 17th Mar 23:59 10% of project Turnitin

ANTHGF99

1. Gr1 Pitch either day of 23rd or 24th Feb In person
2. Gr2 Proposal .doc or .pdf format Deadline 3rd Mar 23:59 Turnitin
3. Rough Cut screenings 26th to 28th July. You are required to attend the entire day on which your film is screened to learn from other students’ work. Full or partial non-attendance will incur a 5% penalty to final mark.
4. Gr3 Film .mov format Deadline 3rd September 17:00 to Office
5. Gr4 Critical Evaluation .doc format Deadline 3rd September 20% of module Turnitin

Other Important Dates
3 – 14 Nov Observational Shoot
9 Dec – 8 Jan
Past / Participatory Shoot
10 Feb – 19 Feb

The Essay Shoot
Reportage

ANTHGF05B

1. Ob1 Pitch day of 27th October 5% of project In person
3. Ob3 Proposal .doc or .pdf format Deadline 28th Oct 23:59 Turnitin
4. Ob4 Scenes Breakdown .doc format Deadline 31st Oct 10:00 Turnitin
5. Ob5 Film .mov format Deadline 22nd Nov 17:00 to Office
6. Ob6 Critical Evaluation .doc format Deadline 28th Nov 23:59 10% of project Turnitin
7. R1 Pitch day of 2nd December In person
9. R3 Proposal .doc or .pdf format Deadline 2nd Dec 23:59 Turnitin
10. R4 Scenes Breakdown .doc format Deadline 5th Dec 10:00 Turnitin
11. R5 Film .mov format Deadline 27 Jan 17:00 to Office
12. R6 Critical Evaluation .doc format Deadline 30th Jan 23:59 10% of project Turnitin
13. Ar1 Pitch day of 1st February 5% of project In person
15. Ar3 Proposal .doc or .pdf format Deadline 1st Feb 23:59 Turnitin
16. Ar4 Scenes Breakdown .doc format Deadline 3rd Feb 10:00 Turnitin
17. Ar5 Film .mov format Deadline 15th March 17:00 to Office
18. Ar6 Critical Evaluation .doc format Deadline 17th Mar 23:59 10% of project Turnitin

Other Important Dates:
2-13 Nov  Observational Shoot
7 Dec – 8 Jan Reportage Shoot
8 – 19 Feb Archive Shoot

Core Staff In Ethnographic and Documentary Film
Vikram Jayanti (Senior Tutor)
Vikram Jayanti, Senior Tutor in documentary is filmmaker with a host of high profile cinematic documentary films to his credit, and countless awards. Two of his films, on which he served as producer, have received Academy Awards for Best Feature Documentary: the 1997 blockbuster When We Were Kings and 2005's Born Into Brothels. As a director, his feature documentaries include: The Agony and The Ecstasy of Phil Spector (winner, Royal Television Society, Best Arts Documentary, 2009), James Ellroy's Feast of Death (winner, RTS, 2001), Game Over: Kasparov & the Machine, The Darkness of Abraham Lincoln, and Snowblind. As producer, his feature docs include: The Man Who Bought Mustique, Innocents Abroad and In Her Own Time. While many of his films have theatrical release (with 5 premiering at the
Toronto International Film Festival, and 5 at the Sundance Film Festival), most are initially commissioned for television broadcast in the UK & US, including Sick Jokes, The Christmas Truce, Golden Globes: Hollywood’s Dirty Little Secret, Britney Spears Saved My Life, Rolf Harris Paints His Dream, and the first three series of The Hairy Bikers Cookbook. Having worked for 8 years in the 1980s at the Center for Visual Anthropology at the University of Southern California, Jayanti’s films are all informed by anthropological and ethnographic values, but he is best known for "his gonzo choice of subjects" and “high-profile documentaries with his signature combination of eccentricity and amazement.” His last two films were 2013’s The Secret Life of Uri Geller (BBC) and 2016’s epic Loretta Lynn: Still A Mountain Girl (BBC/PBS). He is currently making Neanderthal Fight Club, a two-parter science show for BBC & PBS starring Andy “Gollum” Serkis, with additional Wellcome Trust funding, and he is preparing to make a feature documentary about globalization and inequality, through the eyes of Gordon Brown.

Lasse Johansson (Course Tutor)
Lasse is a self-shooting documentary director and media trainer with a background in fine art and sociology. Apart from making his own independent films Lasse works as a freelance cameraman and editor making films and online content for a variety of charities, non-profit and educational organisations. He also works internationally as a media trainer on projects aiming to empower local voices and media organisations. Over the past 4 years Lasse’s work has explored issues around urban regeneration in Hackney, the part of London where he also lives. This work has produced a large-scale public art installation, a publication and a number of short films documenting the lives of local people. Lasse’s interest in film also include how the process of filmmaking in itself can be used as an educational tool to help marginalised groups unlock, discuss and express issues that impact on their lives. For this purpose Lasse is currently exploring different ways of using film when working with groups of young people not in full-time training or work.

Sandhya Suri (Senior Tutor)
A graduate in Pure Mathematics and Languages, Sandhya Suri received a scholarship to study documentary at The National Film and Television School. Her subsequent feature documentary, 'I for India' screened in World Competition at Sundance Film Festival and at over twenty international film festivals, winning several awards internationally. The film was also released theatrically in the UK. After 'I for India' Sandhya spent several years working in international development, heading up the Film Unit at Oxfam GB and travelling the world filming across a wide range of issues and realities from D.R Congo to Vietnam. She has a particular interest in participatory video and has worked as a media trainer with youth in India, Thailand, Indonesia and London. She has also worked on projects using media as a tool for conflict resolution in Nepal (Search for Common Ground) and Macedonia (Saferworld). She is currently developing both fiction and documentary projects. She
is currently working on her first narrative feature 'Santosh', which was selected for the Sundance Screenwriting and Directing Labs 2016.

James Price (Course Tutor)

James Price has degrees in Fine Art (BA (Hons) Newcastle, 1999) and Documentary Direction (MA, National Film & TV School, 2006).

Price’s films have been shown on the BBC, Channel 4, and More4, in art exhibitions and at film festivals world-wide. Recent projects include Reading Pepys (Kings College London) an audio visual experimental history of Deptford’s Pepys Estate; Chandigarh Corrections Omissions (Linköping University) an investigation of aesthetics and discipline in Le Corbusier’s planned city; Diamond Street, Estuary: Working Lives, and Study for the Estuary (ACE, 2011-present) - ongoing collaborations with writer Rachel Lichtenstein exploring place and identity in London and the Thames Estuary; The Body Adorned (Horniman Museum, 2012-3) a multi-screen installation anthropology of London dress, and What is Freedom? (Channel 4, 2009) a semi-serious attempt to find the freest person in the USA. Other projects include A Piece of the Moon (Channel 4, 2008) an exploration of people who have ‘bought’ land on the Moon, and the businessman who made millions selling it to them. The People In Order series (Channel 4, 2006) has gone on to be shown at festivals in the UK, Germany, the Netherlands, Poland, Australia, and the USA, won awards at some of these, and was selected by Channel 4 as one of their highlights of 2006, the first series of 3 Minute Wonders to achieve this accolade. The first program in the series, Age, went to the top of the Viral Video Chart in January 2008 and has had over a million views on YouTube and other video websites.

James has also exhibited installations and photography in the UK and beyond. His 2006 installation and film, Conversation, an exploration of the hidden judgements we make of each other, has shown in the UK, Canada, the USA, and Iran. This work is being distributed as an educational aid in the UK, Australia and North America. He also produces arts biography films for the Tate, the National Trust, the Southbank Centre, the Photographers’ Gallery, and Channel 4, and collaborates extensively with London AV artists, the Light Surgeons, with whom he developed his video practice from 1999 until embarking on his Masters at the NFTS.

Lucy Sandys-Winsch (Course Tutor, Reportage)

Lucy is a multi award-nominated Documentary Film Director, Series Producer and Executive Producer, with a very strong track record across landmark documentary strands such as Channel 4’s 'Cutting Edge' and BBC's 'Modern Times'. Having worked at the BBC and at numerous independent production companies, she has made observational documentaries, biographical, historical, scientific and reportage single films and series for all the major television channels.
As well as having been nominated for Griersons and BAFTAs, Lucy has been on judging juries for the Griersons, Student RTS Awards and the Sheffield Documentary Festival New Talent Pitch.

Juliet Brown (Course Tutor, Reportage)
Juliet Brown is a self-shooting documentary Director/Producer and mentor to young filmmakers. She grew up in Singapore and had her first filmmaking experience in Cambodia, following Buddhist monk and Nobel Peace Prize nominee, Maha Ghosananda on peace marches across the country.

An interest in traditional skills led her to apprentice and work as a traditional wooden boat builder, living on the coast of Maine, USA for twelve years. Her short films about traditional craftsmen were funded by philanthropists, museums and The National Endowment for the Arts. Juliet returned to the UK for her MA in Documentary Direction at The National Film & Television School. Her graduation film, Noah’s Canoe (2011) was short listed for The Royal Television Society’s Postgraduate Factual Award. The film is set in rural Maine and follows the difficult journey of a transgender male as he finds his place as a man in a family of his own.

Juliet’s interest in how characters work through trauma continued with her film, Ecocide - Voices from Paradise (2014) which explores the impact of the 2010 BP oil spill on a small island off the coast of Louisiana. The film premiered at Sheffield Doc Fest in the Green Award category and continues on the festival circuit. Juliet was a course leader on the National Film & Television School’s Summer Docs course 2015.

Bonnie Rae Brickman (Editing Tutor)
Bonnie Rae Brickman is a New York born, London based Film + TV Editor with over twenty-five years’ experience, accumulating a diverse and extensive list of credits including Julie Andrews’ Opening Night on Broadway, American Playhouse, and Shining Time Station.

She has been honoured with four New York Area Emmy Award Certificates during her ten years at WNET/thirteen, Highly Commended at Underwire’s In The Cut: Best Editor Award 2015 for BOOTWMN, and shortlisted for the Kevin Spacey Foundation Artists of Choice Award 2016. Her work has screened on US, UK and Australian television and at film festivals worldwide including Clermont-Ferrand, HotDocs, Open City Doc Fest, SF Frameline, LA Outfest, Athens International Film+Video Festival, BFI Flare and Fringe! Film Fest.

Alongside her editing work, she has taught editing and post-production at SUNY/Oswego and currently teaches editing on the Ethnographic & Documentary Film MA programme at University College London.
Ariadna Fatjo-Vilas (Editing Tutor)
Ariadna Fatjo-Vilas is freelance editor with over 10 years experience. She works in UK and internationally mainly on documentaries, fiction and artists films.

Her films have played in festivals worldwide (including Berlinale, Sundance and Toronto) and some of the accolades that her films have received include an Oscar nomination (‘The Act of Killing’), a BAFTA award and other three nominations (‘The Act of Killing’, ‘Yours Truly’ and ‘The Last Regal Kingsize’), the Ecumenical and Panorama Audience Award in Berlinale, three prizes at Tribeca (‘Una Noche’), a Grierson Award nomination (‘Estate. A Reverie’) and a British Animation Award.

Ariadna’s credits include many of the large T.V. channels in Europe and North America (like BBC, Sky Atlantic, Channel 4, PBS, Canal+, ARTE, RTE and MTV).

She’s been nominated to the 2016 Jules Wright Prize for Female Creative Technicians.

She has also long term involvement in education, including most recently as Course Leader for Goldsmiths’ MA in editing.

Ariadna graduated from the National Film and Television School (NFTS) with an MA in editing in 2006.

Michael Stewart
Field research among Hungarian Roma (Gypsies) and Romanian shepherds and farmers. Founder of Open City Documentary Festival and MyStreet Films. He has worked on or produced ten documentaries for Granada (Disappearing World) and the BBC (Everyman, Timewatch).

Some of the other film course tutors who will give master classes in the course of the year can be found at: http://www.ucl.ac.uk/anthropology/film-courses/tutors.

Additional Staff In The Social Anthropology Section
Allen Abramson (Senior Lecturer; Room 143, 020 7679 8640 a.abramson@ucl.ac.uk)
Field research in Fiji focusing on gender and sexuality; property relations, land rights and land rites; and cultural dimensions of economic development. Field research in Britain, Europe and New Zealand on landscapes of risk, latter-day epic and dangerous games.

Marc Brightman (Lecturer, Room 141, 020 7679 8652, m.brightman@ucl.ac.uk) [On research leave 2016-17]
Field research in Amazonia and other parts of Latin America focusing on the politics of human relationships with the living environment; indigenous ownership and leadership; the globalisation of tropical forest conservation and aspects of the ‘green economy’.

Rebecca Empson (Lecturer; Room 122, 020 7679 8625, r.empson@ucl.ac.uk) Conducts research in Inner and East Asia, especially Mongolia, focusing on personhood and subjectivity, the politics of memory, exchange across bodily and territorial boundaries, new religious economies, migration and diaspora communities, visual and material culture.

Martin Holbraad (Reader; Room 139, 020 7679 8639, m.holbraad@ucl.ac.uk) Conducts research is in Cuba, focusing on Afro-Cuban religions and socialist politics. Themes of research include myth, consecration, cosmology, imagination, political subjectivity and the relationship between anthropological and philosophical analysis.

Jerome Lewis (Lecturer; Room 235, 020 7679 5567, jerome.lewis@ucl.ac.uk) Working with Central African hunter-gatherers and former hunter-gatherers, Jerome’s research focuses on socialization, play and religion, egalitarian politics and gender relations, and techniques of communication.

Ruth Mandel (Reader; Room 234, 020 7679 8646, r.mandel@ucl.ac.uk) Fieldwork on Turkish, Kurdish, and Greek migrant workers in Berlin, in conjunction with fieldwork on returned migrants in Turkey and Greece. More recent work in post-Soviet Central Asia, primarily Kazakhstan.

Alexandra Pillen (Lecturer; Room 140, 020 7679 8641, a.pillen@ucl.ac.uk) [On research leave 2016-17] Field research in Sri Lanka and on Kurdish communities in London, focusing on the anthropology of war and violence, linguistic anthropology, socio-linguistics and discourse analysis, medical anthropology, and the anthropology of gender.

Charles Stewart (Professor; Room 237, 020 7976 8650, c.stewart@ucl.ac.uk) [On research leave 2016-17] Research on folklore and religion in Italy and Greece. Current interest in Greek dream narratives from an original perspective combining historical testimonies from antiquity and the middle ages with accounts of contemporary informants.

**Equipment and Facilities**

**Camera Kits**

You will have access to your own professional camera kit throughout the duration of the course. This will be signed out to you at the start of the course and will be handed in by 14th July 2017.
Whilst the cameras are signed out to you they are your responsibility and you will be liable for the cost of any loss or damage of the equipment. The equipment is expensive and should be treated with care. Yours tutors will demonstrate how to handle the equipment at the start of the course.

If any of the equipment is lost or broken it should be reported to either Tom Harrington or Oliver Wright immediately. If the equipment is stolen the police must also be alerted immediately. We are able to make an insurance claim based upon genuine theft of the equipment if there is a supporting police report.

Please note that cameras should not be left unattended in the university buildings or anywhere that may seem secure (even in locked rooms). If you wish to leave equipment in the department you must inform Tom or Oliver who will be able to lock the equipment away. However you will be unable to store the equipment UCL on a regular basis.

Other equipment that will be available to borrow from the department on an ad-hoc basis throughout the course. Included, but not limited to:

- Boom Pole Kits
- Zoom Hn5 Audio Recorder
- Monopods
- LED Light Kits

If you wish to book any of this equipment out you will need to email the Technical Coordinator and allow at least 48 hours for your request to be processed.

**Adobe Creative Cloud and Edit Suites**

The edit suites are located in Room G17 in the South Wing and on the 5th Floor of Wolfson House. There are 65 iMac computers with the full Adobe Creative Cloud suite across the two facilities. When working with these machines you must work off your own hard-drives and save nothing on the computers hard-disks. The solid state hard-drives on the Macs will be regularly wiped to ensure they run as fast as possible.

**DO NOT SAVE ANY WORK ON THESE MACHINES.**

Any files saved to the student accounts on these will be deleted. If there are times when the edit suite is too busy we have another 25 iMacs based at UCL’s Wolfson House near Euston that can be accessed by anyone on the MA programme. Please ask James Collie or Isis Thompson for directions/access to this building.

**Adobe Creative Cloud**

We use Adobe Premiere Pro to train our students as it is one of the most up to date, professional editing software available at the moment. It is extremely powerful and
fairly easy 89 Back to Contents to navigate. In addition to that, it is also slightly more affordable for students would like to acquire the software themselves after they leave the programme. At the start of term you will each be given a license to install Adobe Premiere Pro on your own computers. You will receive an email from UCL ISD with instructions of how to download the software within your first week of enrolling at UCL.

Lynda
Lynda.com is an extensive online training resource offering thousands of video courses in software and creative skills. On ANTHGF01 we primarily use it for self-directed Premiere Pro training.

This is how you are expected to work with Lynda.com:

- For each week, throughout term 1, lecturers will provide playlists of relevant training videos, which must be completed by the students in advance of their weekly taught editing class.

- Each editing class will include a Q&A session on the weekly assigned video tutorials. These sessions will be dedicated to resolve any outstanding technical issues students might have in relation to how to operate Premiere Pro. Thus it is the responsibility of the students to bring any outstanding technical questions to these sessions.

- The video tutorials are provided through UCL access to Lynda.com which is accessible via your UCL login.

- The playlists will be assigned to your personal Lynda account on a week by week basis.

Working with Lynda.com is a very time effective way of providing the technical training for how to operate a software like Premiere Pro. It frees up valuable teaching time allowing us instead to focus on what lies at the heart of all film editing i.e. how to tell a story using images and sound.

In addition to the Premiere Pro video tutorials Lynda.com provide a vast range of other courses on video production and beyond. As students you have unlimited access to Lynda.com. Therefore we strongly encourage you to explore and make best use of the wide range of courses on offer during your time at UCL.

Hard drives
It is essential that you make sure you have two hard-drives ready before you start the course; one for editing & one for backing up.

Always remember to back-up your footage on both the drives!
The reason for this is that the camera you will be working on is tapeless and thus does not produce any master tapes that you can use as back-up. In other words if something goes wrong with one of your HD’s you need a safety copy backed up on another drive otherwise you have lost that footage forever.

For the back-up drive speed is not important. Thus you can get something cheap and cheerful. Any 500GB portable USB drive will do as long as it is compatible with Apple. Remember to check before you buy!

For the edit drive you are looking for speed as well as storage space. It is essential that your hard drive deliver a continuously high speed. Therefore you should always make sure your drive is 7200rpm [revolutions per minute]. You should purchase a hard-drive with a minimum of USB3 connection.
SECTION 5
Introduction to Open City Docs

http://opencitylondon.com/
www.ucl.ac.uk/anthropology/film-courses

What Is Open City DOCS?
Open City Docs is a UCL Anthropology environment where the next generation of documentary filmmaker is nurtured and celebrated, delivering film screenings and live events, training programmes and projects throughout the year including Open City Documentary Festival and Open City Docs School. We also run screening events through the year.

As students on the MA Ethnographic and Documentary Film you are part of this programme of activities with your course being taught and run by professional filmmakers and film festival organisers alongside UCL Anthropology.

Open City Docs School also runs MA Modules for any registered student at UCL, ANTHGS20 and ANTHGS25 taught in Terms one and two respectively and provides an extensive suite of CPD courses providing professional training in film practice.

Open City Documentary Festival
Every year in September (previously every June), Open City Documentary Festival creates an open space in London to nurture and champion the art of creative documentary and non-fiction filmmakers.

The festival takes place over six days in venues across London and the programme offers a chance to see the best in contemporary, international documentary as well as filmmaker Q&As, industry panels, workshops, live music, networking and parties. The 2017 Festival will run in September 2017 immediately after the hand-in of your final film project.

There will be specific events during the festival organised just for you, these will include social events and masterclasses with visiting filmmakers.
As part of the MA we expect all of you to attend as much as possible during the festival, you will each be given an industry delegate pass and access to a number of screenings. There will be many events in the industry programme that will be beneficial to you as filmmakers and we encourage you to go to as many events in the programme as possible. To give you an idea of what the festival offers check out the programme for the 2016 edition of the festival on the website: http://opencitylondon.com/programme

**Key Open City DOCS Staff:**
Michael Stewart – Founding Director michael@opencitylondon.com

Leona Chaliha – Festival Creative Director Leona@opencitylondon.com

Oliver Wright – Programmer oliver@opencitylondon.com

James Collie – School Manager james@opencitylondon.com

Isis Thompson – School Assistant isis@opencitylondon.com
SECTION 6
Anthropology Research Methods

Course Tutors
Prof. Sara Randall
Dr Jed Stevenson

This course is for Masters students studying the following programmes:

MSc Anthropology, Environment and Development
MSc Digital Anthropology
MA Material Anthropology and Design
MSc Medical Anthropology

AIM
To introduce students to a range of basic social science methods and provide them with practical experience of each one

Objectives

1. Introduce a number of different social science data collection methods and methodological issues
2. Provide students with a basic awareness of the epistemological and theoretical implications of choice of research methods and study design
3. Give students practical experience of collecting and processing the data they collect, both in order to plan for their dissertation research AND for when they enter the professional world
Overview

This course is a practical hands-on introduction to a range of methods used in Anthropology. It is not exhaustive – there is a huge range of methods and individual researchers will also have their own styles and ways of using each method. We will expect each of you to develop your own preferences.

In choosing the method(s) you will use for your research a large range of considerations need to be taken into account. All methods have their biases, their advantages and disadvantages. We will touch on some of these in our introductions to the method – but this is not a course about the relations of methods to theory. A selection of articles / readings which cover some of the theoretical aspects of different methods and their use are posted on the Moodle site for this course.
SECTION 7
Masters Dissertation Guidelines

THIS SECTION CONTAINS IMPORTANT INFORMATION
FOR ALL TAUGHT MASTERS STUDENTS,
(MRes Students refer to MRes Handbook)

Purpose And Scope Of The Dissertation
The Masters dissertation is a scholarly document of a maximum of 15,000 words based on independent research and thought and including some analysis of data that integrates anthropological perspectives in an original way. It must use anthropological materials (i.e. theories; methods; ethnographic data) in some way. This may be achieved at an empirical level (by presenting source or case materials) or at a theoretical level (by exploring and synthesising previously published sources), or in a mixed manner, showing how the two levels are related. A good dissertation demonstrates awareness of similar research, situates itself critically in relation to what has come before and will also point to other areas of research. Conventionally it includes a literature review, a report of experiments or fieldwork analysed with tables, diagrams, and maps as appropriate, and a summary of theoretical or practical conclusions drawn. However, with consultation a student may modify this format if the material is so unusual as to warrant modification.

In most cases the dissertation will report on original data collected by the student in order to address a particular empirical question within the scope of the degree. Such a dissertation will include a literature review on other similar work demonstrating the practical or theoretical justification for this particular dissertation, a description of the methodology, and appropriate analysis of the results. Some students may analyse appropriate data collected by a third party or do further analysis of published data. In all cases appropriate statistical techniques must be used where relevant. Fieldwork to collect primary ethnographic data is encouraged wherever it is practicable and relevant. However, students should not feel discouraged from conducting library research into topics for which fieldwork will be technically impossible or intellectually inappropriate.
The purpose of the dissertation is to provide both an exercise in and a test of the student's mastery of anthropological approaches to an issue of their choice. The topic chosen usually arises either from a professional interest of the student, or as part of developments toward PhD research. Formal fieldwork is not expected, in part because of inadequate time between the completion of taught components and the dissertation submission date; in part because anthropological methods often cannot be properly learnt from a rapid excursion into the field. Nonetheless, collection and analysis of field data is encouraged where possible, but with the scale of a small pilot study. Hence the dissertation is often an exercise in analytic skills plus a small case study that demonstrates the possibilities of the kind of field study done in anthropology. Where a student already has suitable field data from earlier work, it is sometimes possible to amplify that into a case study supplemented by additional field enquiries.

The intended outcome, therefore, is a dissertation that exemplifies – in addition to an acquired competence in basic computing, organisation of data and presentation – the techniques, methods and theories of anthropology (and, if relevant, their limitations), enabling the student to apply and develop the methods learnt to other contexts as appropriate. In doing so, dissertations are expected to be an original contribution to knowledge; indeed, some of the dissertations submitted and examined have been considered worth publishing in part.

**Schedule**

The formal events in the dissertation research, writing, and evaluation schedule are as follows (please note that EXACT dates and schedules may differ by programme and the student is advised to ask their supervisor or course tutor for these):

1. First meeting with supervisor (assignment of supervisor; topic registration)
2. Second meeting with supervisor (draft plan for research and dissertation outline)
3. Third meeting with supervisor (final plan for research and writing)
4. Submit draft dissertation to supervisor for review (no commenting after this date)
5. Submit final dissertation to department
6. First and second marking
7. Ratification by external examiner

**Dissertation Supervision**

   a. Supervisions - face-to-face (preferably) or electronically if not - should take place on at least three occasions prior to the end of the summer term.
   b. Normally, a student will have presented a supervisor with a piece of writing. If not, the supervisory still goes ahead but it may well be shorter as a result.
c. Feedback on a piece of writing should be complete by the time of the next meeting.

2. Times when supervision should not be expected
The following are times when supervision is most unlikely and includes the reading of drafts. These are also norms. Individual staff and student may well arrange supervision during these times:

a. Weekends
b. December 22nd – January 2nd
c. Easter Week (1 week)
d. During the Undergraduate and Masters marking period in the Summer Term (usually three weeks in May), meetings may be possible, but staff should not be reading drafts at this stage unless they have a gap in their marking (3 weeks)
e. Staff vacation (three week period usually in August but not always)

Hence, there are 9 weeks in the calendar year in which supervision is unlikely.

3. The Summer Vacation (Middle of June – end of September)
Students should note that staff are expected to be carrying out their research throughout the summer months. Research may well mean that staff are away for extended periods and, quite possibly, the entire summer. Consequently, supervision may:

a. be less regular during this period;

b. be conducted electronically rather than face-to-face;

c. may be carried out by an alternative supervisor (to be arranged by the first supervisor in consultation with the student);

d. Masters students can expect supervisors to read one draft of their dissertation provided this is submitted by an agreed time. This time will be arranged between supervisor and student and will take into consideration both the availability of the supervisor over the summer period and the need for adequate time to act on feedback. Ordinarily this will be sometime between 15th July and 15th August.

It is crucial that BOTH supervisors and students make feasible and agreeable arrangements in advance and that students do receive supervision through the summer on the basis of these arrangements. These agreements should be arranged in the final supervision before term ends and fieldwork commences.
4. Supervision during the Period of Fieldwork
   a. Prime time for Masters field-work is over April, May and June, with July, August and September used for writing up. Please note that these are normative guidelines only.
   b. If supervision is needed during fieldwork, this will normally be conducted via Skype, email and/or telephone.
   c. Crucially, supervisors must retain sufficient on-going contact with students and know their whereabouts during the dissertation period. Students must also inform the Departmental Office of any change in their contact details.

IMPORTANT: It is the responsibility of the student to arrange meetings with their supervisor.

Topic Registration, Ethics, And Risk Procedures
All dissertation topics must be registered with the supervisor, course tutor, and Postgraduate Coordinator by Friday 3 March. This involves filling in the dissertation registration form, including the title of the dissertation, the name of the supervisor, and providing a brief synopsis of around 250 words stating the coverage and approach of your dissertation. This should include relevant details such as methodology, participants, location etc.

Without such details you will not be given Departmental approval.

This must be signed by both the student and the supervisor. In the event of any major change in the title or content of the dissertation, a new copy of the form must be completed.

Furthermore, research on human subjects must adhere to institutional regulations on ethics and data protection, and proposals for fieldwork must be evaluated by dissertation supervisors in terms of the risks entailed for the student. Along with an Approved Code of Practice form, these must be submitted to the Postgraduate Taught Programmes Officer in the Departmental office prior to beginning research.

Please note that NO RESEARCH can be conducted until these forms have been signed by a member of the Departmental ethics committee.

To successfully register your dissertation with the Department and the University and be allowed to undertake fieldwork, ALL the following forms MUST be completed and returned to the office:

- Data Protection Form
- Ethics Form
- Risk Assessment Form
- Dissertation Registration/Reference Form
• ACOP (Approved Code of Practice) Form (last page only)
• Travel Bursary Form (only if wishing to apply for the Travel Bursary)

Most forms can be found attached to this Handbook as Appendices C – E and all forms can be downloaded from the following location:

http://www.ucl.ac.uk/anthropology/current-students

The Dissertation Registration Process

1. Complete the Research Registration Form (Appendix C) and Data Protection Forms. The Data Protection Form MUST be completed online at the following link:
   http://www.ucl.ac.uk/finance/docs/docs-legal/Reg_Form_2.doc

   Electronically submit your completed Data Protection Form to the UCL Data Protection Officer with copies of any information sheets and consent forms that you are using: data-protection@ucl.ac.uk

   Please make sure you copy Martin O’Connor martin.oconnor@ucl.ac.uk (Departmental Data Protection Officer) and Chris Hagisavva c.hagisavva@ucl.ac.uk (Computer Representative) when emailing the form.

   The UCL Data Protection Officer may have some questions about the information you provide, but you will normally be provided with a registration number within a week of submitting the form. Once approved, the Research Registration Form will be returned to you with the appropriate registration number (DP reference), which you must then quote on your Ethics Application Form. This may be emailed to the Postgraduate Coordinator at a later date.

2. Complete the Ethics Form (Appendix D). This form can also be found here:
   http://www.ucl.ac.uk/anthropology/current-students

   You need to complete all sections of the form, including where they ask you whether your project falls within one of the exemption categories. Please refer to the UCL Research Ethics Committee guidelines at:
   http://ethics.grad.ucl.ac.uk/exemptions.php

   PLEASE READ AND COMPLETE THESE FORMS CAREFULLY.
   Many dissertation forms get returned because the Ethics Form has been incorrectly completed and no research may be undertaken until ethical approval is granted.
3. Download and complete the Risk Assessment Form:
   http://www.ucl.ac.uk/anthropology/current-students

4. Download and complete the ACOP form:
   http://www.ucl.ac.uk/estates/safetynet/guidance/fieldwork/acop.pdf

5. Complete the Dissertation Reference Form (Appendix E) and ask your supervisor
to READ and SIGN this and ALL your forms.
   NO SIGNATURES, NO FIELDWORK!

6. Return all forms in person or by email to:
   Postgraduate Coordinator (anthro-masters@ucl.ac.uk).

Fieldwork
Where it is relevant and appropriate, fieldwork may be conducted to collect primary
ethnographic data for the dissertation project. Fieldwork must take place in a period
of 4 to 8 weeks during April, May and/or June. Fieldwork should not be conducted
any later than the end of June since this would interfere with the writing up of the
dissertation, which should start no later than the beginning of July. Students should
submit a draft of the dissertation to their supervisor for feedback and comments.

Presentation
The main text of the dissertation should be a MAXIMUM of 15,000 words in length
for all Masters' programmes. This DOES NOT include the following: title page,
abstract, acknowledgements, contents, appendices, illustrations, tables, footnotes,
and bibliography.

A word count must be given on the title page.

The text must be word-processed on A4 paper, double-spaced, with 2.5 cm margins.
It can be printed on both sides. Every page must be numbered (apart from the title
page), including pages with illustrations, the bibliography and appendices.
Furthermore, each illustration should itself be numbered (e.g. fig.1).

The dissertation should aim to be suitable for publication in an appropriate scholarly
journal (notwithstanding that it would have to be shortened and edited before it could
be submitted).

Production of and payment for all dissertation costs is the responsibility of the
student.
Structure

ALL the following should be included (as appropriate):

- Title page (example on p.131)
- Abstract
- List of Contents
- List of Illustrations (if relevant)
- Preface (optional)
- Acknowledgements
- Bibliography

all these to precede the main text

to follow the main text

The main text should consist of an introduction, structured chapters and a concluding chapter.

In special circumstances, it may be possible to accept a dissertation that is not presented in this manner, but any variation must be agreed in advance, through the supervisors, with the Chair of the Board of Examiners.

Abstract

A brief summary (not exceeding 200 words) of the topic, and of the result and conclusions, must be given on a separate page headed ‘Abstract’, following the title page.

Preface

The preface is an optional element, but it can be useful in conveying to the readers explanatory comment that one might express verbally if one were delivering the dissertation in person. It is an opportunity to describe informally, and to justify those aspects of the topic that the dissertation attempts to cover, and those aspects that it does not. It may also be useful to use the preface to explain to the reader the rationale behind the organisation of the dissertation. It would be acceptable to describe the approach and context of each of the chapters, if this might be of assistance to the reader in assessing the dissertation. The preface might also serve as a place to acknowledge sources of assistance and advice, if these acknowledgements are not extensive enough to justify a section of their own.

Acknowledgements

Any help or information received from your supervisors or anyone else must be fully acknowledged.

Bibliography and References

A bibliography should be included that lists the information, both published and unpublished, used while preparing the dissertation. The information should be listed
alphabetically by the names of the authors or editors following an accepted set of conventions.

Submission

Deadline
The deadline for submission of the dissertation is 4pm on Monday 11 September, 2016.

Two copies of the dissertation should be submitted to the Department’s office no later than 4pm. 10% will be deducted if the dissertation is submitted after 4pm and up to 2 working days late (but no lower than the pass mark). More than 2 working days, but less than 5 working days late will be capped at a pass (50%). More than 7 days late will result in a zero mark. There will be no exceptions unless you have applied for an extension (See Section 3). Please hand in your dissertation to the Postgraduate Coordinator. All dissertations will be date stamped as proof of submitting before the deadline.

As with coursework, a Moodle electronic copy must also be submitted by 4pm. You should follow the same procedure as described in the Moodle Submission Guide (see Section Three of this Handbook). If you are having problems submitting your dissertation on Moodle, please contact m.yang@ucl.ac.uk.

You must submit the DISSERTATION SUBMISSION FORM when handing in your dissertation. You will find the form on the last page of this Handbook: Appendix G (p.154). This is a legally binding document and students are warned that they are required to sign this form, thereby certifying that the work submitted is their own and that any quotation or illustration used from the published or unpublished work of other persons has been fully acknowledged.

All dissertations must be bound using the comb-binding system and should have an acetate cover on the front (so that the title page can be seen). The University of London Union in Malet Street offers such a service at reasonable rates.

You must submit your dissertation under your specific degree programme dissertation code (See below). Please note that the deadline for submission is the same for both the printed and the electronic copy.

Moodle Dissertation Codes:
ANTHGC99      MA Material and Visual Culture
ANTHGD99      MSc Medical Anthropology
ANTHGE99      MSc Anthropology, Environment and Development
ANTHGH99      MSc Human Evolution and Behaviour
ANTHGM99      MSc Digital Anthropology
ANTHGT99      MA Materials Anthropology and Design
Extensions
Please see the relevant part of Section Three for all information regarding dissertation extensions and/or extenuating circumstances.

Deferrals
In exceptional circumstances students may be permitted to defer submission of the dissertation for one year, but formal application for advance approval of such deferral must be made on the appropriate form by 1 August 2016.

After The Examinations
Return of Dissertations to candidates.
One copy of the dissertation can be returned to candidates if they provide a stamped and addressed envelope when the dissertation is submitted. Please weigh your dissertation and find out the cost from the Post Office website. Dissertations are kept in the office until 1 December after you submit.

The markers comments can be emailed electronically to students who request them. Please contact the PGT coordinator: anthro-master@ucl.ac.uk

Failure
Candidates who have failed in just one of the written papers or coursework-assessed papers may usually continue with the dissertation unless advised otherwise by their tutor. If a dissertation is submitted and passed, the candidate will then only have to re-sit the written paper or coursework failed and not to re-enter all the papers for the MA/MSc. Examinations re-sits take place at the same point the following year. Candidates who fail the dissertation may re-enter and submit a dissertation in the following year. In the event of failure, please discuss your position with the course tutor and your supervisors.

Publication of Dissertations
Dissertations are part of an official University examination and as such copyright is vested in the University. Students wishing to publish all or part of their dissertation should first seek the permission of the Chair of the Board of Examiners. If UCL is mentioned in connection with the publication, the following forms of words should be used:
“This was (or formed part of) a dissertation submitted in partial fulfillment of the requirements of the degree of MA of the University of London in (date).”

Consultation of UCL copy
An electronic copy of each dissertation is held by the Chair of the Board of Examiners for a minimum of two years. These may be consulted on request by other students provided you have indicated your consent on the dissertation submission form.
APPENDIX A
Masters’ Programme Assessment Criteria

Criteria for Assessment of Examinations, Dissertation and Core Course
The following guidelines serve as a specific set of criteria for the assessment of dissertations and Coursework Essays for the Masters programmes.

Distinction
70% and above
- Student shows originality in the synthesis of ideas.
- Student shows a comprehensive knowledge and familiarity with the relevant literature and their work exhibits the following qualities:
  - Ability to construct a coherent and persuasive argument.
  - Critical ability.
  - Analytic ability.
- Evidence of comprehensive research - original ethnographic or historical or empirical research to be rewarded if done well, but it is not necessary for success.
- Student shows a significant awareness of other research, and of the sociological/historical/scientific context of their own work.
- Work is excellently organised, clearly written and well presented.

Merit
- Student shows wide relevant reading and productive engagement with the main issues of the course
- Good analytical and/or synthetic skills, and of informed critical thinking
- The ability to construct and control a logical argument to make
- The ability to develop a sensible and original research question or topic
- A coherent response to a question or other intellectual/historical issue
- An effective use of concepts and of examples to construct an argument
- Reliable command of scholarly apparatus (e.g., proper use and formatting of footnotes)
- Effective use of written English

Pass
- Awareness of the main topics and issues of the course
- Generally competent employment of data and ideas from class notes and standard texts, without much clear evidence of productive independent work
- Only intermittent ability to argue logically and organise answers effectively
• the predominance of narrative or assertion rather than argument
• significant or repeated failures in factual accuracy and in command of scholarly apparatus
• some weaknesses in the large- or small-scale structuring of written work
• less than effective use of written English

Fail - less than 50%
For work which fails to reach the criteria for a pass, namely:

• Student shows an inability to fruitfully synthesise ideas, and presents nothing more than summaries of secondary material.
• Student shows meagre reading, with notable omissions or inaccuracies.
• Student shows lack of awareness of other research, and consequently presents implausible or contradictory arguments.
• In case of empirical research: major methodological or analytical shortcomings.
• Work is incoherently written, unclear and/or badly presented.

Note on Failure of Elements
Candidates who have failed in just one of the written papers or coursework-assessed papers may usually continue with the dissertation unless advised otherwise by their tutor. If a dissertation is submitted and passed, the candidate will then only have to re-sit the written paper or coursework failed and not to re-enter all the papers for the MSc Examination re-sits take place the following year. Candidates who fail the dissertation may re-enter and submit a dissertation in the following year. In the event of failure, please discuss your position with the course tutor and your supervisors.
APPENDIX B
Criteria For Award Of A Masters Degree

i) For an award of a Masters degree students must have completed 180 UCL credits or the equivalent 1800 learning hours and obtained an overall average mark of 50% or greater which must include a mark of 50% or greater for the dissertation.

ii) A maximum of 25% of the programme’s taught element (i.e. excluding the dissertation) may be condoned at 40 – 49%.

iii) A student may be required to make specified amendments to their dissertation within one month provided that:
   a) The amendments are minor and the dissertation is otherwise adequate; and
   b) The student has satisfied all other requirements for the award of a Masters degree.

iv) The award of merit must be given to students on Masters programmes if they have satisfied all of the following criteria, but do not meet the criteria for an award of distinction:
   a) The overall weighted average mark over 180 credits is 60% or higher; and
   b) The mark for the dissertation is 60% or higher; and
   c) There are no marks below 50%, no condoned marks, no re-sit marks, and all marks are first attempts.

v) The award of distinction must be given to students on Masters programmes if they have satisfied all of the following criteria:
   a) The overall weighted average mark over 180 credits is 70% or higher; and.
   b) The mark for the dissertation is 70% or higher; and
   c) There are no marks below 50%, no condoned marks, no re-sit marks, and all marks are first attempts.
APPENDIX C
Dissertation Registration Form

COURSE TITLE: ........................................................................................................................................

TITLE OF DISSERTATION: .....................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

NAME OF STUDENT:

NAME OF SUPERVISOR:

SYNOPSIS (around 250 words stating coverage and approach of the dissertation. You must
include relevant details such as methodology, participants, location etc. Without such
details you will not be given Departmental approval):

You must MEET and DISCUSS your proposed research with your supervisor.
This title and synopsis has been agreed by:

Student:

Supervisor:

*In the event of ANY change in the title or content of the dissertation a NEW copy of this form must be completed*
APPENDIX D
Ethical Approval Form

Please complete and hand the form to the relevant Course Tutor/Supervisor.

Please note, your form MUST be signed by BOTH you AND your supervisor.

It is useful at this juncture to remind ourselves that, ultimately, ethics is not primarily about forms: All research has an ethical dimension. Your dissertation and individual research is an opportunity to potentially locate the reading and thinking you have been doing throughout your course in a social world outside of the university.

This comes with a responsibility to think about why your research matters, to whom it matters, and how it matters. The colonial legacy of research, and related issues of class and power, has left many groups of people mistrustful of social scientific research, even as new collaborative methodologies are being developed that expand ideas of participant observation and destabilise the boundaries between observer and observed.

In thinking about the ethical dimensions of your study you are not only beholden to a University bureaucracy that decides who is vulnerable, who is accountable and how accountability, privacy, and confidentiality should be organized. You are also encouraged to think about the social relations that your own research rests within and what your responsibilities are as a researcher.

Importantly, you should the ethics procedure as a means of critically engaging with and thinking about the inter-linked issues of anthropological ethics, literature, methodology, and practice. It is this critical engagement that you will need to demonstrate as part of successfully procuring ethical approval.
FORM FOR ETHICAL APPROVAL OF STUDENT RESEARCH PROJECTS

It is essential that you discuss your project, methods and ethical issues with your supervisor BEFORE submitting this form.

THEN complete the questions below, get your supervisor to sign approval, submit form to relevant administrator UG / PGT /PGR

NAME …………………………………………………………………………………………………………………………………………………

DEGREE COURSE ………………………………Year of study……………

SPECIFIC COURSE FOR WHICH PROJECT IS UNDERTAKEN

………………………………………………………………………………………………………………………………………………

1. TITLE OF PROJECT AND DETAILS (please give as much detail about your fieldwork as possible, for example, what will the project involve, where will it be based, etc)

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2. METHODS: provide detail of all the methods you intend to use: eg whom you will be interviewing and how you will recruit the interviewees, whether you will use participant observation etc


3a. How will you ensure that you abide by these guidelines?

4. You must ALSO read the UCL GUIDELINES TO ETHICAL RESEARCH before completing the rest of this form.

Have you read the UCL Research Ethics Committee guidelines?
4a. **Does my project fall into an exemption category** (as defined by the UCL Research Ethics guidelines)

If you have answered YES to Q4a, you MUST copy and paste below the relevant exemption category from [http://ethics.grad.ucl.ac.uk/exemptions.php](http://ethics.grad.ucl.ac.uk/exemptions.php)

If you have answered NO to Q4a you will (normally) need to apply to UCL Ethics Committee for approval of your research project.

*If you think you do not need to apply but you cannot identify an exemption category please explain why above.*

4b. **My project has received approval from UCL’s Ethics Committee**

[YES | pending | Not applicable]
4c. Please describe the population you will be working with - highlighting whether your research might involve vulnerable groups or individuals such as children, prisoners, mental patients or other groups that could be considered at risk or unable to give informed consent? If in doubt explain your doubts

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5. Are you aware of the national Data Protection Act and UCL’s Data Protection policy?

https://www.ucl.ac.uk/finance/fba-teams/legal-services

Yes | No

5a. Have you informed UCL’s Data Protection Officer?

Yes | No

If so, please provide DP reference number ………………………………………………

5b. How will you ensure that any information you record does not enable participants to be identified?

……………………………………………………………………………………………

……………………………………………………………………………………………

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5c. How will you ensure that your research does not place participants at any risk of criminal or civil liability or damage their financial standing, employability or reputation?

I confirm that these details are correct and that I will report any changes in the project to the relevant Tutor.

Signed ............................................... Date .................................

Project Approved by Course Tutor / Supervisor

Signed ..............................................NAME............................ Date...................

Project Approved by Departmental Ethics Committee

Signed......................................................... Date.....................
APPENDIX E
Dissertation Reference Form

(This MUST be completed AND SIGNED by the Primary Supervisor)

Name of Student .................................................. Date.........................

Programme of Study ....................................................... ......................

1. Is the fieldwork necessary for the project as conceptualised?
   Yes / No

2. Is the fieldwork likely to be sufficiently valuable given the time constraint?
   Yes/No

3. Is the student up-to-date assignment-wise to warrant support for this fieldwork?
   Yes/No

4. Has the Ethics Form been signed off?  Yes / No

5. Has the Risk Assessment Form been completed and signed off?  Yes / No

6. Has the ACOP form been completed and signed off?  Yes / No

Additional Comments: Supervisors, PLEASE comment upon potential issues.
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Signature of Supervisor .........................................................................................................
APPENDIX F: SAMPLE TITLE PAGE

MA, MSc, MRes in…………………………………………… Dissertation

Sample title page: the wording given here must be included

TITLE

AUTHOR

Dissertation submitted in partial fulfilment of the requirements
for the degree of MA, MSc in ....................... (UCL)
University of London in 2016

Word Count ..............................

UNIVERSITY COLLEGE LONDON

DEPARTMENT OF ANTHROPOLOGY

Note: This dissertation is an unrevised examination copy for consultation only
and it should not be quoted or cited without the permission of the
Chair of the Board of Examiners
for the MA, MSc in ............................ (UCL)
APPENDIX G
Dissertation Submission Form

University of London
UCL ANTHROPOLOGY

Name of Student: ...................................................................................................

Degree: ..................................................................................................................

Exact Title of Dissertation (in full): ....................................................................... ...
...............................................................................................................................
...............................................................................................................................
...............................................................................................................................
...............................................................................................................................

I certify that the work submitted for the above dissertation is my own and that any quotation from the published or unpublished work of other persons has been duly acknowledged.

Please tick as appropriate:

☐ I hereby give permission for my dissertation to be used as electronic reference material for subsequent Masters students in the Anthropology Department.

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