

UCL DEPARTMENT  
OF ANTHROPOLOGY



UCL



POSTGRADUATE  
TAUGHT STUDENT  
HANDBOOK 2018-19

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

## **Anthropology Postgraduate Taught Programmes**

MSc Anthropology, Environment and Development

MSc Biosocial Medical Anthropology

MA Creative and Collaborative Enterprise

MSc Digital Anthropology

MSc Human Evolution and Behaviour

MA Material and Visual Culture

MSc Medical Anthropology

MSc Politics, Violence & Crime

MA Public Diplomacy & Global Communication

MSc Social and Cultural Anthropology

MRes Anthropology

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## **Masters Courses**

### **MSc in Anthropology, Environment and Development**

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#### **Course Objectives**

The MSc in Anthropology, Environment, and Development (AED) provides graduate training that integrates natural and social science approaches to environment and development, as a foundation for higher level research and professional work. Drawing on staff in expertise in human ecology, social anthropology and demography, the MSc focuses on: the implications of changing environments for production systems and human wellbeing; the sustainable use of natural resources; the environmental and wellbeing impacts of changing patterns of resource use in the context of development initiatives.

The AED programme implements this through a core course (Resource Use and Impacts), specialist options (for example, Ecology of Human Groups, Anthropology of Development, Anthropological Demography), Research Methods courses, and Research Seminars.

#### **Programme Diet**

The MSc in Anthropology, Environment and Development is comprised of 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 (ANTH0105: 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):

- ANTH0105: Resource Use and Impacts

2. Specialist Taught Courses:

Students must take TWO out of the following FOUR specialist courses:

- a) ANTH0102: Ecology of Human Groups
- b) ANTH0103: Anthropological Demography, Population and Development
- c) ANTH0106: 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) ANTH0104: Research methods and skills
- b) ANTH0107: Introduction to Statistics

4. Research Seminars

5. Dissertation (compulsory): ANTH0108

6. Skills Training and Personal and Professional Development Programme (optional)

## **ELEMENT 1: Core Course**

### **ANTH0105: 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 initiatives. The aim of the first term is to provide students with an overview of some of the current approaches to environmental issues around the world, and the implications that contrasting understandings have for management and change. The aim of the second term is to provide students with specialist methods training and guidance on research design. The course explores empirical case studies and patterns of change, focusing primarily on the practical dimensions of the subject whilst being informed by key theoretical approaches. 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: political ecology; local ecological knowledge and practice vs. Western science and management models (e.g. in dryland and forest systems); natural resource use and management; climate change; conservation and sustainability (e.g. REDD+, ecosystem services, ecotourism); multi-dimensional poverty and livelihoods; historical ecology; research design; research methods (e.g. sampling strategies, mixed methods research, participatory rural appraisal); interpreting statistics and indicators.

In the second half of Term 2, AED MSc students deliver short presentations on their proposed dissertation research, and receive feedback.

### **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: ANTH0102: Ecology of Human Groups, Term 1**

This course combines social and natural science approaches to the study of rural production systems in the Global South. By focusing on 'traditional', small scale production and the systems of meaning in which they are embedded, it provides the foundations for understanding local responses to phenomena of global economic and environmental change. Starting with rather separate bodies of knowledge, the course aims to integrate insights and perspectives from the different disciplines as the course goes along. This year the course will cover pastoralists and forest peoples. You may find the following journals useful general browsing: *Human Ecology*; *Development and Change*.

### **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: ANTH0103: Anthropological Demography, Population and Development, Term 1**

The course uses an anthropological demography lens to examine topical issues in population distribution and dynamics which interplay with development and development interventions.

We focus on the ways in which anthropological perspectives can complement conventional quantitative demographic approaches to fertility and mortality change in the Global South to generate a deeper understanding of the causes and consequences of demographic dynamics. 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.
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
5. Develop awareness of the contribution of anthropological demography and the ways in which this approach can challenge classic demographic paradigms

### **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: ANTH0106: Anthropology of Development, Term 2**

International development and anthropology share common origins in colonialism, and anthropologists have played roles in the implementation of development projects as well as being amongst the most severe critics of development theory and practice. In this course, we will ask, *what is development?* In addressing this complex question, the module will cover a range of themes and debates in the Anthropology of Development and Development Studies, supplying students with the concepts and tools necessary for critical engagement with applied development practice. The module will give a thorough foundation in the social and political theories underlying development discourse and its critiques, whilst critically evaluating both the workings of the development industry and its impacts on the people it seeks to benefit.

Case studies of development practice in action will be used from a range of ethnographic regions, including Latin America, Africa, Europe, South and Southeast Asia, and the Pacific. Weekly topics will include development anthropology and the anthropology of development; sustainability and sustainable development; culture and rational choice theory; money, the market, and exchange; technology and infrastructure; development and indigenous rights; environmentality and the commons; and political ontology.

#### **Assessment**

The module is assessed by one essay of 2,500 words. There is also a formative book review essay 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 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 (ANTH0107). This aims to give students competency in quantitative analysis, the use of descriptive and inferential statistics and the use of a common computer statistical package (R). The Graduate school also holds 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 Anthropological Research Methods**

The Anthropological Methods course taught by staff from the Anthropology Department runs in Term One as a combination of lectures and practical exercises. The aim 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; 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 (ANTH0105) will be simultaneously assessed via a Take Home exam at the end of the second term (with the course code ANTH0104).

### **3.2 ANTH0107: Introduction to Statistics**

This course is designed to provide students with proficiency in using and interpreting statistics, and will expect no prior knowledge of statistical analysis. It is taught through a series of lectures and practicals. Areas covered include the following: descriptive statistics; hypothesis testing and probability distributions; non-parametric methods; univariate tests of group difference; correlation and regression analysis; and the relationship between quantitative and qualitative methods. Students will work with relevant data sets in order to get a feel for the manipulation of real data and will have the opportunity to consider application of statistical analyses to their own research plans. They will gain familiarity with the open source computing package R. Assessment is a mixture of weekly practical exercises and an 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: ANTH0104 Take Home Exam (8.3% of final mark)**

Knowledge of research methods – learnt through a combination of Anthropological Research Methods, the second term of ANTH0105 (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. It should be between 12 and 20 pages double-spaced.

#### **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 post-graduate and post-doctoral researchers working in ecology-related fields to present work in progress or research findings.

#### **ELEMENT 5: ANTH0108: 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 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 to staff and students during the core course sessions.

## **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.

- Adams, V (2016) *Metrics: What counts in global health*. Duke University Press, Durham, NC.
- Agarwal, B (1995) *A field of one's own: gender and land rights in South Asia*. Cambridge University Press, Cambridge.
- Angelsen, A et al. (eds.) 2011. *Measuring Livelihoods and Environmental Dependence. Methods for Research and Fieldwork*. Earthscan, Oxford.
- Blaikie, P (2006) Is small really beautiful? Community-based natural resource management in Malawi and Botswana. *World Development* 34 (11):1942-1957.
- Cepek, M (2011) Foucault in the Forest: Questioning environmentality in Amazonia. *American Ethnologist* 38(3):501-512.

- De Schutter, O (2011) How not to think of land-grabbing: three critiques of large-scale investments in farmland. *Journal of Peasant Studies* 38(2): 249-279.
- 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, Oxford.
- Escobar, A (1995) *Encountering Development: The making and unmaking of the third world.* Princeton University Press, Princeton, NJ.
- Ferguson, J (1994) *The Anti-politics Machine: Development, depoliticization, and bureaucratic power in Lesotho.* University of Minnesota Press, Minneapolis, MN.
- Gardner, K and Lewis, D (2015) *Anthropology and Development: Challenges for the twenty-first century.* University of Chicago Press, Chicago, IL.
- Homewood K et al. (2012) Pastoralist livelihoods and wildlife revenues in East Africa: a case for coexistence? *Pastoralism: research, policy, practice* 2:19 <http://www.pastoralismjournal.com/content/2/1/19>
- Lambin, E et al. (2001) Our Emerging Understanding of the Causes of Land Use and Cover Change. *Global Environmental Change* 11 (4): 261-269.
- Jerven, M (2013) *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It.* Cornell University Press, Ithaca, NY.
- Leach, M and Mearns, R (eds.) (1996) *The lie of the land: challenging received wisdom in African Environmental Change and Policy.* James Currey, Oxford.
- Longo, SB et al. (2015) *The Tragedy of the Commodity: Oceans, Fisheries and Aquaculture.* Rutgers University Press, New Brunswick, NJ.
- Newing, H et al. (2011) *Conducting Research in Conservation: social science methods and practice.* Routledge, London.
- Peet, R and Watts, M (2004). *Liberation Ecologies: Environment, Development, Social Movements* (2nd edition). Routledge, London.
- Peters, P (2009) Challenges in Land Tenure and Land Reform in Africa: Anthropological Contributions. *World Development* 37 (8), 1317-1325.
- Randall S, and Coast, E (2015) Poverty in African households: the limits of survey representations. *Journal of Development Studies* 51(2) 162-177 <http://dx.doi.org/10.1080/00220388.2014.968135>
- Richards, P (1985) *Indigenous agricultural revolution.* Hutchinson, London.
- Robbins P (2011) *Political Ecology: a critical introduction.* Wiley-Blackwell, Oxford.
- Sayers, J (ed) (2005) *The Earthscan Reader in Forestry and Development.* Earthscan, London.
- West, P (2006) *Conservation is Our Government Now: The politics of ecology in Papua New Guinea.* Duke University Press, Durham, NC.
- Woodhouse, E et al. (2015) Guiding principles for evaluating the impacts of conservation initiatives on human well-being. *Phil.Trans.Roy Soc B: Biol Sci*, 370 (1681). <http://rstb.royalsocietypublishing.org/content/370/1681/20150103>

## **CORE STAFF: Anthropology, Environment And Development**

Marc Brightman (Associate Professor, Social Anthropology)

Room 142, 020 7679 8652, [m.brightman@ucl.ac.uk](mailto:m.brightman@ucl.ac.uk)

Indigenous ethnology of lowland South America; political economy and political ecology; anthropology of sustainability; migrants and refugees in the Mediterranean; international 'development' and finance.

Lewis Daly (Teaching Fellow in Social Anthropology / Anthropology, Environment, and Development)

Room number: 235 [l.daly@ucl.ac.uk](mailto:l.daly@ucl.ac.uk)

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+).

Caroline Garaway (Senior Lecturer, Human Ecology) [on sabbatical]

Room 123, 020 7679 8846, [c.garaway@ucl.ac.uk](mailto: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. A strong interest in Action Orientated Research.

Katherine Homewood (Professor, Human Ecology)

Room 121, 020 7679 8620, [k.homewood@ucl.ac.uk](mailto: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. Particular focus on sub-Saharan Africa with a special focus on pastoralist peoples in drylands.

Jerome Lewis (Reader, Social Anthropology)

Room 235, 020 7679 5567, [jerome.lewis@ucl.ac.uk](mailto: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](mailto:s.randall@ucl.ac.uk)

Demography, health and welfare particularly in francophone West Africa. 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 disjuncture's between these different groups.

Emily Woodhouse (Lecturer, Human Ecology and Conservation)

Room 121, 0207 679 8620, [e.woodhouse@ucl.ac.uk](mailto:e.woodhouse@ucl.ac.uk)

The social dimensions of human-environment relationships; the impacts of conservation interventions on human well-being and the implications for justice and sustainability. Emily has a particular interest in pastoralist and agro-pastoralist systems.



## MSc in Biosocial Medical Anthropology

Course Tutor  
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### COURSE OBJECTIVES

The aim of the MSc in Biosocial Medical Anthropology is to provide a unique advanced taught degree training in the concepts, tools and techniques for examining the biosocial aspects of health and disease. It provides students with the opportunity to respond to contemporary health care challenges on a global level, engaging with current issues such as climate change, pollution, chronic disease, epidemics as well as understand and engage with emerging biosocial approaches that are addressing the role of biology, environments in examining and intervening on health inequalities and disparities. It provides the foundation for future academic research in anthropology, global health or other related health disciplines as well as providing important skills for professionals working in the field of health, public health and international development, enabling them to work more effectively in diverse cultural settings other than their own or with culturally diverse populations in their own country.

The skills taught in the course are cross-disciplinary with core course elements, methods training and optional elements drawing on expertise from across the department in fields of medical and biological anthropology, including disease ecology and evolutionary medicine.

There are two pathways for undertaking the course. The first pathway the '**statistics pathway**' will include compulsory statistics training (for those without relevant qualifications in this area). The second '**open pathway**' will be identical except for the exclusion of the statistics training element. Those taking this pathway will have the opportunity to include a further optional element.

The aim of the programme is to introduce students to key themes, concepts and approaches in biosocial medical anthropology and to critically develop capacity to apply biosocial approaches in addressing public and global health care challenges. This includes

- Providing a grounding in relevant central concepts and theoretical approaches in critically considering and addressing biosocial aspects of health and medicine.
- Developing an appreciation of and ability to critically engage with biosocial approaches from a cross-disciplinary perspective (biological and medical anthropology)
- equipping students with necessary methodological understanding and knowledge to apply biosocial approaches in the developing project proposals

We expect that the programme will usually have a mix of professionals working across diverse fields of health care or development or public health and social scientists. The inclusion of such 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, those trained in social science 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 biosocial medical anthropology, a discipline still that is only just emerging but which is increasingly relevant to a broad range of health environments 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 new and exciting discipline of biosocial medical anthropology 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 distinct techniques of presentation and assessment:

### **Statistics Pathway**

- (a) By formal **written examination** in field of biosocial 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 biosocial 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 Biosocial Methods course (worth 8.25% of the final mark).

- (d) By one **essay for each of two optional modules**. These optional modules together comprise 16.5% 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.

- (e) By **weekly tests and final exam for Introduction to Statistics** (8.25% of mark)
- (f) By a **dissertation** (worth 50% of the final mark) within the field of biosocial 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.
- (g) Certain seminars, in which students present work orally to a group, are assessed informally, with attendance and quality of performance monitored.

### Open Pathway

- (a) By formal **written examination** in field of biosocial 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 biosocial 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 Biosocial Methods course (worth 8.25% of the final mark).
- (d) 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.
- (e) By a **dissertation** (worth 50% of the final mark) within the field of biosocial 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.
- (f) 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 biosocial 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 Biosocial Medical Anthropology is divided into five component. Only the first three are taught components:

1. Core
2. Specialist Options (including statistics training for those on 'Statistics Pathway')
3. Anthropological Research Methods
4. Research Seminars
5. Dissertation

The Term One core seminar in biosocial 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 research methods in biosocial medical anthropology orients students to the particular methodological issues involved in applying biosocial research across a range of diverse settings where health and wellbeing are at stake. Students are also required to select either three options (if on 'open pathway') or two options (if on 'statistics pathway') in Term One and Two. Students on the statistics pathway will be required to complete the Introduction to Statistics course in Term One. 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 biosocial medical anthropology. Experience has shown that postgraduate students even with good BSc degrees in a social science or other relevant discipline need this systematic, in-depth coverage of the field, and it has proved essential for students coming from other health or applied health professions with only rather limited exposure to social science.

## **PROGRAMME DIET**

### **ELEMENT 1: ANTH01702-Biosocial Medical Anthropology : The Core Course**

The core course, running over two terms, provides a framework from which to construct an analysis of medicine and human wellbeing from a biosocial perspective

The Core Course meets over Terms One and Two. While both sections of the course are reading intensive, Term One focuses on key themes in biosocial medical anthropology, integrating relevant cross-disciplinary approaches and examining a number of important areas where biosocial interventions and understanding are relevant to understanding and intervening on health.

In Term Two the core seminar is based around applying biosocial research methods in health care settings and contexts where wellbeing, health and illness is being addressed through a biosocial lens. We will examine methodological and ethical issues in the practical application of biosocial anthropological research, and methods. This seminar course also helps prepare students for work on their dissertations, offers

opportunities to present their own work in progress and will include guest speakers already working with biosocial research methods.

### **Term One Core Course: Biosocial Medical Anthropology Seminar**

This part of the course will introduce students to key themes in biosocial medical anthropology providing students with a grounding in relevant central concepts and theoretical developments both historically and from a contemporary context across the sub-disciplinary divisions of social, medical and biological anthropology.

Weekly Themes will include

- a. Contemporary Histories of the Biosocial
- b. Evolutionary Medicine
- c. Disease Ecologies and Inequalities
- d. Biological Difference and Health Disparities
- e. Developmental Plasticity and the Life Course
- f. Environmental Change and Health
- g. Epidemics and Infectious Disease

### **Term Two Core Course: Biosocial Medical Anthropology Methods Seminar**

This seminar covers methodological approaches to provide a hands-on approach to the practice of doing and applying biosocial medical anthropology, whilst also critically reflecting on its scope and limits. It will consider the methodological opportunities and challenges for developing biosocial research for public and global health care challenges. Guest speakers from inside and outside the academy, including international health care NGO's, public health practitioners and scientists, will participate in the second term course providing insight into how biosocial approaches are used and adapted in addressing specific health care challenges.

### **Assessment**

In addition to the written examination, students submit two assessed essays. One (2,500 words) for the Term One component in Biosocial Medical Anthropology, and a second (2,500 words) for the Term Two Biosocial Medical Anthropology Research Methods in the form of a hypothetical research proposal.

### **ELEMENT 2: Specialist Options (including Statistics Option)**

The student takes **two or 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.

**For those on the 'statistics pathway' ANTH0107 Introduction to Statistics is compulsory.** This course provides students with proficiency in using and interpreting statistics. Areas covered include descriptive stats, hypothesis testing, probability

distributions, non-parametric methods, univariate tests of group difference, correlation and regression analysis and the relationship between quantitative and qualitative methods. Student will work with relevant data sets in order to get a feel for the manipulation of real data and will have the opportunity to consider application of statistical analysis to their own research plans. They will gain familiarity with the open source computing package R. This course takes place in Term One

Recommended optional courses include the following;

**ANTH0079: Aspects of Applied Medical Anthropology (Term One)** 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.

**ANTH0186 Evolutionary Medicine (Term One)** Evolutionary thinking provides useful new insights into origins of diseases, contemporary health problems and has important applications to medical practice. This course will explore the use of evolutionary thinking in answering questions regarding human health. We will cover topics including human life history, evolution and reproductive health; evolutionary perspectives to mental health and mood disorders; nutrition and health; pathogens, hygiene hypothesis, cancer and auto-immune disorders. The course will encourage students to gather and combine information from disciplines as diverse as evolutionary biology, anthropology, immunobiology, public health and psychology; actively participate in discussions; and develop their own ideas.

**ANTH0103 Anthropological Demography, Population and Development (Term One)** The course uses an anthropological demography lens to examine topical issues in population distribution and dynamics which interplay with development and development interventions. We focus on the ways in which anthropological perspectives can complement conventional quantitative demographic approaches to fertility and mortality change in developing countries to generate a deeper understanding of the causes and consequences of demographic dynamics. 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.

**ANTH0066: Anthropologies of Science, Society and Biomedicine (Term Two)** 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.

**ANTH0106 Anthropology of Development (Term Two)** The course will cover major topics in the anthropology of development. The course will introduce students to the multi-disciplinary nature of development studies, covering the key concepts and theories of development. The course will assess debates concerning the aims and purposes of development, in relation to the workings of the development industry in the context of processes of international political economy and globalisation. It will introduce students to anthropological critiques of development from a wide range of angles and at a variety of scales. The course will use a broad range of ethnographic materials to evaluate both the workings of the development industry and its impacts on the local people it seeks to benefit. Topical themes will include the market and exchange, conservation and the environment, migration, technology, and education

Please note that there are a range of other options available in the medical anthropology section as well as other sub-sections of the department that may also be relevant. In medical anthropology this includes the following options **ANTH0025 Anthropology and Psychiatry (Term Two)** **ANTH0045 Ritual Healing and Therapeutic Emplotment (Term Two)**, **ANTH0098 Multi-Sensory Experience (Term Two)**, **ANTH0047 Anthropology of Ethics and Morality (Term One)**. Please take a look at the handbook <https://www.ucl.ac.uk/anthropology/current-students/courses/postgraduate-courses-2018-19> to learn more about these and other options. Please ensure you discuss your final choice of options with the course convenor.

### **ELEMENT 3: METHODS TRAINING**

In term one there is a compulsory methods training course examining methods 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 social and 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.

In Term Two, the Biosocial Medical Anthropology core course will provide students with the tools to reflect on the utility of a range of methodological strategies used specifically in biosocial medical anthropological research with further hands-on experience of applying these methods in specific cultural domains inside and outside the academic context and with the insights of guest speakers who work across a range of applied health care fields

#### **ELEMENT 4: RESEARCH SEMINARS**

A weekly medical anthropology 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. The first four weeks of Term One will have a particular focus on Biosocial Medical Anthropology

#### **ELEMENT 5: ANTH0101 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. The ability to apply cross-disciplinary perspectives is a core component of the dissertation for the MSc in Biosocial Medical Anthropology. Guidelines on preparation and submission of the dissertation are provided in 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: Biosocial 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 general introductory texts in biosocial medical anthropology which can be found in any good bookstore, on Amazon, or cheaply at [www.abebook.co.uk](http://www.abebook.co.uk).

Wiley, Andrea & Allen, John. (2009) *Medical Anthropology: A Biocultural Approach*. New York: Oxford University Press

Ingold, T. and Palsson, G. (2013) *Biosocial Becomings: Integrating Social and Biological Anthropology*. Cambridge University Press.

Meloni, M. et al 2016 *Biosocial Matters: Rethinking the Sociology-Biology Relations in the 21<sup>st</sup> Century* (Sociological Reviews Monographs)

Lock, M. and Palsson, G. (2016) *Can Science Resolve the Nature/Nurture Debate?* Polity Press

McElroy, A. and Townsend, P. (2014) *Medical Anthropology in Ecological Perspective*. Westview Press

Oyama, S. (2000). *Evolution's Eye: A Systems View of the Biology-Culture Divide*. Durham, N.C: Duke University Press Books.

Brown, Peter J. and Svea Closser. (2016) *Understanding and applying medical anthropology : biosocial and cultural approaches*. Walnut Creek, California : Left Coast Press, Inc.

Carey, Nessa. (2012) *The epigenetics revolution. How modern biology is Rewriting Our Understanding of Genetics, Disease and Inheritance*. London: Icon Books.

Sapolsky, R. (2017). *Behave. The biology of humans at our best and worst*. London: Bodley Head.

Singer, M. (ed) (2016) *A Companion to the Anthropology of Environmental Health*. Wiley-Blackwell

Meloni, M. et al (2018) *The Handbook of Biology and Society*. Palgrave

## CORE STAFF IN BIOSOCIAL MEDICAL ANTHROPOLOGY SECTION

**Sahra Gibbon** (Reader Medical Anthropology, Course Tutor) Room 240 0207 679 4809 [s.gibbon@ucl.ac.uk](mailto: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.

**Aaron Parkhurst** (Lecturer Biosocial Medical Anthropology)

Room 241, [a.parkhurst@ucl.ac.uk](mailto:a.parkhurst@ucl.ac.uk)

Fieldwork conducted 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.

**Deniz Salali** (Lecturer Biological Anthropology)

Room 122, 020 7679 8845 Taviton Street [guldeniz.salali@ucl.ac.uk](mailto:guldeniz.salali@ucl.ac.uk)

Has research interests in cultural evolution, evolutionary medicine and biology, life history theory and focuses on plant knowledge, social learning and childhood, diet and health, particularly among hunter-gatherer communities. She carries out research in Congo-Brazzaville with Mbendjele Ba Yaka Pygmies

**Laura Montessi** (Teaching Fellow Medical Anthropology)

[l.montessi@ucl.ac.uk](mailto:l.montessi@ucl.ac.uk)

Examines public health responses to emerging epidemics with a special focus on chronic diseases. She has conducted fieldwork with diabetes patients in rural and indigenous communities in southern Mexico and is particularly interested in the nexus between biology and social inequality.

**Sara Randall** (Professor, Anthropology)

Room 126, Taviton Street, 020 7679 8629, [s.randall@ucl.ac.uk](mailto: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. Her most recent interest is in health and welfare of the elderly poor in African cities.

**Emily Woodhouse** (Lecturer Interdisciplinary Environmental Anthropology/Human Ecology)

Room 121, Taviton Street 020 7679 8620 [e.woodhouse@ucl.ac.uk](mailto:e.woodhouse@ucl.ac.uk)

Concerned with social dimensions of nature conservation and how conservation policy and interventions impact rural people's lives, including questions of social justice and sustainability. She has specialist interest in pastoralist systems and has worked in Tibetan Plateaux looking at relationship between religion and environment and most recently in Tanzania looking at impact of payment based conservation projects on

human well being. She draws from approaches in natural science and anthropology and across diverse disciplines to inform policy and practice.

Please note that there are a range of other staff in the medical anthropology section who are able to advise and offer their advice regarding individual dissertation projects where relevant. This includes Dr Joe Calabrese, Dr Joanna Cook, Dr Dalia Iskander.



## **MA Creative and Collaborative Enterprise**

Course Tutor: Gregory Thompson  
Room 222, 14 Taviton Street, London WC1H 0BW  
Tel: 020 7679 8637  
E-mail: [gregory.thompson@ucl.ac.uk](mailto:gregory.thompson@ucl.ac.uk)

Course Manager: Angela O'Regan  
UCL Future Media Studio Development Manager  
Room 314, Third Floor, Student Central, Malet Street, London WC1E 7HY  
Tel: 020 3108 6697  
Email: [a.o'regan@ucl.ac.uk](mailto:a.o'regan@ucl.ac.uk)

### **Course Objectives**

The MA in Creative and Collaborative Enterprise offers a wide ranging course giving students the skills and techniques to initiate, establish, and develop creative and collaborative enterprises.

### **Course Description**

The programme is a practice-based learning degree with the expectation that students work on their own enterprises during the course of study. Students will be presented with a wide range of innovative approaches and perspectives developed by the elite performing arts, together with an introduction to social theory, and a foundation in startup culture from the UCL School of Management. Students have the opportunity to explore these approaches in relation to their own creative and collaborative enterprise ideas and will concentrate on a single business idea of their own for a dissertation at the end of the year.

The programme is suitable for those who wish to be trained in creative and collaborative approaches to enterprise activities and intend to set up their own business upon completion of the course.

### **Programme Diet**

The MA in Creative & Collaborative Enterprise programme consists of five elements:

1. A foundation course in Social Theory
2. Three modules using performance arts practice to transform enterprise activities

3. Three modules in the essentials of startup culture
4. An elective module related to the student's enterprise idea
5. A dissertation

### **Summary of Overall Course Assessment**

Students undertake modules to the value of 180 credits.

120 credits or 2/3 of the total mark consists of eight core modules.

60 credits or 1/3 of total mark is for a 10,000 word research dissertation/business plan.

There are seven core modules and one optional modules for this programme.

### **ELEMENT 1: A foundation course in Social Theory**

ANTHGU0110: An Introduction to Social Theory

This is taught in term one and introduces students to a range of types of explanation in social theory. The course is examined by a combination of 5 x one page AQCI's (Argument, Question, Connections, Implications) produced over the course of the term (50%) and one 2,000 word essay (50%). Please see Moodle page for further information.

Together these assessments constitute a total of 8.33% of the final grade of the overall MA course.

### **ELEMENT 2: Three modules using performance arts practise to initiate enterprise activities**

ANTHGU0149: Creative Enterprise

ANTHGU0150: Collaborative Enterprise

ANTHGU0151: Creative Product Development

Creative Product Development is taught in term one and Creative Enterprise and Collaborative Enterprise are taught in term two. They introduce students to key techniques and concepts from the performing arts in experience based workshops. Students then apply these ideas and concepts to their own business ideas.

Creative Enterprise is examined by an industry guide (50%) and a project portfolio (50%). Collaborative Enterprise is examined by an essay (50%) and a group event and written report (50%). Creative Product Development is examined by a project portfolio (100%).

The assessments from these three courses together constitutes 25% of the final grade of the overall MA course.

### **ELEMENT 3: Three courses in the essentials of startup culture**

MSIN0086 Customer Development and Lean Startup

MSIN0099 Entrepreneurial Marketing

MSIN0047 Entrepreneurial Finance

Customer Development and Lean Startup and Entrepreneurial Marketing and Analytics are taught in term one and Entrepreneurial Finance in term two. These modules introduce tools and techniques appropriate to starting a new venture based on the individual founder and founding team's knowledge, skills, network and personal vision and introduce key marketing concepts and methods relevant to startups and early stage entrepreneurs. They provide the necessary knowledge and skills to enable a student to understand the nature and characteristics of financial planning in the context of entrepreneurship and consider the challenges faced by small firms that are aiming to become big ones.

Customer Development and Lean Startup is assessed by a reflective report on learning diary and experiment map (40%) and a pitch deck and accompanying essay or individual essay (60%). Entrepreneurial Marketing is assessed by a group project of 10,000 words (50%) and an individual project of 3,000 words (50%).

Entrepreneurial Finance is assessed by an unseen 2-hour examination (50%) and coursework (50%).

These three courses together constitute 25% of the final grade of the overall MA course.

#### **ELEMENT 4: An elective module related to the student's enterprise idea**

Students will choose an elective module related to the nature of the enterprise that they wish to pursue. This could be the previously offered MSIN0069 Managing the Growing Firm.

#### **ELEMENT 5: ANTH0152: Dissertation**

One third (33.33%) of the final grade for the full course is allotted to a 10,000 word dissertation conducted under the supervision of a UCL staff member or business mentor on the student's own enterprise venture.

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.

#### **Recommended Readings**

Berger, J., 2014. *Contagious*. Simon & Schuster.

Berman, K. and Knight, J. (with John Case), 2008. *Financial Intelligence for Entrepreneurs*. Harvard Business Review Press.

Feld, B. and Mendelson, J., 2012. *Venture Deals: Be Smarter than your Lawyer*. John Wiley and Sons.

Kander, D., 2014. *All In A Start-Up, Launching a New Idea When Everything Is On The Line*. John Wiley and Sons.

NESTA, 2014. Development Impact & You. <http://diytoolkit.org/>

Neumeier, M., 2013. *Metaskills: Five Talents for the Robotic Age*. Pearson / New Riders.

Radjou, N. & Prabhu, J., 2015. *Frugal Innovation*. Profile Books.  
Ries, E., 2011. *The Lean Startup*. New York, Crown Business.  
Tharp, T., 2003. *The Creative Habit*. Simon & Schuster.  
Weinberg, G. & Mares, J., 2015. *Traction: How Any Startup Can Achieve Explosive Customer Growth*. Portfolio Penguin.

### **Core Staff in Creative and Collaborative Enterprise**

Gregory Thompson

Senior Teaching Fellow, UCL Anthropology

UCL Creative Entrepreneur in Residence

Gregory Thompson is an award winning theatre director creating productions that combines ensemble performances with innovative stagings and actor-audience relationships. He's directed for the Royal Shakespeare Company and the Young Vic amongst others in the UK and his own company AandBC has performed Shakespeare all over world.

At UCL he matches scientists with performing artists to enhance, extend and disrupt academic activities to yield deeper or more surprising research outcomes; and applies creative and collaborative practises to enterprise activities.

Work as a theatre director includes: *The Oresteia* (Fisher Center, NY USA); *The Wall* (Borderline/Tron CATS 2008 Best Ensemble); *Romeo and Juliet* (Glasgow Citizens Theatre); *Molly Sweeney* (Glasgow Citizens Theatre, CATS 2006 Best Director); *The Boy's Own Story* (Brighton); *The Pull of Negative Gravity* (New York, Colchester, Traverse Edinburgh: Fringe First, The Guardian Best Director 2004); *As You Like It* (RSC Stratford, Newcastle, Washington DC); and *Andorra* (Young Vic).

As Artistic Director of AandBC (1989-2013): *Saint Joan* (Fisher Center, NY USA); *Henry VIII* (RSC Complete Works at Holy Trinity Church, Stratford); *The Tale that Wags the Dog* (Edinburgh, Plymouth, London, Los Angeles); *The Tempest* (Bath, Canterbury, London, Milton Keynes, Czech Republic, Hong Kong, Poland, Romania, Russia, Trinidad, USA); *The Winter's Tale* (Bath); *Pericles*, *Twelfth Night*, *Measure for Measure*, *Much Ado about Nothing*, *The Taming of the Shrew*, *As You Like It* (all at Lincoln's Inn London); *If I Were Lifted Up from Earth* (BAC London); *The Rape of Lucrece* (Holborn Centre, London); and *Mahabharata* (Edinburgh, London)

Major academic performance research collaborations: *Ane Pleasant Satyre of the Thrie Estaitis* (Linlithgow Palace, Historic Scotland, Edinburgh University and Arts & Humanities Research Council) 2012-14; *The Play of the Weather* (Hampton Court, Historic Royal Palaces, Leicester University and Arts & Humanities Research Council) 2006-10.

Director of the Tron Theatre, Glasgow (2006/07).

Other work includes: Director on Attachment at NT Studio; Creative Director LIFT Business Arts Forum 2003 & 2005; Jerwood Young Vic Director's Award 2006.



## **MSc in Digital Anthropology**

Course Tutor  
Haidy Geismar  
Room 241, 14 Taviton Street  
0207 679 8651  
[h.geismar@ucl.ac.uk](mailto:h.geismar@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):

Best of Two Core Module Essays (8.33%)	Practical Project (8.33%)	Exam (8.33%)
Option Module 1 Essay (8.33%)	Option Module 2 Essay (8.33%)	Option Module 3 Essay (8.33%)
Dissertation (50%)		

### **ELEMENT 1: ANTH0122: 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 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 convened by the core teaching team (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 essays of up to 3,000 words, 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: ANTH0123: 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.

Students may bring in their own laptops and make use of the building's wireless network and there will also be opportunities to use media and digital production facilities of the department's Open City Doc's Ethnographic Film school.

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.

Buchli, V. 2002 *A Material Culture Reader*. Oxford: Berg.

Boellstorff, T. 2008 *Coming of Age in Second Life*. Princeton.

Bolter, J., & R. Grusin 2000 *Remediation: Understanding New Media*. MIT Press.

Bull, M. 2008 *Sound Moves: Ipod culture and urban experience*. Routledge.

Cameron, F., & S. Kenderdine 2007 *Theorizing Digital Cultural Heritage: A Critical Discourse*. MIT.

Clarke, A. 2011 *Design Anthropology: Object Culture in the 21<sup>st</sup> Century*. Springer-Verlag.

Coombe, R. 1998 *The Cultural Life of Intellectual Properties: Authorship, Appropriation and the Law*. Durham, NC: Duke University Press.

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

Hine, C. 2000 *Virtual Ethnography*. Sage.

Horst, H., & D. Miller 2006 *The Cell Phone: An Anthropology of Communication*. Berg.

Horst, H., & D. Miller 2012 *Digital Anthropology*. Berg.

Hutchins, E. 1995 *Cognition in the Wild*. MIT Press.

Ito, M., et al. forthcoming *Hanging Out, Messing Around, Geeking Out: Living and Learning with New Media*. MIT Press.

Kelty, C. 2008 *Two Bits: the cultural significance of free software*. Duke.

Macdonald, S., & P. Basu 2007 *Exhibition Experiments*. Blackwell.

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

Postill, J. 2011 *Localizing the Internet: An Anthropological Account*. Berghahn.

Tilley, C., W. Keane, S. Kuechler, M. Rowlands, & P. Spyer 2006 *Handbook of Material Culture*. Sage.

## **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, on leave autumn 2018)

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 (Professor, 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, critical museum theory and practice and how all of these are translated into new digital domains and materialities. 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. Recent books include *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 and *Museum Object Lessons for the Digital Age* (UCL Press 2018), an exploration of digital projects in museums and collections.

Hannah Knox (Reader, Digital Anthropology and Material Culture, on leave Spring 2019)

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 K uechler (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, on leave 2018-2019)

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 mhealth apps in aging populations in multiple fieldsites.

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 (Lecturer in Digital Anthropology)

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 convenes the Data Power Reading and Research Group.

### **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](http://blog.bettercrypto.com/?page_id=20))



## **MSc Human Evolution and Behaviour**

### **Course Tutor**

Lucio Vinicius

Room 238, 14 Taviton Street

Tel: 020 7679 8649

E-mail: l.vinicius@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 evolutionary anthropology. Students also choose three options from a variety of topics (Advanced Human Evolution; Archaeology of Hunter-Gatherers from the Emergence of Modern Humans; Archaeology of Human Evolution in Africa; Dental Anthropology; Evolution of Human Brain, Cognition and Language; Evolution of Human Cumulative Culture; Evolution of the Human Brain and Behaviour; Primate Evolution; Variation and Evolution of the Human Skull; Advanced Statistics; Practical Ethnographic and Documentary Filmmaking). Assessment is largely based on examination, essays and an MSc thesis. – Note: This programme has run successfully since 1996, taught and supervised by academics who are internationally recognised researchers and leaders in their fields.

## **PROGRAMME DIET**

**Compulsory core course modules** (25% of overall marks for the degree; thus, each of the three compulsory elements counts 8.3%)

- Two of the following: ANTH0012 Palaeoanthropology (term 2), Anth0060 Primate Socioecology (term 1), ANTH0044 Human Behavioural Ecology (term 2)
- ANTH0114 Post-Graduate Methods/Statistics 1 (term 1)
- Presentation about intended dissertation project (formative assessment) (term 2)

**3 optional modules** (25% of the overall mark for the degree; thus, each option counts 8.3%)

**MSc Dissertation** (50% of the overall mark for the degree)

### **Involvement in the Department's research environment**

- Weekly 2-h departmental seminar
- Occasional attendance at non-departmental seminars

### ***Summary of Module Compositions***

#### **MSc HEB full time**

- compulsory core course: ANTH0114 plus two of the following three (ANTH0044, ANTH0060, ANTH0012)
- options - select 3 from the following list: ANTH0044 (if not selected as core course), ANTH0060 (if not selected as core course), ANTH0012 (if not selected as core course), and the optional modules (see list below)
- ANTH0121 dissertation

#### **MSc HEB part time, year 1**

- compulsory core course: ANTH0114 plus two of the following three (ANTH0044, ANTH0060, ANTH0012)
- aim to select 1 of 3 from the following list: ANTH0044 (if not selected as core course), ANTH0060 (if not selected as core course), ANTH0012 (if not selected as core course), and the optional modules (see list below)

#### **MSc HEB part time, year 2**

- select remaining options from list above
- ANTH0121 dissertation

## **TIMETABLE**

For a full and updated version of the timetable, visit the UCL Timetable website  
<https://timetable.ucl.ac.uk/tt/homePage.do#>

- Select 'Degree Programme', and search for 'Human Evolution and Behaviour'.
- A full list of modules, with times, codes, lecturers and lecture venues is provided.
- 'Change display' to visualise options in Term 1 or Term 2 separately.

## **CORE COURSE MODULES**

### **Human Behavioural Ecology – ANTH0044 (Ruth Mace)**

- Term 2, Weekly 2-h post-graduate seminar
- Recommended attendance of weekly 2-h undergraduate lecture (ANTH7018 Human Behavioural Ecology)
- Assessment: 1.5-h 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).

### **Primate Socioecology – ANTH0060 (Volker Sommer)**

- Term 1, Weekly 2-h post-graduate seminar
- Recommended attendance of weekly 2-h undergraduate lecture (ANTH7009 Primate Behaviour and Ecology) and 1-day visit to London Zoo
- Assessment: 2000-word essay (40%), 1.5-h 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.

### **Palaeoanthropology – ANTH0012 (Aida Gomez-Robles)**

- Term 2, Weekly 2-h post-graduate seminar plus weekly 2 h lab class
- Recommended attendance of weekly 2-h undergraduate lecture (ANTH2003 Palaeoanthropology)
- Assessment: 2000-word essay (40%), 2-h 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 interpret the fossil material.

### **Post-graduate methods/statistics – ANTH0114 (Lucio Vinicius)**

- Term1, Weekly 3-h post-graduate lab
- Assessment: weekly coursework (30%), 3-h 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**

Note: Not all options might be on offer during each session. A minimum of 5 students are required for any one option to be run. In reality, this number 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***

### **Advanced Statistics (Statistics 2) – ANTH0115 (TBA)**

- Term2, Weekly 3-h 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 (Statistics 1). The module builds on the basic material introduced in Term 1 and introduces students to more advanced statistical techniques, such as logistic regression, survival analysis, mixed-effects models, multilevel analysis and phylogenetic regressions.

### **Current Themes in Medical Anthropology – ANTH0186 (Gul Deniz Salali)**

- Term 2, Weekly 2-h post-graduate seminar
- Assessment: 3000-word essay

Evolutionary thinking provides useful new insights into origins of diseases, contemporary health problems and has important applications to medical practice. This course will explore the use of evolutionary thinking in answering questions regarding human health. We will cover topics including human life history, evolution and reproductive health; evolutionary perspectives to mental health and mood disorders; nutrition and health; pathogens, hygiene hypothesis, cancer and auto-immune disorders. We will discuss questions and ideas, many of which are of public interest and hotly debated. A few examples include evolution of social behaviour and its implications on understanding mental health problems; hunter-gatherer diets, mismatch hypothesis and evolutionary theories on the increased prevalence of “diseases of affluence”; human microbiome and its effects on the immune system, mood and normal brain function; evolutionary conflicts between sexes, mate choice and diseases of pregnancy. The students will give presentations and lead discussions based on recent research literature and online research talks by experts. The course will encourage students to gather and combine information from disciplines as diverse as evolutionary biology, anthropology, immunobiology, public health and psychology; actively participate in discussions; and develop their own ideas.

### **Primate Evolution – ANTH0040 (Christophe Soligo)**

- Term 1, Weekly 2-h post-graduate seminar
- Recommended attendance of (a) weekly 2-h practical lab-class, (b) weekly 2-h undergraduate lecture (ANTH3052 Primate Evolution and Environments), (c) 1-day paleontological 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.

### **Evolution of Human Brain, Cognition and Language – ANTH0068 (Lucio Vinicius)**

- Term 1, Weekly 2-h post-graduate seminar
- Recommended attendance of weekly 2-h undergraduate lecture (ANTH7022 Human Brain, Cognition and Language)
- Assessment: 4000-word essay (100%)
- Students are advised to choose between ANTHGH08 and ARCLG183

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.

### **Practical Ethnographic and Documentary Filmmaking – ANTH0135/ANTH0138/ANTH0142**

- Term 1 & 2; 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

The course offers practical training in the skills of observational ethnographic documentary digital video under the rubric that, "We live in a world of moving images and to communicate our ideas we need to be as fluent in the use of sound and imagery as in the printed or the spoken word". Filmmaking, that was once technically remote, is now universally accessible, even for a researcher with a mobile phone. The latest digital still cameras now shoot high-definition video and synchronous audio. Every researcher and fieldworker has the tools to hand. This course enables researchers to use them with skill and creativity to bring their academically informed genius to life with a vision that can reach out to a wider audience. Students will be

trained in the technical and creative skills of video and digital technology to represent and document social and scientific research to broadcast standards under the guidance of an industry professional guiding them through both the practical skills, aesthetic and ethical approaches to visual representation.

### ***Modules run by Institute of Archaeology***

#### **Archaeology of Hunter-Gatherers from the Emergence of Modern Humans – ARCL0109 (Andrew Garrard)**

- Term 2, Weekly 2-h post-graduate seminar
- 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.

#### **Variation and Evolution of the Human Skull – ARCL0115 (Simon Hillson)**

- Term 1, Weekly 1-h lecture plus 1.5 h lab class
- 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.

#### **Dental Anthropology – ARCL0116 (Simon Hillson)**

- Term 2, A master’s-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.

### **Evolution of the Human Brain and Behaviour – ARCL0124 (James Steele)**

- Term 2, Weekly 2-h post-graduate seminar
- 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.

### **The Archaeology of Human Evolution in Africa – ARCL0122 (Ignacio de la Torre)**

- Term 1, Weekly, including 3 lectures (6 hours), 3 practicals (6 hours), 4 seminars (8 hours)
- Assessment: 4000-word essay (80%), seminar presentation (20%)

The course will focus on the behavioural characteristics of early humans in Africa and describe when and how the first archaeological sites appeared in the African continent. The first dispersal of Homo outside of Eastern Africa will be modelled, as well as the colonization of the rest of the continent and the so-called "out of Africa-hypothesis". The last lectures will be dedicated to the origins of modern humans in Africa, and the cultural characteristics of the Middle Stone Age.

## **EVOLUTIONARY 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.

### **Other seminars**

UCL and nearby academic institutions organise many seminar series which often host world-class speakers. Attendance is optional for graduate students, but it is 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 seminars organised by other sections of the department, given that we highly value a multiple field approach towards anthropology. In particular, we recommend attendance at the cross-sectional departmental seminars during the second half of term 1 (Wednesday, 11:00-13:00).

## **ANTH0121 DISSERTATION**

Half (50%) of the final grade for the full course is allotted to a max. 15,000-word dissertation (for main text; excluding bibliography, tables, appendices), 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. However, note that MScHEB dissertations are science-based and therefore differ in character from those produced for other master programmes in the department.

The dissertation is based on independent research and thought. 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. 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. – The thesis supervisor will be chosen on the basis of topic and/or theoretical expertise, and is typically an instructor of a core course or option course. Other academics might act as supervisors during field or lab work phases, given that students will often collect dissertation data in research groups located outside UCL. – 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 is the responsibility of the student. Topics of dissertations from previous years and resulting publications can be found on the MScHEB webpage.

## **CORE STAFF IN EVOLUTIONARY ANTHROPOLOGY**

**Aida Gomez-Robles** (Lecturer, Palaeoanthropology and Human Evolution)  
Hominin palaeobiology, development, brain evolution

**Ruth Mace** (Professor, Evolutionary Anthropology)  
Human behavioural ecology, life history, evolution of human diversity, with regional expertise in Africa and China

**Gul Deniz Salali** (Lecturer, Human Behavioural Ecology)  
Evolutionary medicine, cultural evolution, hunter-gatherer studies.

**Christophe Soligo** (Professor, 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

**Lucio Vinicius** (Term 1 only; Senior Lecturer, Biological Anthropology)  
Brain evolution and life history in humans

**Emily Emmott** (Post-doctoral Teaching fellow in Biological Anthropology)  
Human behavioural ecology, life history, parenting and reproduction.

### ***Associated UCL Staff Teaching on the Course***

**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

**Ignacio de la Torre** (Professor, Palaeolithic Archaeology)  
Lithic technology; site formation processes; Palaeolithic archaeology; hunter-gatherers

**James Steele** (Professor, Archaeology)  
Evolution of speech, human population dispersals, cultural transmission



## **MA Material and Visual Culture**

Course Tutors: Chris Tilley (Programme Director), Adam Drazin (for  
Term 2)

Room 124, 14 Taviton Street

Tel: 020 7679 8635

E-mail: [c.tilley@ucl.ac.uk](mailto: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 (with a choice of two pathways in Term 2)
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):

Two Core Module Essays (8.33%)	Practical Project (8.33%)	Exam (8.33%)
Option Module 1 Essay (8.33%)	Option Module 2 Essay (8.33%)	Option Module 3 Essay (8.33%)
Dissertation (50%)		

## 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 practical project (lab book or presentation, 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: ANTH0087: 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 (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.

**Term 1** covers theoretical approaches in Material and Visual Culture. Each week comprises of a lecture on a specific area of theory, by a specialist in that approach. The lecture is followed by a seminar, in which you will discuss and explore the significance of the approach, in relation to particular empirical studies and to other contrasting approaches. Each week is accompanied by key readings, which you will need to digest and think about for the seminars. While there are an infinite number of possible ways of thinking about and theorising the field, this course aims to cover the significant pillars of thought.

Term 1 is structured to take account of three main modes of forming an argument about material culture. Some weeks focus on an ethnography, where you are asked to read an in--depth study of material culture and examine how to account for cultural phenomena through empirical observation. Other weeks present the thinking of two key thinkers, and explore how to explicate theory through comparison and contrast. Thirdly, some weeks present a history of key ideas, in which the theoretical approach deploys a narrative approach of where ideas come from and how they engage with one another over time. By contrasting these different kinds of approach, you should be equipped not only with the content of theory and critique, but different ways of building critical arguments.

In **Term 2**, you have a choice of two pathways, and you must decide on one of them. Each pathway explores a more hands-on perspective on the subject. **Pathway 1** is called Approaches to Material and Visual Culture. In this pathway, you will explore a range of types of approach and various related methodologies. Each week is taught by a different member of staff, who will talk about a particular area of material and visual culture and introduce an activity. You will then have a two-hour practical session related to that area. At the end of term you will present a Lab Book which will show a selection of these activities and approaches. You will also write an essay exploring different ethnographies and studies of material and visual culture. Pathway 1 therefore provides you with a diverse set of methods and paradigms

through which to work in the general area of material culture. It is assessed on the essay and lab book.

**Pathway 2** is called Design Anthropology. In this pathway, you will have the opportunity to engage collaboratively with design issues, so as to develop ways that your material culture approaches may be relevant in situations outside UCL. Each week will also involve a one-hour lecture about a design anthropology theme, and a two-hour seminar in which we will discuss readings relating to the theme. In parallel with this structured teaching, you will form groups of 3-5 students, and each team will work on a different design ethnography project which will be presented to a design collaborator outside UCL in the Summer Term. It is assessed on an essay and the team presentation.

### **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: ANTH0096: 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.

## **Background Readings**

*(This list is unashamedly largely a list of recent work by members of the department, and is intended give you some insights into approaches taken and the background research which informs the course; perhaps the most useful is the Handbook of Material Culture)*

Basu, P. & S. Macdonald, eds. 2007 *Exhibition Experiments*. Blackwell.

Buchli, V. (Ed) 2002 *A Material Culture Reader*. Berg.

Buchli, V. 2013 *An Anthropology of Architecture*. Berg.

Buchli, V. 2015 *An Archaeology of the Immaterial*. Berg.

Carroll, T. et al (Eds) 2017 *The Material Culture of Failure*. Bloomsbury.

Dalakoglou, D. 2017 *The Road*. Manchester University Press.

Drazin, A. & S. Küchler (Eds) *The Social Life of Materials*. Bloomsbury

Gunn, W., T. Otto and R. Smith (Eds) 2012 *Design Anthropology*. Berg.

Geismar, H. 2013 *Treasured Possessions*. Duke University Press.

Harvey, P. et al (Eds) 2013 *Objects and Materials: a Routledge Companion*.  
Routledge.

Harvey, P. and H. Knox 2015 *Roads: an anthropology of infrastructure and expertise*.  
Cornell University Press.

Henare, A. et al (Eds) 2006 *Thinking Through Things*. Routledge.

Küchler, S. & G. Were 2005 *Pacific Pattern*. Thames & Hudson.

- Miller, D. (Ed) 2005 *Materiality*. Duke University Press.
- Miller, D. 2008 *The Comfort of Things*. Polity.
- Miller, D. 2009 *Stuff*. Polity.
- Miller, D. 2010 *Global Denim*. Polity.
- O'Connor, K. 2013 *Lycra: how a fiber shaped America*. Routledge.
- Pinney, C. 2004 *Photos of the Gods: The Printed Image and Political Struggle in India*, London: Reaktion Books.
- Pinney, C. 2008 *The Coming of Photography in India*. British Library.
- Shachter, R. 2018 *Street to Studio*. Lund Humphries.
- Tilley, C., W. Keane, S. Kuchler, M. Rowlands, & P. Spyer 2006 *Handbook of Material Culture*. Sage.

### **Journals**

You will find recent research on material culture in many of the most significant anthropological, archaeological and design journals, including *JRAI*, *Ethnos*, *Social Anthropology*, *American Anthropologist*, *Theory Culture & Society*, *Current Anthropology*, *Annual Review of Anthropology*, *Hau*, and others. There are a couple of more specifically material-culture oriented journals, and you can often find some recent interesting studies in the area in these. A good way to explore themes is to scan recent editions of key journals. You might try scanning the contents pages of recent editions of:

*Home Cultures: the journal of architecture, design and domestic space*

*International Journal of Heritage Studies*

*Journal of Consumer Culture*

*Journal of Material Culture*

*Journal of Visual Culture*

*Techniques & Culture* (mainly in French)

### **Core Staff in Material And Visual Culture Section**

If you have particular interests to research, or wish to discuss a specific dissertation issue, you can approach key members of staff with interests in Material, Visual, or Digital Culture. These include:

*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 concerns the material culture of space, and an ethnography of the international space station.

*Timothy Carroll* (British Academy Postdoctoral Fellow)

Research focuses on art, religion, and the creative production of religious subjects. Currently engaged in ongoing research into end-of-life and post-mortem care amongst Orthodox Christian communities in Britain.

*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, on sabbatical Autumn 2018)

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* (Professor 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.

*David Jeevendrampillai* (Teaching Fellow, Material & Visual Culture)

Research interests broadly focused around the ways in which human identity emerges through a sense of belonging to place. PhD comprised a critical investigation into belonging and citizenship in late liberal democratic societies through a London suburb. More recently interested in the emergence of earth as a material object, focusing on the role of space narratives. Also a strong interest in creativity in ethnography and the role of art practice in anthropological thinking.

*Hannah Knox* (Senior 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 Kähler* (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, on Research Leave 2018-19)

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.

*Rafael Schacter*

Rafael has been undertaking research on graffiti and street-art for almost ten years. He has taught widely on themes related both to anthropology and visual culture and

has given lectures at conferences around the world. Rafael has also curated numerous exhibitions including the iconic show Street-Art at the Tate Modern in 2008, which he co-curated. He has recently established an arts production company, A(by)P, who are producing a two year series of events and exhibitions at Somerset House.

*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* (Lecturer, Digital Anthropology)

Research explores the effects of the exponential growth of digital data on social and cultural imaginaries and practices. Has worked with climate scientists and technicians in the Brazilian Amazon, and the social and political effects of the circulation of this data within both the local and the wider scientific knowledge economies. Currently investigating new forms of data politics that underpin current efforts in international observational science to measure, archive and manage the entire Earth - Big Data science.



## **MSc in Medical Anthropology**

Course Tutor  
Joseph Calabrese,  
Room 242, 14 Taviton Street  
Tel 020 7679 5587  
E-mail: [j.calabrese@ucl.ac.uk](mailto: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 and restored 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.
  - (h) 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).
  - (i) 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).
  - (j) 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:

6. Core
7. Specialist Options
8. Anthropological Research Methods
9. Research Seminars
10. 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: ANTH0097: The 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 Core Course: Medical Anthropology Lecture and Seminar**

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 Core Course: 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.

### **ANTH0066: 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.

### **ANTH0025: 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.

### **ANTH0079: 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.

### **ANTH0045: Ritual Healing and Therapeutic Emplotment**

In this postgraduate seminar, we will explore semiotic/communicative aspects of health and healing, focusing on ritual healing practices and "emplotment" in therapeutic narratives, both in small scale societies and in modern biomedical settings. The seminar will include discussions of ritual, symbolism, narrative, clinical care, postcolonial revitalization 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. The aim is to illuminate a particular mode of human social communication and semiotic intervention, studied by anthropologists, that is very ancient and widespread and is implicated in socialization, healing and religious or psychological/political manipulation.

### **ANTH0047: Anthropology of Ethics and Morality**

This course will critically engage with recent medical anthropological work addressing the role of ethics and morality in anthropological practice and ethnographic endeavour. In this course we will unpack the problematics of medical anthropology's engagement with ethics and morality, examining the questions surrounding morality and ethics as a result of developing an academically rigorous and socially engaged discipline, and

the effects of taking concerns for well-being and the good life seriously as the focus of ethnographic enquiry.

### **ANTH0100 - Biosocial Anthropology, Health and Environment**

This course will critically examine and engage with approaches, topics and themes related to an emerging and cutting-edge field of Biosocial Medical Anthropology. Developing a cross disciplinary perspective and co-taught by staff from across different sections of the department, 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.

### **ANTH0098: Multisensory Experience: Understanding Sickness and Health Through the Senses**

This course will introduce students to the 'sensory turn' in anthropology. It will introduce the theoretical basis for engagement with the senses including concepts such as phenomenology, embodiment and perception. It will provide training regarding the methodological skills required to perform sensory anthropology as well as the space to put this knowledge into practice as students conduct their own sensory research project. Crucially, students will also gain knowledge regarding how people in different cultures experience the world through their senses and the implications that this has for understanding sickness, health and healing.

### **ANTH0103: Anthropological Demography, Population and Development**

The course uses an anthropological demography lens to examine topical issues in population distribution and dynamics which interplay with development and development interventions. We focus on the ways in which anthropological perspectives can complement conventional quantitative demographic approaches to fertility and mortality change in developing countries to generate a deeper understanding of the causes and consequences of demographic dynamics. 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.

A brief lecture (15-20) minutes each week will introduce the key concepts, theories and population level evidence. This will be followed by a seminar style discussion where students will report on the papers they have read (papers will be allocated the previous week according to students' regional and intellectual interests) and discuss issues around that week's topic.

### **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 during 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: ANTH0101: 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](http://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:

Argenti-Pillen, A. 2003 *Masking Terror. How Women Contain Violence in Southern Sri Lanka*. Pennsylvania University Press.

Bourgois, P. 2002 *In Search of Respect: Selling Crack in El Barrio*. Cambridge University Press.

Calabrese, J.D. 2013 *A Different Medicine: Postcolonial Healing in the Native American Church*. New York: Oxford University Press.

Cook, J. 2010 *Meditation in Modern Buddhism. Renunciation and Change in Thai Monastic Life*. Cambridge, Cambridge University Press.

Das, V., A. Kleinman, M. Lock, & M. Ramphela 2001 *Remaking a World: Violence, Social Suffering and Recovery*. California University Press

Davis, C. 2000 *Death in Abeyance: Illness and Therapy among the Tabwa of Zaire*. Edinburgh University Press.

Farmer, P. 2003 *Pathologies of power: Health, human rights, and the new war on the poor*. University of California Press.

Gibbon, S. 2006 *Breast Cancer Genes and the Gendering of Knowledge: Science and Citizenship in the Cultural Context of the 'new' Genetics*. Palgrave MacMillan.

Gibbon, S. & C. Novas 2007 *Biosocialities, Genetics and the Social Sciences. Making Biologies and Identities*. London, Routledge

Good, B., M. Fischer, S. Willen, & M-J. DelVecchio Good 2010 *Anthropology of Medicine: A Reader (Blackwell Anthologies in Social and Cultural Anthropology)*. Wiley Blackwell.

Kilshaw, S. 2008 *Impotent Warriors: Perspectives of Gulf War Syndrome*. Berghahn Books.

Lambek, M., & P. Antze, eds. 2004 *Illness and Irony: On the Ambiguity of Suffering in Culture*. Berghahn Books.

- Littlewood, R. 2002 *Pathologies of the West: The Anthropology of Mental Illness in Europe and America*. Cornell University Press.
- Lock, M., & V.K. Nuygen 2010 *An Anthropology of Biomedicine*. Blackwell Wiley.
- Napier, D. 2003 *The Age of Immunology: Conceiving a Future in an Alienating World*. Chicago University Press.
- Napier, D.A., C. Arcano, B. Butler, J. Calabrese, et al. 2014 *Culture and Health*. The Lancet (Special Issue) 384: 1607–39.
- Nichter, M., & M. Lock, eds. 2002 *New Horizons in Medical Anthropology: Essays in Honour of Charles Leslie*. Routledge.
- Petryna, A., A. Lakoff & A. Kleinman 2006 *Global Pharmaceuticals: Ethics, Markets, Practices*. Duke University Press.
- 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
- Randall, S., E. Coast, & T. Leone 2011 Cultural constructions of a critical demographic concept: the survey household. *Population Studies* 65(2) 217-22.
- Trinch, S. 2003 *Latinas' Narratives of Domestic Abuse: Discrepant Versions of Violence*. John Benjamins Publishing Company.
- Watters, E. 2004 *Urban Tribes. Are Friends the New Family?* Bloomsbury.
- West, H. G. 2007 *Ethnographic Sorcery*. University of Chicago Press.

## **CORE STAFF IN THE MEDICAL ANTHROPOLOGY SECTION**

Joseph Calabrese (Reader, Medical Anthropology, Course Tutor)

Room 242, [j.calabrese@ucl.ac.uk](mailto: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 clinical ethnographer). Other interests include anthropology of religion and ritual, healing, therapeutic employment, postcolonial revitalisation, symbolism, and comparative human development.

Joanna Cook (Reader, Medical Anthropology)

Room 137, [joanna.cook@ucl.ac.uk](mailto: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](mailto: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](mailto: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](mailto: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.

Laura Montesi (Teaching Fellow, Medical Anthropology)

Room G12, [l.montesi@ucl.ac.uk](mailto:l.montesi@ucl.ac.uk)

Fieldwork in Mexico with a focus on indigenous communities, diabetes and other chronic diseases from a biosocial perspective. Interested in illness narratives, suffering, and embodiment. Other interests include language revitalisation, indigenous cultural rights and identity politics.

David Napier (Professor, Medical Anthropology) [NOT TEACHING 2018-19]

Room 243, 020 7976 8647, [d.napier@ucl.ac.uk](mailto: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 (Lecturer, Biosocial Anthropology)

Room 243, [a.parkhurst@ucl.ac.uk](mailto: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](mailto: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. Her most recent interest is in health and welfare of the elderly poor in African cities.



## **MSc in Politics, Violence and Crime**

Course Tutor  
Lucia Michelutti  
Room 183, 14 Taviton Street  
Tel: 020 7679 8650  
E-mail: [l.michelutti@ucl.ac.uk](mailto:l.michelutti@ucl.ac.uk)

### **Course Objectives**

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

- Thorough grounding in anthropological
- 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

### **Programme Diet**

The programme includes:

1. **ANTH0127**: Anthropology of Politics, Violence and Crime, a compulsory 'core' seminar course which is taken over two teaching terms (Term One and Term Two). PVC students take their 'core' course together with students from the MSc in Social and Cultural Anthropology (but with separate tutorial) in Term One In

Term Two they take a separate core course focusing on comparative ethnographies of politics, violence and crime.

2. **ANTH0130:** 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. See online Options page for full listings (<http://www.ucl.ac.uk/anthropology/courses/pg>). Please note options are subject to change each academic year. Suggested options for this master: Anthropology of Crime; The Anthropology of Islam in Diaspora; The Social Forms of Revolution; the Anthropology of War, Race, Ethnicity and Nationalism; Ethnography of Forest People; Anthropology of Development.
4. **ANTH0145:** Dissertation. A dissertation of 15,000 words is compulsory.
5. In addition, MSc students are expected 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, 2<sup>nd</sup> floor of the Anthropology building.

So the course's structure for PVC students is as follows:

Term 1: Core course

Term 2: Core course

Term 1 and 2: 3 Specialist options

Term 3: Dissertation

## Course Assessment

- Students submit two 2,000 word papers for the core course (The Anthropology of Politics, Violence and Crime), one in Term 1 and one in Term 2, which together count 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 the core course 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. The Anthropology of Politics, Violence and Crime
2. Method in Ethnography

### **ELEMENT 1: ANTH0127: The Anthropology of Politics, Violence and Crime**

This is a compulsory core course that runs throughout Terms One and Two. In Term One PVC will take the course with MSc students in Social and Cultural Anthropology but will have a separate tutorial. In term two all students take the same core course content, delivered in weekly 2-hour seminars. The second part of the course (two two-hours seminars per week) In Term Two the core course will be delivered in two two-hours seminar per week.

#### **Assessment**

1. A two-hour unseen exam at the end of Term 2. Students will be expected to answer TWO questions from this paper.
2. TWO 2,000 word essays, one in Term One and the other in Term Two, which together count for 8.33% of the final degree mark.

### **ELEMENT 2: ANTH0130 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.

#### **Assessment:**

1. Group presentation of mini research project. This counts for 50% of the final module mark.
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.

### **ELEMENT 3: Specialist Options**

Students registered for the Masters degree in Politics, Violence and Crime 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](#).

Suggested options for this master: Anthropology of Crime; The Anthropology of Islam in Diaspora; The Social Forms of Revolution; the Anthropology of War, Race, Ethnicity and Nationalism; Ethnography of Forest People; Anthropology of Development.

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: ANTH0145: 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:**

All PVC Masters students are expected to submit a formal Dissertation Project Proposal to the Course Tutor, Lucia Michelutti ([l.michelutti@ucl.ac.uk](mailto:l.michelutti@ucl.ac.uk)) at the start of term 2.

The project proposal should include the following:

1. student's name and e-mail address
2. a provisional project title
3. preferred supervisor's name (if known)
4. specification of the data set being analysed (e.g. library-based project based on published sources, fieldwork, museum data, oral history, archives, film)

5. 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: PVC Students**

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

Astuti, R. et al., eds. 2007 *Questions of Anthropology*. Oxford: Berg.

Barnard, A., & J. Spencer, eds. 2004 *Encyclopedia of Social and Cultural Anthropology*. London, Routledge.

Gay y Blasco, P., & H. Wardle 2007 *How To Read Ethnography*. London: Routledge.

Hyland Eriksen, T. 2001 *Small Places, Large Issues. An Introduction to Social and Cultural Anthropology*. London: Pluto Press

Monaghan, J., & R. Just 2000 *Social and Cultural Anthropology. A Very Short Introduction*. Oxford Paperbacks.

**Some works by our staff:**

Abramson, A., & D. Theodossopoulos, eds. 2000 *Land, Law and Environment: Mythical Land, Legal Boundaries*. London: Pluto Press

Brightman, M., V. Grotti & O. Ulturgasheva, eds. 2012 *Animism in Rainforest and Tundra: Personhood, Animals and Non-Humans in Contemporary Amazonia and Siberia*. New York/Oxford: Berghahn.

Empson, R. 2011 *Harnessing Fortune: Personhood, Place and Memory in Mongolia*. Oxford: Oxford UP

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

Gibbon, S. 2007 *Breast Cancer Genes and the Gendering of Knowledge*. London: Palgrave Macmillan

Lewis, J. 2008 Ekila: Blood, Bodies and Egalitarian Societies. *Journal of the Royal Anthropological Institute* 14(2): 297-315

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.

Michelutti, L. 2008 *The Vernacularisation of Democracy*. Delhi, New York: Routledge.

Pillen, A. 2003 *Masking Terror: How Women Contain Violence in Southern Sri Lanka*. Pennsylvania University Press

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

Stewart, M. 1997 *The Time of the Gypsies*. Boulder: West View Press

**Core Staff In The Social Anthropology Section**

Allen Abramson (Senior Lecturer, Social Anthropology)  
Room 143, 020 7679 8640, [a.abramson@ucl.ac.uk](mailto: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 (Reader, Social Anthropology) [research leave from Jan 2019]  
Room 142, 020 7679 8652, [m.brightman@ucl.ac.uk](mailto: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 (Lecturer, Social Anthropology) maternity leave 2018-2019

Lewis Daly (Teaching Fellow)  
Room: TBC, [l.daly@ucl.ac.uk](mailto: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 (Professor, Anthropology)  
Room 122, 020 7679 8625, [r.empson@ucl.ac.uk](mailto: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](mailto: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](mailto: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](mailto: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](mailto:a.macdonald@ucl.ac.uk)

Field research in India focusing on urban health voluntarism and notions of charity, politics of personhood, gender, kinship and the body, middle-class religious engagement and cosmologies of health and well-being.

Amarra Maqsood (Lecturer) On research leave 2018-19

Field research in Pakistan focusing on kinship, personhood, religion (Islam)

Lucia Michelutti (Professor, Anthropology)

Room 183, [l.michelutti@ucl.ac.uk](mailto:l.michelutti@ucl.ac.uk)

Field research in India and Venezuela focusing on politics, violence, 'mafia' as well as religion.

Ruth Mandel (Professor, Anthropology)

Room 234, 020 7679 8646, [r.mandel@ucl.ac.uk](mailto: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 (Reader) [On Leave 2019]

Room 140, 020 7679 8641, [a.pillen@ucl.ac.uk](mailto: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)

Room 237, 020 7976 8650, [c.stewart@ucl.ac.uk](mailto: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](mailto: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.



## **MA Public Diplomacy & Global Communication**

Course Convenor  
Cornelia Sorabji  
Room 222, 14 Taverton Street  
Tel: 020 7679 8637  
E-mail: [c.sorabji@ucl.ac.uk](mailto:c.sorabji@ucl.ac.uk)

### **Course Objectives**

The course aims to ground and orient students in major themes and key issues in the field of public diplomacy and global communication today, and to help them develop the critical and practical skills, confidence and awareness to flex their practice as the landscape changes tomorrow.

The subject field is large and rapidly changing in this digital age with its geo-political shifts. The course is correspondingly interdisciplinary. Based in Anthropology and drawing on Political Science, International Relations, Public Policy and others, it also teaches practical and vocational skills.

### **Programme Diet**

The programme includes three elements:

#### **1.ANTH0173: Public Diplomacy & Global Communication: history, theory and practice (45 credits)**

This is the core course for the MA in Public Diplomacy & Global Communication. It meets over Terms One and Two. Teaching is through three methods: classes based on academic pre-reading; seminars given by diplomatic and other practitioners who will speak about the practice as opposed to the theory; skills workshops taught by practitioners giving you the chance to learn and to practice. The core course requires active participation through intellectual engagement, contributing to class discussion and exercises, and through practical work alone and in groups.

Term One focuses on major themes: the concepts of power and of soft power; the wider field of diplomacy as the backdrop to public diplomacy; nation branding; digital diplomacy; evaluation and metrics; trust and reputation; the anthropology of organisations; and the role of individuals. Skills workshops include working with the media (eg through a press office, giving interviews), making film for social media usage, and personal impact and presence.

Term Two looks at specific issues including propaganda, “disinformation” in the digital age, the public diplomacy and communications efforts of selected countries, violent extremism and counter efforts. Skills workshops include sound recording, and sessions at the Foreign & Commonwealth Office.

## **2.ANTH0174: Dissertation/Research Project (90 credits)**

Over the third term and the summer students conduct a period of independent, supervised research. They may carry out a project about an organisation (NGO, company, embassy etc) or may independently research another topic in the field of Public Diplomacy and Global Communication. On the model of other successful Masters programmes, supervisors for the final project will, where possible, be recruited from professional diplomatic, public diplomacy and communications circles. The research culminates in the production of a dissertation.

## **3.Optional Modules (45 credits total)**

Students take three optional modules from a list of courses offered by the Departments of Anthropology (or from Political Science or other Departments by agreement with them and with the MA PDGC course convenor). Courses focus, for example on globalisation; social theory, crime; the EU and EU regulation; political violence, religion, radio, documentary film, social media, writing skills, specific regions of the world etc.

## **Assessment**

**ANTH0173:** Students submit:

- 2 x essays of 2,500 words max each. Each accounts for 20% of the mark for the core course, ie. each essay counts for 5% of the total mark for the MA
- 1 x policy brief of 1,500 words max. This accounts for 30% of the mark for the core course, ie. for 7.5% of the total mark for the MA.
- 1 x short communications project. This accounts for 30% of the mark for the core course, ie. for 7.5% of the total mark for the MA.

**ANTH1074:** students submit a dissertation/research project of 10,000 words max. or of 7,000 words max. plus visual or audio material and short campaign outline or policy style brief explaining or advocating a course of action. This accounts for 50% of the total mark for the MA. Students will be encouraged to decide on their

dissertation topics at the beginning of Term Two. 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 information needed to complete a Masters Dissertation with UCL Anthropology.

**Optional Modules:** the assessment method varies by module but the total marks will comprise 25% of the overall mark for the MA Public Diplomacy & Global Communication, ie. 8.33% each.

## **Selected Texts and Resources**

Barr, M & Feklyunina, V eds.  
The Soft Power of Hard States  
Special Issue of *Politics* 2015, vol 35, no 3-4

Bjola, C & Holmes, M. eds.  
Digital Diplomacy: theory and practice, 2015

Berridge, G. R  
Website with resources on diplomacy  
<https://grberridge.diplomacy.edu>

British Council / Univ. of Edinburgh  
Soft Power Today, 2017  
( <https://www.britishcouncil.org/organisation/policy-insight-research/soft-power-today> )

Chitty, G, Ji, L, Rawnsley, G & Hayden, C eds.  
Routledge Handbook of Soft Power. 2016

Crewe, E  
Commons and Lords: a short anthropology of parliament. 2015

Cull, N  
Public Diplomacy: taxonomies and histories. 2008  
In. *Annals of the American Academy of Political & Social Science* 616, 31-54  
[https://issuu.com/publicdiplomacycorps/docs/cull\\_on\\_pubd/20](https://issuu.com/publicdiplomacycorps/docs/cull_on_pubd/20)

Fletcher, T  
Naked Diplomacy: power and statecraft in the digital age. 2016

Gellner, D & Hirsch, E eds.  
Inside Organisations: anthropologists at work. 2001

- Goffman, E  
The Presentation of Self in Everyday Life, 1971, 1990
- Hawley, K  
Trust: a very short introduction. 2012
- Leonard, M et. al  
Public Diplomacy  
Foreign Policy Centre, 2002. <https://fpc.org.uk/wp-content/uploads/2006/09/35.pdf> )
- Lukes, S  
Power: a radical view. 2005  
<http://voidnetwork.gr/wp-content/uploads/2016/09/Power-A-Radical-View-Sтивен-Lukes.pdf>
- Marsden, M, Ibanez-Tirado, D & Henig, D  
Everyday Diplomacy  
Special Issue of *The Cambridge Journal of Anthropology* 34(2), Autumn 2016:
- Melissen, J ed.  
The New Public Diplomacy: soft power in international relations, 2005
- Nye, J  
Soft Power  
In *Foreign Policy*, 80, 1990, pp 153-172  
(Drawn from his book `Bound to Lead: The Changing Nature of American Power)  
[https://www.wilsoncenter.org/sites/default/files/joseph\\_nye\\_soft\\_power\\_journal.pdf](https://www.wilsoncenter.org/sites/default/files/joseph_nye_soft_power_journal.pdf)
- Pamment, J  
New Public Diplomacy in the 21<sup>st</sup> century. 2014
- Pomerantsev, P  
Nothing is True and Everything is Possible: adventures in modern Russia. 2015
- Sharp, P  
Diplomatic Theory of International Relations, 2009
- Snow, N & Taylor, P  
Routledge Handbook of Public Diplomacy, 2009
- Univ. of Lund. 2018  
Countering Information Influence Activities: the state of the art  
<https://rib.msb.se/filer/pdf/28697.pdf>

Free Online Course: **Why We Post** ( <http://www.ucl.ac.uk/why-we-post> ) is a UCL based global anthropological research project looking at the uses and consequences of social media in different sites around the world. It offers a free, open-to-all, five week, online course with circa 3 hours a week of study:

<https://www.futurelearn.com/courses/anthropology-social-media>

## **Course Convenor, Speakers, Tutors and Trainers**

Cornelia Sorabji (course convenor)

Room 222, 020 7679 8637, [c.sorabji@ucl.ac.uk](mailto:c.sorabji@ucl.ac.uk)

Currently works part time at the Foreign & Commonwealth Office as Counsellor Strategy & External Expertise. Prior to that she was Head of the FCO's Research Analysts and of the Faculty of States & Societies in the Diplomatic Academy. Her PhD and later anthropological work have focussed on former Yugoslavia, conflict, religion and identity.

A number of different speakers, tutors and trainers provide different elements of the course. Please see the Anthropology Dept website for details

<http://www.ucl.ac.uk/anthropology/studying/ma-public-diplomacy-and-global-communication>



## **MSc in Social and Cultural Anthropology**

Course Tutor  
Alison Macdonald  
Room 231, 14 Taviton Street  
Tel: 020 7679 8650  
E-mail: [alison.macdonald@ucl.ac.uk](mailto:alison.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 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:

6. ANTH0127: 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.
7. ANTH0130: Method in Ethnography is taken in term one and includes the chance to conduct a small fieldwork-based project in preparation for the Dissertation.
8. 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. Likewise, students on the TECA track are expected to take at least one, if not two, courses from within the social anthropology section. See online Options page for full listings



## **Course Description**

The Social and Cultural Anthropology programme involves two compulsory taught components, both of which run throughout Terms One and Two:

3. Critical Issues in Social Anthropology
4. Method in Ethnography

## **ELEMENT 1: ANTH0127: Critical Issues in Social Anthropology**

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**

3. A two-hour unseen exam at the end of Term 2. Students will be expected to answer TWO questions from this paper.
4. TWO 2,000 word essays, one in Term One and the other in Term Two, which together count for 8.33% of the final degree mark.

## **ELEMENT 2: ANTH0130 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.

### **Assessment:**

1. Group presentation of mini research project. This counts for 50% of the final module mark.
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 ethnographic 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.

## **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: ANTH0145: 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](mailto:alison.macdonald@ucl.ac.uk)) at the start of term 2. Students will be notified of the exact date for submission by the end of Term One.

The project proposal should include the following:

6. student's name and e-mail address
7. state which track of the MSc the student is on (TEPP or TECA)
8. a provisional project title
9. preferred supervisor's name (if known)
10. specification of the data set being analysed (e.g. library-based project based on published sources, fieldwork, museum data, oral history, archives, film)
11. 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

Astuti, R. et al., eds. 2007 *Questions of Anthropology*. Oxford: Berg.

Barnard, A., & J. Spencer, eds. 2004 *Encyclopedia of Social and Cultural Anthropology*. London, Routledge.

Gay y Blasco, P., & H. Wardle 2007 *How To Read Ethnography*. London: Routledge.

Hyland Eriksen, T. 2001 *Small Places, Large Issues. An Introduction to Social and Cultural Anthropology*. London: Pluto Press

Monaghan, J., & R. Just 2000 *Social and Cultural Anthropology. A Very Short Introduction*. Oxford Paperbacks.

### **Some works by our staff:**

Abramson, A., & D. Theodossopoulos, eds. 2000 *Land, Law and Environment: Mythical Land, Legal Boundaries*. London: Pluto Press

Brightman, M., V. Grotti & O. Ulturgasheva, eds. 2012 *Animism in Rainforest and Tundra: Personhood, Animals and Non-Humans in Contemporary Amazonia and Siberia*. New York/Oxford: Berghahn.

Empson, R. 2011 *Harnessing Fortune: Personhood, Place and Memory in Mongolia*. Oxford: Oxford UP

- Freeman, L. 2007 Why are some people powerful? In *Questions of Anthropology*, Astuti, Parry & Stafford (eds.) Oxford: Berg
- Gibbon, S. 2007 *Breast Cancer Genes and the Gendering of Knowledge*. London: Palgrave Macmillan
- Lewis, J. 2008 Ekila: Blood, Bodies and Egalitarian Societies. *Journal of the Royal Anthropological Institute* 14(2): 297-315
- 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.
- Pillen, A. 2003 *Masking Terror: How Women Contain Violence in Southern Sri Lanka*. Pennsylvania University Press
- Stewart, C. 2012 *Dreaming and Historical Consciousness in Island Greece*. Harvard University Press
- Stewart, M. 1997 *The Time of the Gypsies*. Boulder: West View Press

## **Core Staff In The Social Anthropology Section**

Allen Abramson (Senior Lecturer, Social Anthropology)

Room 143, 020 7679 8640, [a.abramson@ucl.ac.uk](mailto: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 (Professor, Social Anthropology) [On sabbatical (6 months) & research leave (6 months) 2016-17]

Room 142, 020 7679 8652, [m.brightman@ucl.ac.uk](mailto: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'.

Lewis Daly (Teaching Fellow)

Room: TBC, [l.daly@ucl.ac.uk](mailto: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 (Professor Anthropology)

Room 122, 020 7679 8625, [r.empson@ucl.ac.uk](mailto: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](mailto: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](mailto: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](mailto: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 (Senior Teaching Fellow)

Room 231, [alison.macdonald@ucl.ac.uk](mailto:alison.macdonald@ucl.ac.uk)

Field research in India focusing on urban voluntarism and notions of charity, politics of personhood, gender, kinship and the body and middle-class religious engagement. Most recent research focuses on education and youth aspiration in the UK.

Ruth Mandel (Professor)

Room 234, 020 7679 8646, [r.mandel@ucl.ac.uk](mailto: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](mailto: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](mailto: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](mailto: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.



## **MRes in Anthropology**

**Tutor**  
**Dr. Jerome Lewis**

**Room G18, 14 Taviton Street**  
**Tel: 020 7679 8644**  
**E-mail: [j.lewis@ucl.ac.uk](mailto:j.lewis@ucl.ac.uk)**

**This handbook provides core information specific to the MRes Anthropology programme. Other key information can be found in the Postgraduate Handbook located at <http://www.ucl.ac.uk/anthropology/current-students>**

### **COURSE OBJECTIVES**

This MRes provides students with a thorough grounding in a wide range of social science or biological methodologies and methods, an advanced knowledge of contemporary theoretical and ethnographic questions in anthropology, and training in the skills necessary to utilise postgraduate experience in the professional world. The course aims to provide students with an understanding of the epistemological context of research design and to enable them to formulate an independent research project, and the ethnographic and practical skills to carry it out. Upon completion of the MRes we expect students to be highly competent professionals, who will either continue to MPhil/PhD or who will be well equipped to apply their knowledge of social science methodologies and methods and their specific anthropological expertise in a range of professional settings.

### **COURSE DESCRIPTION**

The MRes is composed of a number of courses grouped under four headings:

Core Course: Ethnographic Area Directed Reading

Research Methods and Transferable Skills

□

□

Specialist Taught Courses: Theoretical, Regional and Conceptual Analysis  
Dissertation

## 1. Core Course: Ethnographic Area Directed Reading (ANTH0124)

This component of the course will provide an introduction to independent research under the guidance of your supervisor. The student should develop an advanced knowledge of the context and literature related to the proposed research topic and have an opportunity to demonstrate independence and initiative in selecting and defining a research project.

## 2. Research Methods and Transferable Skills (ANTH0125)

This component of the course consists of the following:

□ Social Science Research Methods (Non Anthropological approaches *and* a course in

Statistics designed for qualitative and not quantitative social scientists)

□ Anthropological Research Methods (Staff and student led weekly seminar in Term One, see page 9 for further information)

□ Research Design and Presentation (weekly seminar in Term Two)

□ Transferable Skills and Professional Development (elective courses from the Graduate

School and elsewhere selected at: <http://courses.grad.ucl.ac.uk/list-courses.pht?action=shs>

□ Weekly Departmental Seminar in Anthropology plus selected specialist seminar

□ Language Training as appropriate

**2a)** The SSRM course consists of a minimum of 5 weeks of lectures on general social science methods with associated independent reading. *Minimally* this might mean the moodle course at [http://courses.grad.ucl.ac.uk/course-details.pht?course\\_ID=1909](http://courses.grad.ucl.ac.uk/course-details.pht?course_ID=1909)

Another, non-virtual course we strongly recommend is Philosophy of Social Science

Workshop Programme ([http://courses.grad.ucl.ac.uk/course-details.pht?course\\_ID=1172](http://courses.grad.ucl.ac.uk/course-details.pht?course_ID=1172))

You will receive an email from the Graduate School to your UCL account when this course is timetabled and you will need to sign up at once to ensure a place on this popular programme. The aim of both of these courses is for you to become familiar with *nonanthropological* approaches and understand the approaches of disciplines that do not rely on ethnography.

**2b)** You are also obliged to take an introductory course in statistics designed for researchers whose primary methods are qualitative and ethnographic.

We put particular stress on the acquisition of statistical literacy as part of a growing expectation that doctoral research will produce some statistically analysable data. We are also determined to ensure that our students are capable of reading and working with other forms of social scientific enquiry. To this end we run this specialised seminar programme. The aims of this course are to a) eliminate phobia to numbers (in so far as this is possible!) b) to enable students to gather light statistical data as part of their fieldwork; to recognise certain statistical strategies as part of understanding statistical *reasoning*; to identify weaknesses in certain approaches; to begin the process of becoming 'literate' statistically.

**2c)** You will attend the Research, Design and Presentation seminar alongside the MPhil students. This seminar gives students the opportunity to develop their overall research plan as well as practice presenting their project to a group in a supervised environment.

Together, these course elements provide a broad base of generic research skills, professional development and specific anthropological research techniques (tailored to the specific sub-disciplinary specialism followed by the student).

Students also gain exposure to a range of modes for the presentation of research findings and to the different canons of evidence employed in different sub-disciplinary fields, and specific language training at a level sufficient to facilitate pilot level research for a dissertation.

**2d)** Transferable Skills and Professional Development

□ Personal and Professional Management Skills - residential weekend skills course (please sign up early as this intensely popular course – which offers you a rare chance to mix with peers from totally different parts of UCL - fills up extraordinarily

□

fast) and pre- and postcourse seminars. Presentation skills lecture and workshop  
Completion of Research Students Log

## **2e) Language Training, Departmental Seminar**

Language training is available at UCL or other institutes and colleges of the University of London should students need to learn a new language for field or library research. The Departmental Seminar provides training in the core academic activity of intellectual critique and constructive engagement with the theories and explanations of other scholars.

## **3. Specialist Taught Courses: Theoretical, Conceptual and Regional Analysis**

This component of the course consists of TWO option courses drawn from Masters Course Options chosen in consultation with your supervisor . Together these course elements constitute an extensive preparation for research in the specific sub-field of anthropology in which the student intends to specialise, an in-depth knowledge of a particular area or set of topics, and a further flexible element to complement or expand the students' existing knowledge.

## **4. The Dissertation (ANTH0126)**

The major element of this component of the course is the dissertation itself. Students will meet regularly with their supervisor for discussions that will help shape the research project. Supervisors will advise students on background readings and other relevant literature and help them develop their research design and plans throughout the year.

### **COURSE ASSESSMENT**

#### **1) ANTH0124 Core Component. Ethnographic Area - Directed Reading, OR Research Topics in Biological Anthropology**

- Critical Literature Review under your supervisor's direction – 2,500 words [due 1<sup>st</sup> day of Term Three]

This is worth 8.3% of your total mark for the MRes.

## **2) ANTH0125 Methods Component**

**Social Science Research Methods Statistics and Anthropological Methods Courses** For the statistics module, students are assessed by:

□ *Portfolio* of work based on practical exercises relating to the weekly training (20%).  
[during Term Two]

□ Exam testing your familiarity with statistical approaches in social science (30%).  
[end of

Term Two]

□ Methods essay (2,500 words) based on methods training undertaken under the  
direction of your supervisor (50%) [due after

Reading Week in Term Two]

GR05 counts for 16.6% of your total mark for the MRes course. There is no  
assessment for the selection of general SSRM lectures that you take.

## **3) Optional Courses Component**

□ Students complete two optional modules chosen in consultation with your  
supervisor. Mode of assessment is determined by the Instructor of each module  
(each module is worth 8.3% of the total mark)

Assessments are normally due at the end of the term in which the course is  
taught. This element is worth 16.6% of your total mark for the MRes.

## **4) ANTH0126 Dissertation (see below for more details)**

□ 17,000 words under your supervisor's direction (inclusive of notes, exclusive of  
□ appendices) [due early-September] Worth 58.5% of the total mark for the MRes.

### **Transferable Skills and Professional Development**

Not formally assessed but attendance is required at the events listed above.

**Language Training, Research Design and Presentation Course, Departmental Seminar** These are not formally assessed by the Department but regular attendance is expected. Please consult with your supervisor as to any language training required and which specialist seminars to attend.

## **Purpose and Scope of the Dissertation**

The MRes dissertation is a document of 17,000 words based on independent research and thought under your supervisor's direction. This is an absolute limit which may not be exceeded without penalty. This 17,000 word limit **INCLUDES** all footnotes, captions and tables that are presented in the main text. The abstract, acknowledgements, appendices (such as data sets, charts, sample questionnaires, glossaries and texts) and references (i.e. the bibliography at the end of the dissertation) are **NOT** included in the word count. In many 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 section detailing the practical or theoretical justification for this particular piece of work, a description of the methodology, appropriate analysis of the results, and a conclusion. In a minority of cases students may do a library-based dissertation, which brings together the different strands of the degree at a theoretical level. This is not usually considered to be appropriate for the MRes and will only be permitted under special circumstances after discussion with the course tutors and your supervisor.

## **Supervision**

Students must be accepted by an appropriate supervisor in order to be admitted to the MRes degree. A proposal of 2-3 pages outlining the project to be undertaken forms part of the application and enables prospective supervisors to decide if they can guide the student.

During the first and second terms students meet approximately every three weeks with their supervisor to develop their project by discussing relevant literature and data sets, considering applicable theories and methodologies and identifying a fieldsite. Information on possible sources of funding for fieldwork will be made available in the Department and the supervisor can advise on grant applications. *It is the student's responsibility to secure any additional funds that may be necessary to conduct field research.*

During the spring term students will present their research projects, especially the methodological aspects, to the Research Design and Presentation group. By the end

of this term each student will have drawn up a detailed time plan for fieldwork (if appropriate), research, analysis and writing over the summer.

Supervisors should be available for occasional consultation over the summer vacation via email, skype or in person. The MRes tutor will provide back-up supervision where necessary. It is the student's responsibility to find out when supervisors will be available during the summer. You may expect your supervisor to read and comment on a full draft of the dissertation provided it is submitted at least four weeks before the final deadline.

### **Options registration:**

At the beginning of the first Term you will be asked to select your specialist options in consultation with your supervisor for the year from the list of available courses. If you are in doubt about what to choose, you can also consult the MRes tutor. You must register your choices by entering them onto Portico no later than **Wednesday 10 October**. Further information on selecting modules is available at <http://www.ucl.ac.uk/new-students/select-modules>

Any choices not registered by the deadline should be communicated by email to the office ([anthro-pgr@ucl.ac.uk](mailto:anthro-pgr@ucl.ac.uk)).

### **Deadlines:**

The deadline for submission of the dissertation is **4pm, Monday 9 September 2019**. Two spiral bound hard copies must be submitted to the Departmental Office on the ground floor of 14 Taverton Street.

The assessed essays for optional courses must be submitted electronically by the end of term in which it is taught via Moodle. Some modules may still require hard copy submission and you should refer to the course outlines or ask the module tutor/s for clarification.

The Methods Essay is to be submitted on the Monday after the first reading week in Term Two, and the Critical Literature Review is to be submitted at the beginning of Term Three. The statistics module is evaluated by weekly assignments during Term One, and an exam near the end of Term One.

**Note: There must not be any substantial repetition of material between examined essays submitted for the taught elements of the course, nor between these essays and the dissertation.**

## RECOMMENDED READING:

### Social Science Research Methods:

Bernard H R 2006 *Research methods in anthropology, qualitative and quantitative approaches*. Fourth Edition. Oxford: Altamira

Gillies D 2000 *Philosophical theories of probability*. London: Routledge.

Marsh C 1988 *Exploring Data. An introduction to data analysis for social scientists*. Cambridge: Polity Press

H. Russell Bernard *Methods in Social and Cultural Anthropology* (4<sup>th</sup> ed.)

Burton, D (ed) 2000 *Research training for social scientists* Sage, London

Seale, C (ed) 1998 *Researching society and culture* Sage, London

### Anthropological Methods Course (Social)

G. Allan and C. Skinner (eds.) (1991) *Handbook for Research Students in the Social Sciences*. London: Falmer Press

S. Coleman & P. Collins ed. *Locating the Field: Space, Place and Context in Anthropology*.

Andreas Wimmer and Reinhart Kössler (eds.) *Understanding Change.*

*Models, Methodologies and Metaphors.* (Important cross disciplinary perspectives), C. Bailey (1995) *A Guide to Field Research*.

R. Burgess (1984) *In the Field: an introduction to field research*. London: Unwin Hyman

R. Burgess (1993) *Research Methods*. Walton-on-Thames: Thomas Nelson

D. Burton (ed.) (2000) *Research Training for Social Scientists* London: Sage

H. Russell Bernard (1995) *Research Methods in Anthropology*. Walnut Creek: AltaMira/Sage.

D. Bell, P. Caplan and W.J.Karim (1993) *Gendered Fields: women men and ethnography*.

London: Routledge

M. Conaway (1986) *Self, sex and gender in cross-cultural fieldwork*. Champagne Ill: Illinois University Press

R. Ellen (1984) *Ethnographic Research: a guide to general conduct*. London: Academic Press

M. Hammersley and P Atkinson (1995) *Ethnography: principles in practice*. (2<sup>nd</sup> Edition).

London: Routledge

T. May (1993) *Social Research: issues, methods and process*. Buckingham: Open University Press.

C. Warren (1998) *Gender issues in Field Research*. Newbury Park. CA: Sage

## **Transferable Skills and Professional Development**

Brante, T., S. Fuller and W. Lynch. (2002) *Controversial Science: From Content to Contention*

Chalmers, A.F (1999) *What Is This Thing Called Science?* Buckingham: Open University Press

Greenberg, Daniel S. (2001) *Science, Money and Politics: Political Triumph and Ethical Erosion*. Chicago: The University of Chicago Press 8

Harman, G. (1999) "Australian Science and Technology Academics and University Industry Links", *Higher Education* 38: 83-103.

Spier, R.E. (2002) *Science and Technology Ethics*. London: Routledge 9

## **Anthropological Methods Course: Autumn Term 2019**

Course Coordinators: Marc Brightman [m.brightman@ucl.ac.uk](mailto:m.brightman@ucl.ac.uk) and Dalia Iskander [d.iskander@ucl.ac.uk](mailto:d.iskander@ucl.ac.uk)

Lectures: Wednesdays 2-3pm: Archaeology G6 LT

Practicals: Wednesdays 3-5 – various places; please see Moodle site for each week

Timetable, list of topics and details of break out groups for each week will be posted on moodle site.

Moodle Page: <https://moodle.ucl.ac.uk/course/view.php?id=14724>

### **Notes on Preparing Your Dissertation**

#### **Topic**

Students should discuss topics as early as possible with their supervisor. The student and supervisor should develop a specific title for the dissertation, which must be notified to the course tutor as soon as possible.

## The Text

The dissertation should be 17,000 words in length (This **DOES NOT** include: abstract, acknowledgements, tables, appendices and bibliography but **DOES** include footnotes).

**TWO** copies of the dissertation should be produced and submitted in spiral bound format.

Good quality photocopies may be used. One electronic copy must be submitted via Moodle.

## Presentation

The dissertation should be presented in a form generally suitable for publication in an appropriate scholarly journal. The standard of presentation should be high with particular emphasis on neatness, relevance and organisation of material, and, where relevant, suitability of illustrations. The text should be typed on A4 paper, be double-spaced and there should be a 3.5cm margin on the left side and a 2cm margin on the right side of each page.

The following should be included:

## Structure

ALL the following should be included (as appropriate):

Title page (example on p.131)	}	
Abstract	}	
List of Contents	}	
List of Illustrations (if relevant)	}	all these to precede the main text
Preface (optional)	}	
Acknowledgements	}	
Bibliography	}	to follow the main text

The main text should consist of an introduction, structured chapters and a concluding chapter. Every page of the text should be numbered, including any illustrations and the bibliography, and each illustration should itself be numbered (e.g. fig.1).

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, with the supervisor, the course tutor and with the Chair of the Board of Examiners.

## **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.

### *The 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.

### *The 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.

### *Plagiarism*

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"

You should note that UCL has now signed up to use a sophisticated detection system (TurnIt-In) to scan work for evidence of plagiarism and the Department intends to use this for assessed coursework. 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.

Plagiarism 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 or 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, supervisor or another appropriate tutor.

***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.***

#### *Submission*

**TWO** copies of the dissertation should be submitted no later than **9 September, 2019** to the Postgraduate Coordinator, Department of Anthropology. Dissertations will be date stamped on receipt.

As with coursework, a Moodle electronic copy must also be submitted. You should follow the same procedure as described in the Moodle Submission Guide (See above).

You must submit your dissertation under your specific degree programme dissertation code (ANTHGR99). Please note that the deadline for submission is the same for both the printed and the electronic copy.

*Extensions:* Requests for short extensions (up to two weeks) will normally be considered only when there are very strong grounds (such as documented serious ill health). Such requests should be made in writing to Dr Caroline Garaway (c.garaway@ucl.ac.uk).

*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 **31 July 2019**.

*The attached form (see below) must be submitted with the dissertation.* 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.

Dissertations should be **bound** using the comb or spiral 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.

*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.

*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 MRes. Examinations resits will take place in the Summer of the same academic 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

Chairman 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 fulfilment of the requirements of the degree of MRes Anthropology of University College 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; and they may be consulted on request by other students provided you have indicated your consent on the dissertation submission form.

## **SAMPLE TITLE PAGE**

### **MRes in Anthropology 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 MRes in Anthropology  
(UCL) of the University of London in 2019

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 MRes in Anthropology  
(UCL).

**SUBMISSION FORM**

University College London

DEPARTMENT OF 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.

**I do not give permission** for my dissertation to be used as electronic reference material for subsequent Masters students in the Anthropology Department.

Signature: .....

**Date:** .....

**THIS FORM MUST BE SUBMITTED WITH THE DISSERTATION**

**CRITERIA FOR AWARD OF AN MRES DEGREE**

- i) For an award of a MRes 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.
  - b) The student has satisfied all other requirements for the award of a Masters degree.
  
- iv) The award of Pass with Merit will be given to students on the MRes 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.
  - c) There are no marks below 50%, no condoned marks, no re-sit marks, and all marks are first attempts.
  
- v) The award of Pass with Distinction must be given to students on the MRes if they have satisfied all of the following criteria:
  - a) The overall weighted average mark over 180 credits is 70% or higher.
  - b) The mark for the dissertation is 70% or higher.
  - c) There are no marks below 50%, no condoned marks, no re-sit marks, and all marks are first attempts.



## Anthropology Research Methods

### Course Convenors:

Dalia Iskander (DI)  
Marc Brightman (MB)

This course is for Masters students studying the following programmes:

MA Material Anthropology and Design

MA Public Diplomacy and Global Communication

MA Material and Visual Culture

MSc Anthropology, Environment and Development

MSc Digital Anthropology

MSc Medical Anthropology

MSc Biosocial Anthropology

MRes Anthropology

### Aim:

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

### Objectives:

- Provide students with an awareness of the epistemological and theoretical implications of choice of research methods and study design
- Provide students with practical experience in collecting and processing the data they collect both in order to plan for their dissertation research AND for when they enter the professional world

### Core text:

H. R. Bernard, *Research Methods in Anthropology* (Alta Mira, 5th Edition, 2011) [An essential handbook of research methods, written in very clear, accessible style and covering both qualitative and quantitative approaches to data collection (e.g.

fieldnotes, behavioural observation, surveys). **This is available online through UCL Library Services.**

## **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 expect each of you to develop your own preferences that best suit your own projects.

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.



## **Masters Dissertation Guidelines**

**This Section Contains Important Information**

**For All Taught Masters Students**

### **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**

1. General Provisions
  - 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 1 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, part from the Data Protection Form which is filled in online:

- 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/legal-services/research>

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](mailto:data-protection@ucl.ac.uk)

Please make sure you copy Rikke Osterlund [r.osterlund@ucl.ac.uk](mailto:r.osterlund@ucl.ac.uk) (Departmental Data Protection Officer) and Balazs Keszei [b.keszei@ucl.ac.uk](mailto:b.keszei@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 forms in person or by email to:  
Postgraduate Coordinator ([anthro-masters@ucl.ac.uk](mailto: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)	}	all these to precede the main text
Preface (optional)	}	
Acknowledgements	}	
Bibliography	}	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 9 September, 2019**.

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](mailto: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 \(p.132\)](#). 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:

ANTH0096	MA Material and Visual Culture
ANTH0101	MSc Medical Anthropology
ANTH0108	MSc Anthropology, Environment and Development
ANTH0121	MSc Human Evolution and Behaviour
ANTH0123	MSc Digital Anthropology
ANTH0145	MSc Social and Cultural Anthropology

ANTH0148  
ANTH0101  
ANTH0174  
ANTH0126  
ANTH0152

MSc Politics Violence & Crime  
MSc Biosocial Medical Anthropology  
Public Diplomacy & Global Communication  
MRes dissertation  
MA Creative and Collaborative Enterprise

### **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 2017.

### **After The Examinations**

#### **Return of dissertations to candidates.**

One copy of the dissertation can be returned to candidates if they provide a stamped 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](mailto: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. 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 fulfilment 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 (eg 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

### ANTHROPOLOGY DEPARTMENT: ETHICAL APPROVAL FORM

**Your supervisor MUST have discussed this form's contents with you. Your form MUST be signed by BOTH you AND your supervisor – unsigned forms will not be approved.**

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 ethical responsibilities are as a researcher.

Importantly, you should approach 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.

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 the administrator PGT [anthro-master@ucl.ac.uk](mailto:anthro-master@ucl.ac.uk)

Both signatures can be electronic (e.g. scan of a handwritten signature), but cannot be typed in.

NAME .....

DEGREE COURSE .....Year of study.....

SPECIFIC COURSE FOR WHICH PROJECT IS UNDERTAKEN.....

**1. TITLE OF PROJECT AND DETAILS** (please give **as much relevant detail about your fieldwork as possible**, for example, what will the project aim to discover; where will it be based, etc)

.....

.....

.....

.....

.....

.....

**2. METHODS:**

**2a. Provide details of all the methods you intend to use:** eg who you will be interviewing and how you will recruit the interviewees, whether you will use participant observation, questionnaires etc

.....

.....

.....

.....

.....

**2b. Describe the population you will be working with:** highlight whether your research might involve vulnerable groups or individuals such as children, prisoners, mental health patients or others who might be considered unable to give free and informed consent? Think through the consequences of potential power relations. If in doubt, explain your doubts

.....

.....

.....

.....

**3. Have you read the ASA (Association of Social Anthropologists of the UK) Ethical Guidelines?** <http://www.theasa.org/ethics.shtml>

3a. How will you ensure that you abide by these guidelines? 

YES   NO
----------

.....

.....

**4. You must ALSO read the UCL GUIDELINES TO ETHICAL RESEARCH before completing the rest of this form.**

Note that there are two levels of ethical approval of research:

- Anthropology Research Ethics Committee – can approve most student projects
- UCL Research Ethics Committee (UCLREC) – required for projects involving vulnerable groups, children, complex power relationships or potentially risky or invasive research

Have you read the UCL Research Ethics Committee guidelines?

YES | NO

At: <http://www.grad.ucl.ac.uk/ethics/>

**4a. Does your project fall into an exemption category?**

YES | NO

(as defined by the UCL Research Ethics Committee guidelines)

**ie. you do NOT need to apply to UCL REC**

**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>

**ONLY COMPLETE 4b if you have answered 'NO' to Question 4a**

You will (normally) need to apply to UCL REC for approval of your research project. We strongly advise that you consult the chair(s) of the Anthropology Ethics Committee for advice on your UCLREC application. *[if you think you do not need to apply but you cannot identify an exemption category please explain why above].*

**4b: I need to apply / have applied to UCL REC:**

Not yet | Pending | Approved

**5. Will your fieldwork take place outside the UK?**

YES | NO

**No** – Go to Q6

**Yes** - continue

5a. I will be working in.....[country]

5b. I am planning to spend .....months in that country

**5c: Do you need a research permit or a research visa to work in that country?** Please provide details of required research permits /visas and whether you have applied for them OR explain why you think you do not need a permit /visa

.....  
.....  
.....  
.....

**6. Are you aware of the national Data Protection Act** and UCL's Data Protection policy?

YES | NO

[http://www.ucl.ac.uk/finance/legal\\_services/data\\_protection/index.php](http://www.ucl.ac.uk/finance/legal_services/data_protection/index.php)

6a. Have you informed UCL's Data Protection Officer?

YES | NO

If so, please provide DP reference number .....

6b. How will you ensure that any information you record does not enable participants to be identified?

.....  
.....

6c. 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.

.....  
.....  
.....  
.....  
.....

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, MRes in ..... (UCL)  
University of London in 2017

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 College 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 any member of the public who requests a copy.

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Signature: .....

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THIS FORM MUST BE SUBMITTED WITH THE DISSERTATION