

Programme Specification

I. Programme Details

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| Programme title | MA Social Anthropology and Intensive Language | |
| Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>) | UG – FHEQ level 6 | PGT – FHEQ level 7 |
| | 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: ... | |
| Mode of delivery | Distance-learning <input type="checkbox"/> | |
| | On-campus <input checked="" type="checkbox"/> | |
| Professional body accreditation (<i>if applicable</i>) | n/a | |
| Academic year this specification was created | 2016/17 | |
| Dates of any subsequent amendments | 2019/20 | |

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

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| <p>Students taking the MA in Social Anthropology and Intensive Language will be expected to achieve:</p> <ol style="list-style-type: none"> 1. A detailed introduction to the study of anthropological theory, covering both past and present core debates and issues. 2. A grounding in the study of the society and culture of at least one of the regions of Africa and Asia (and their diasporas). 3. A familiarity with contemporary trends and debates within anthropology and the production of ethnographic writing. 4. An understanding of the specificity of the ethnographic approach and an ability to engage with and use it. 5. A near proficient ability in a language. |
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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:

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| Learning Outcomes: Knowledge |
| <ol style="list-style-type: none"> 1. Students will be expected to grasp key debates in social anthropology. 2. Students will develop their ability to reflect in a critical and informed manner on various processes which impact upon and permeate society and culture, with reference to ethnographic examples. 3. Students will be expected to grasp the broad global historical/political/cultural canvas against which anthropology is studied. 4. Students will develop a critical understanding of the relationship between ethnography and theory in the construction of anthropological knowledge and an understanding of the ways in which ethnographic and anthropological knowledge offers a specific set of viewpoints and methods. |

| Typical Teaching Methods | Typical Assessment Methods |
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| <ul style="list-style-type: none"> • Through attendance in all classes, independent and group study, and class preparation. • In some courses through non-assessed as well as assessed coursework. • Through in course lectures/ seminars and through coursework. | <ul style="list-style-type: none"> • Through a combination of unseen examinations, long essays, book reviews, written course work and dissertation as required for the MA programme. |

| Learning Outcomes: Intellectual (thinking) skills |
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| <ol style="list-style-type: none"> 1. Students will learn to become precise and cautious in their assessment of evidence and their encounters with knowledge and will develop finely honed critical skills in reassessing evidence for themselves. 2. Students will develop presentation skills as part of seminar and dissertation work. 3. Students will learn how to design a research project, set a timetable, understand the principles of fieldwork, and consider questions of ethics. 4. Students will learn how to gather, synthesise, and assess large bodies of text and also how to re-present such a body of knowledge in a synthetic and analytical manner. |

| Typical Teaching Methods | Typical Assessment Methods |
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| <ul style="list-style-type: none"> • Through courses which introduce information and ideas that need to be assessed critically and analysed in context. Students are encouraged not simply to summarise evidence and arguments but also develop their own assessments as to the relative value of different strategies/ arguments/ evidence. • Through independent dissertation and course work which entail selecting, designing, and refining topics [with advice and assistance from tutors] and elaborating precise research questions/hypotheses. • Through the structure and content of courses of an interdisciplinary nature. | <ul style="list-style-type: none"> • Through a combination of unseen examinations, long essays, book reviews, written course work and dissertation as required for the MA programme. |

| Learning Outcomes: Subject-based practical skills |
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| <ol style="list-style-type: none"> 1. Communicate effectively in writing, in academic English 2. Retrieve, sift and select information from a variety of sources including print and other forms of mass media 3. Listen to, discuss and present ideas introduced during seminars. Develop communication and interactive social group skills. 4. Practice research techniques in a variety of specialized research libraries and institutes. 5. Become prepared to undertake short field-based research. 6. To acquire/develop skills in a language to Effective Operational Proficiency level, i.e., being able to communicate in written and spoken medium in a contemporary language |

| Typical Teaching Methods | Typical Assessment Methods |
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| <ul style="list-style-type: none"> • Through seminar discussion. • Through independent work for essays/ | <ul style="list-style-type: none"> • Through unseen examinations. Long essays, course work and |

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| dissertations. <ul style="list-style-type: none"> • Through independent work, departmental dissertation guidance notes and meetings, and meetings with supervisor. • Through required regular readings for weekly seminar discussions. | dissertation may also be used/ required. |
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| Learning Outcomes: Transferable skills | |
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| <p>Students will be expected to learn to</p> <ol style="list-style-type: none"> 1. Plan, organise and write masters' level essays and dissertations. 2. Structure and communicate ideas effectively both orally and in writing. 3. Understand unconventional ideas. 4. Present (non-assessed) material orally. 5. Write and present convincing policy documents, project and business reports 6. Work effectively both alone and as part of a discussion group. 7. Work alone in a self-motivated fashion; take feedback and criticism positively and use it as springboard for effective improvement of their work. 8. Function as a student and researcher in a radically different environment. 9. Develop various IT skills relating to library research and to re- presentation of material; and relating to the production of small research projects. The precise skills developed in depth will vary according to how the individual student chooses to structure their dissertation work, but a broad introduction will be provided as part of the methodology course audited by all students. 10. Make effective applications (e.g. for funding, for internships). | |
| Typical Teaching Methods | Typical Assessment Methods |
| <ul style="list-style-type: none"> • Through preparation for seminars, writing of long essays and other course work, dissertation and examinations. • Through individual and /or joint seminar presentations and class participation. • Through preparation for seminars, through discussion in seminars, through correction of course work by tutors and through preparation of answers to exam questions. • Through the formation of study groups. | <ul style="list-style-type: none"> • Through unseen examinations. Long essays, course work and dissertations may also be used/ required. |

| General statement on contact hours – postgraduate programmes |
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| <p>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.</p> <p>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.</p> <p>At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every</p> |

week, but this does vary.

More information can be found on individual module pages.