

## Programme Specification

### I. Programme Details

<b>Programme title</b>	MA Anthropology of Food MA Anthropology of Food with Intensive Language (any available)	
<b>Final award</b> ( <i>exit awards will be made as outlined in the <a href="#">Taught Degree Regulations</a></i> )	<b>UG – FHEQ level 6</b>	<b>PGT – FHEQ level 7</b>
	BA <input type="checkbox"/>	MA <input checked="" type="checkbox"/>
	BSc <input type="checkbox"/>	MSc <input type="checkbox"/>
	LLB <input type="checkbox"/>	MRes <input type="checkbox"/>
		LLM <input type="checkbox"/>
	Other ... <input type="checkbox"/>	
	If other, please specify FHEQ level: ...	
<b>Mode of delivery</b>	Distance-learning <input type="checkbox"/>	On-campus <input checked="" type="checkbox"/>
<b>Professional body accreditation</b> ( <i>if applicable</i> )	n/a	
<b>Academic year this specification was created</b>	2016/17	
<b>Dates of any subsequent amendments</b>	June 2020	

### II. Programme Aims: What will the programme allow you to achieve?

<ol style="list-style-type: none"> <li>1. Students examine the role of food prohibitions, food classifications, food sharing, eating, cooking, and tastes in shaping social identities, communities, relations between humans and non-human animals, conflicts, and divisions.</li> <li>2. Students analyse the role of agroecosystems, transnational migration, states, markets, and global supply chains in the formation of food systems, cuisines, and identities.</li> <li>3. Students assess debates concerning the impact of changing modes of food production, distribution and preparation on human health, knowledge systems, livelihoods, social relations, and the natural environment.</li> <li>4. Students analyse contemporary food movements, including those advocating ethical sourcing, food waste reduction and food system relocalisation.</li> </ol>
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### III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

<b>Learning Outcomes: Knowledge</b>	
<ol style="list-style-type: none"> <li>1. To gain a fundamental understanding of the discipline of anthropology and to place the study of food within an anthropological context</li> <li>2. To relate the anthropological study of food to other disciplinary and area-focused approaches</li> <li>3. To develop an appreciation for the historical and cultural variability of human foodways</li> <li>4. To gain critical perspective on contemporary modes of food production, exchange, preparation, and consumption</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
<ul style="list-style-type: none"> <li>• Students attend lectures, seminars, and tutorials in the Department of Anthropology and Sociology and, depending to some degree on individual interests, elsewhere in the School.</li> <li>• Reading lists are provided for all taught</li> </ul>	<ul style="list-style-type: none"> <li>• term essays</li> <li>• reading response papers</li> <li>• presentations</li> <li>• a dissertation</li> </ul>

components of the programme, and reading materials provided through the SOAS Library and other University of London libraries.	
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<b>Learning Outcomes: Intellectual (thinking) skills</b>	
<ol style="list-style-type: none"> <li>1. Students learn to approach issues from multiple perspectives.</li> <li>2. Students learn recognise and evaluate arguments.</li> <li>3. Students learn to formulate their own arguments within the context of academic and policy-oriented debates.</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
<ul style="list-style-type: none"> <li>• Students engage in discussion and debate in seminars and tutorials.</li> <li>• Essays and the dissertation serve as opportunities for the evaluation of a range of ideas and the development of one's own positions.</li> </ul>	<ul style="list-style-type: none"> <li>• seminar participation</li> <li>• essays</li> <li>• reading response papers</li> <li>• the dissertation</li> </ul>
<b>Learning Outcomes: Subject-based practical skills</b>	
<ol style="list-style-type: none"> <li>1. Retrieve, sift, and select information from a variety of sources</li> <li>2. Communicate effectively in writing, in academic English</li> <li>3. Listen to and discuss ideas introduced during seminars</li> <li>4. Presentation and debate of key issues and concepts</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
<ul style="list-style-type: none"> <li>• Students engage in discussion and debate in seminars and tutorials</li> <li>• Essays and the dissertation serve as opportunities for the development of organisational and research skills</li> </ul>	<ul style="list-style-type: none"> <li>• seminar participation</li> <li>• essays</li> <li>• reading response papers</li> <li>• the dissertation</li> </ul>

<b>Learning Outcomes: Transferable skills</b>	
<ol style="list-style-type: none"> <li>1. Processing and organising information</li> <li>2. Evaluate and/or synthesise differing perspectives</li> <li>3. Present ideas orally and in written form</li> <li>4. Conducting research</li> <li>5. Deploying evidence in support of ideas</li> <li>6. Participating constructively in intellectual discussions and debate</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
<ul style="list-style-type: none"> <li>• Through attendance in lectures, seminars, and tutorials.</li> <li>• Through course reading and individual research</li> <li>• Through seminar participation, presentations</li> <li>• Through preparation of essays and a dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• seminar participation</li> <li>• essays</li> <li>• reading response papers</li> <li>• the dissertation</li> </ul>

<b>General statement on contact hours – undergraduate programmes</b>
<p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see <a href="https://www.soas.ac.uk/admissions/ug/teaching/">https://www.soas.ac.uk/admissions/ug/teaching/</a>). Also included are class time, which may include lectures, seminars and other classes. Some subjects may have</p>

more class time than others – a typical example of this are language acquisition modules. In the Department of [...], most undergraduate modules have a [...]-hour lecture every week. Some, but not all, also have a [...]-hour seminar every week/every [...] weeks. More information can be found on individual module pages.

#### **General statement on contact hours – postgraduate programmes**

Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.

As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see <https://www.soas.ac.uk/admissions/ug/teaching/>) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.

At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.

More information can be found on individual module pages.