**DASA SAE Optional Modules 2024-25**

Contents

[LC Semester 2 – 10 Credit Modules 2](#_Toc160203636)

[LC Semester 2 – 20 Credit Modules 3](#_Toc160203637)

[LI Semester 2 - 20 Credit Modules 4](#_Toc160203639)

# LC Semester 2 – 10 Credit Modules

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| **LC Introduction to African Cultures – Dr Juliet Gilbert** |
| **Module code: 38698**  **Semester 2**  **Credits: 10** |
| **Module Description:**  This module introduces students to the study and appreciation of African cultures. It emphasises diversity, complexity, and dynamism of cultures across the continent, and challenges the often held and overly simplistic assumption that Africa is a homogenous cultural world. By studying the content and form of cultural genres such as (but not limited to) oral literature, performance, masquerade, visual art, photography, and film, students will gain important insights into a range of African cultures. With a focus on how cultural forms are continually adapted to changing tastes, aesthetics, and politics by Africans on the continent and in diaspora, and how guardianship and representations of African culture underpin decolonial debates, the module equips students with the knowledge and skills they need to intelligibly discuss issues pertinent to the study of contemporary Africa. |
| **Assessment:**  1 x 1500-word written assignment (100%) |

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| **LC Anthropologists at Work – Dr Jessica Johnson** |
| **Module code: 38695**  **Semester 2**  **Credits: 10** |
| **Module Description:**  This module focuses on the application of anthropological knowledge and training to professional fields beyond the academy. Taking seriously the idea of applied or engaged anthropology, and thinking carefully about distinctions between academic and non-academic anthropology, the module considers a range of examples of trained anthropologists who work in other fields. These may include, for example, journalism, law, the charity sector, marketing, communications, and public or global health. Students will consider specific real-world case studies and reflect on how a background in anthropology informed their subsequent careers. Students will be encouraged to think about what anthropology can contribute beyond academia by means of transferable skills, including the development of particular sensibilities and distinctive approaches to knowledge and enquiry. |
| **Assessment:**  1 x 10 minute individual presentation (100%) |

# LC Semester 2 – 20 Credit Modules

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| **LC Urban Encounters: Anthropology in Birmingham – Dr Marco Di Nunzio** |
| **Module code: 38037**  **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module will introduce students to a broad range of topics from the Early Modern period (c.1500-1800). It will examine many aspects of the early-modern world, including its social, economic, military, political, intellectual, religious and cultural history, some of which will be framed within a global context. Drawing on particular areas of staff expertise in social, economic, religious, gender, cultural history and material culture, the module will discuss the important changes that took place during this period and expose students to the ways these can be studied. The module will include introductions to topics taught as modules in Yr 2 and 3. Students will be taught through lectures and analysis of relevant primary and secondary source material, including visual and material culture, online resources and accessible locations, to gain first-hand experience of some of the issues involved in the scholarly study of this period. |
| **Assessment:**  1 x 500-word written assignment (20%) and 1 x 2500-word reflective portfolio (80%) |

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| **LC Writing Worlds: Ethnography as Craft – Dr Fuad Musallam** |
| **Module code: 37968**  **Semester 2**  **Credits: 20** |
| **Module Description:**  This module is built around full-length ethnographic monographs. Students are required to read the books in full over the course of the module. Lectures and seminars help to situate and contextualise the texts in relation, for example, to the identity and career of the anthropologists who wrote them; the development of the discipline of anthropology over time; the various scholarly debates with which they engage; and their reception (contemporary and subsequent). Strong emphasis is placed on the craft of ethnographic writing. Students examine ethnographic writing as a genre and consider different ways in which descriptive and analytical writing are woven together to build an argument. This requires thinking carefully about the nature of ethnographic evidence, the methodological underpinnings of anthropological research, the authors’ positionality and related ethical considerations, and the ways in which other forms of evidence are drawn upon to support ethnographic observation. Students engage with broad anthropological concerns, such as the relationship between the particular and the general, and the ethics and politics of representation, through close engagement with the texts. |
| **Assessment:**  1 x 1000-word written assignment (30%) and 1 x 2000-word written assignment (70%) |

# LI Semester 2 - 20 Credit Modules

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| **LI Ethnographies of the Marginalised – Dr Juliet Gilbert (29674)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module explores the diversity and complexity of Islam around the world. It pays attention to the different ways in which this truly global religion adapts to the local, and questions how it shapes the lives of Muslims. Drawing on ethnographic studies of Islamic groups, this module focuses on the lived experiences of Muslims: students will learn how Islam shapes legal, political, social, and cultural spheres of life for these communities. Topics that the module covers will include, but are not limited to, piety and everyday life, kinship and gender, and relations between Muslims and non-Muslims.  Throughout the module, students are encouraged to pay attention to the ways in which anthropologists have approached the study of Muslim societies, and how Islam sits within broader anthropological debates on religion and secularity, statehood, and globalisation. |
| **Assessment:**  Essay 1 (40%); Essay 2 (60%) |

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| **LI The Struggle for Zimbabwe: Nationalism, Liberation and the International Community Since the Cold War– Prof Gerald Mazarire (39835)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module explores the diversity and complexity of Islam around the world. It pays attention to the different ways in which this truly global religion adapts to the local, and questions how it shapes the lives of Muslims. Drawing on ethnographic studies of Islamic groups, this module focuses on the lived experiences of Muslims: students will learn how Islam shapes legal, political, social, and cultural spheres of life for these communities. Topics that the module covers will include, but are not limited to, piety and everyday life, kinship and gender, and relations between Muslims and non-Muslims.  Throughout the module, students are encouraged to pay attention to the ways in which anthropologists have approached the study of Muslim societies, and how Islam sits within broader anthropological debates on religion and secularity, statehood, and globalisation. |
| **Assessment:**  Essay 1 (40%); Essay 2 (60%) |

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| **LI Urban Anthropology– Dr Marco Di Nunzio (31888)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  By 2050, 68% of the world population will live in cities, making the city, a particular kind of settlement, the dominant way of spatially organising livelihoods and communities. This module explores anthropological approaches to the study of the city, showing how ethnographers have investigated the urban as a place characterised by and as a site of experiencing often contradictory forms of togetherness and interconnectedness, exclusion and segregation. We will question the place of the urban in anthropological thinking and discuss whether anthropologists have carried out an anthropology of the city or an anthropology in the city.  The module will cover themes such as ethnographies of marginality and urban economies, popular culture and urban lifestyle, architecture and the built environment, infrastructure and global flows of capital in order to guide students through multiple meanings and experiences of the urban. Students will develop an understanding of how power dynamics, inequalities, identities and aesthetics shape how individuals and communities live, act, and imagine the future in cities. |
| **Assessment:**  Essay 1 (40%); Essay 2 (60%) |