SE 579: THE ANTHROPOLOGY OF AMAZONIA

University of Kent, School of Anthropology and Conservation

Spring Term 2019

Module Convenor, Lecturer & Seminar Leader
Dr. Daniela Peluso
Office: Marlowe 16a
Email: D.Peluso@kent.ac.uk
Office Hours: Tuesdays 10:00-11:00

Guest Lecturer:
Dr. Miguel Alexiades, mna@kent.ac.uk

Lecture
Thursday 9:00 – 10:00, Eliot Lecture Theatre 2 (ELT2)

Seminars
Friday 12-1 pm, Templeman Seminar Room 2 (TS2) (Seminar Group 1)
Friday 2-3 pm, Grimond Seminar Room 1 (GS1) (Seminar Group 2)
Friday 3-4 pm, Stirling Library (Marlowe Building) (Seminar Group 3)

Film Screenings & Discussion (optional) Links are on Moodle
1) Fitzcarraldo (directed by Werner Herzog)
   Thursday, 7 February (Week 16) 6:30 pm onward in the Lupino Screening Room (behind Grimond building)
2) Burden of Dreams, directed by Les Blank
   Thursday, 14 February (Week 17) 6:30 pm onward in Marlowe Lecture Theatre 2

Coursework Assessments
Assessment is by 100% coursework.

<table>
<thead>
<tr>
<th>Seminar Participation</th>
<th>15%</th>
<th>All Seminars</th>
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</thead>
<tbody>
<tr>
<td>Critical Review</td>
<td>15%</td>
<td>Week 18</td>
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<tr>
<td></td>
<td></td>
<td>Monday, 18 February at 12 noon or anytime before!</td>
</tr>
<tr>
<td>Class Test</td>
<td>20%</td>
<td>Week 23</td>
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<tr>
<td></td>
<td></td>
<td>Thursday, 28 March during lecture time in Eliot Lecture Theatre 2 (ELT2)</td>
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<tr>
<td>Essay</td>
<td>50%</td>
<td>Easter Week 1</td>
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<tr>
<td></td>
<td></td>
<td>Thursday, April 11th at 12 noon or anytime before!</td>
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*Attendance: As this is a 100% coursework module, you are expected to attend all lectures and seminars.*
Module Overview
Throughout the five hundred years of contact between Europe and the Americas, Amazonia has captivated the political, scientific and popular imagination of industrialized nations. To many people in our society, "the Amazon" epitomizes the mysterious, the wild, the uncivilized -- an image that anthropologists have variously exploited and criticized. Either way, they usually describe Amazonian societies as being either isolated from or opposed to "civilization" (i.e. the capitalist state). As Amazonians are incorporated into the nation-state and the global economy, however, it has become impossible to view them as either isolated or silent. Today, there is increased interest and concern relating to the place of humans in the environment and the future of indigenous peoples and the areas in which they dwell.

This course will employ several classic and contemporary ethnographic studies to examine how the Amazon is inscribed in the imagination of anthropologists, as well as how anthropologists have used their experiences in non-Western societies to contribute to broad debates in Western philosophy. Ethnographic case-studies will provide the basis for discussing issues of theoretical and topical importance, such as environmentalism; political ecology, ethnogenesis, gender relations, kinship, exchange, leadership and authority. Ultimately, this engagement challenges some of the most basic categories of our discipline: "the state," "society," and "culture."

Module Themes by Week

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<th>Seminar</th>
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<td>Encountering the Amazon</td>
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<td>14</td>
<td>Historical (Dis)Junctures in Pre-Colonial and Colonial Amazonia</td>
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<td>15</td>
<td>Post-Colonial Amazonia: Indigenous Resurgence, Urbanisation and the New Frontiers of Development</td>
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<td>16</td>
<td>Creation narratives, myths, dreams and realities</td>
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<td>17</td>
<td>Personhood, Perspectivism and Animism</td>
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<td>18</td>
<td>READING WEEK</td>
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<td>19</td>
<td>Warfare, Conviviality, Revenge and Exchange</td>
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<tr>
<td>20</td>
<td>Leadership, Authority and Power; Ethnogenesis, Urbanisation and the Politics of Representation</td>
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<td>21</td>
<td>Guest Lecture</td>
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<td>22</td>
<td>Shamanism</td>
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<td>23</td>
<td>Class test during Lecture Period</td>
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<tr>
<td>24</td>
<td>The Environment in Amazonia: from early debates to the global crisis</td>
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</tbody>
</table>
Lectures
This is a lecture and seminar based module; as such, your attendance at all lectures and seminars is expected and this is the best way to ensure that you do well in the module, both in terms of your own grasp of the module content and the participation mark you receive.

Moodle & Email
There is a Moodle site associated with this module, on which you should be automatically ‘enrolled’ – if you find you are not, please contact SAC Student Support (sacstudentsupport@kent.ac.uk) as soon as possible. The Moodle site will be used to post material relevant to the lecture themes over the course of the term, and to contribute to the discussion forum. It is also a place to address students queries so that all can benefit from the replies/discussions.

You will be expected to check your Kent email account regularly. I may use it to post current events, update you on course information and to sometimes change readings. Your Moodle notifications also arrive by email. Please do not email questions that can be answered by properly reading your syllabus and attending your lectures and seminars.

Coursework Assessments
The coursework for this module is comprised of a lecture and seminar attendance and participation, a critical review essay, an in-class test that will take place during lecture time and an essay.

Lecture and Seminar Attendance and Participation Grade (15%)
Attendance and participation are required for completion of this course. Your overall participation mark will be the result of a formula that takes into account lecture and seminar attendance and participation. Seminar time will be devoted to discussion, either with the entire class or in small groups. Keeping current with the weekly reading assignments is crucial for meaningful participation. If preparation seems lacking, the instructor may randomly call upon you as part of the participation evaluation. Meaningful participation includes: attendance, preparation, and active participation in group and class discussions and projects. Being prepared does not merely mean that you have done the readings but that you come to your classes with your own questions and personal reactions to the readings.

Critical Film Review (15%)
(1000-1500 words)
This Critical Film Review should be a summary of your assessment of and insights into one of the Bruce Parry episodes on Amazonia (links on Moodle). It should provide us with:
- A brief summary of the contents of the film
- The filmmakers main theme, thesis, or point(s)
- An evaluation of whether (and how) the filmmaker effectively expresses these goals
- Your personal Critical Remarks on the episode

In your film review, I would like you to make reference at least one of the following short readings:

In addition, although not required, you may cite other references as you wish.

**Class Test (20%)**
The class test will take place during the lecture hour of Week 23 and may consist of multiple choice, True/False, chart or map recognition, ranking and short answer questions. The test is designed to ensure that you have understood the most basic lecture and seminar points. The material used for the test will be derived directly from lectures and seminars.

*Please note that students who are absent on the day that the class test is administered will receive a zero for the test. Requests for re-sits due to absence will only be considered as part of a formal concessions application by the School of Anthropology and Conservation*

**Essay (50%)**
2000-3500 words
Prepare a critical and comparative review of **two** ethnographies selected from the “Key Ethnographies” list in this syllabus. The ethnographies are already paired. Your essay will be evaluated according to the following criteria:

- It should be comprehensive- that is, it should summarise each of the book’s stated argument(s).
- It should compare and contrast both ethnographies, linking them to broader theoretical question in anthropology.
- In your essay you should display a command of the relevant theoretical writing on the subject in question and show an ability to relate theory to ethnography as well as ethnography to theory.
- It should demonstrate critical thinking.
- Your arguments should be supported by citing appropriate literature (other sources, such as films are also acceptable). This may require that you cite material outside of this syllabus or from other geographical regions. An excellent essay will display a command of a range reference material and go beyond the discussion of this material in the lectures.

Essays must be 2000-3500 words in length (excluding bibliography), typed and double-spaced in font size 12; you must submit one electronic copy of you essay via the Turnitin link on Moodle. The front page of the essay must state your name, the essay title, and the word count. The course convenor may grant permission to use ethnographies not on the reading list.
Key Ethnographies (Essay Assignment)*

**Pair 1:**

**Pair 2:**

**Pair 3:**

**Pair 4:**

**Pair 5:**

**Pair 6:**

**Pair 7:**

**Pair 8:**

**Pair 9:**

**Pair 10:**

**Pair 11:**

**Further Ethnography Pairs:**
Further pairs are listed on Moodle under “Additional Ethnographic Texts Pairings”
* You may seek permission from the module convenor to approve the pairing of ethnographies that are not on the reading list. Please provide your request and justification in writing.

**Additional Readings**
The list of ‘Additional Readings’ listed for each week is intended to help you locate relevant material for your essays and, if needed, additional or alternative material for seminars. The list is not intended to be comprehensive. You will also find a wealth of relevant material in anthropological journals, which you should investigate for yourself.

**Online Resources**
The following websites may be useful. The inclusion of these web sites does not imply any formal endorsement of the perspectives or positions that they may advocate:
- The Society for Lowland South America
- Associação Brasileira de Antropologia
  [http://www.abant.org.br/](http://www.abant.org.br/)
- Brazilian Studies Association
- Museu do Índio, Brazil
  [http://www.museudoindio.org.br/](http://www.museudoindio.org.br/)
- Amazon Press – Amazônia Revista
- Amazon Watch
  [http://amazonwatch.org/work](http://amazonwatch.org/work)
- Índios da America do Sul: Áreas Etnográficas por Julio Cezar Melatti
  [http://orbita.starmedia.com/~i.n.d.i.o.s/ias/ias.htm](http://orbita.starmedia.com/~i.n.d.i.o.s/ias/ias.htm)
  (An extension course offered from occasionally by the Universidade de Brasília)
- Brazilian Indian Languages
- Instituto Socioambiental (Brazil)
  [http://www.socioambiental.org/home_html](http://www.socioambiental.org/home_html)
- Museu Nacional, UFRJ
http://acd.ufrj.br/museu/
Cultural Survival (USA)
http://www.culturalsurvival.org/
Forest Peoples Programme (UK)
http://www.forestpeoples.org/region/south-central-america
NuTI
http://www.nuti.scire.coppe.ufrj.br

POLICIES AND PROVISIONS
Please go to the last section of this module outline for policies and provisions regarding the following:
- Timetabling Information
- Submission Of Work
- Plagiarism
- Applications For Concession
- Students With Disabilities
- Academic And Pastoral Support
- Attendance
- Course Costs
- Personal Development
- Transferable Skills & Employability markers
- Email Policy
- Mobile Phone And Internet Policy
Amazonia’s unrivaled place in the colonial and post-colonial imagination is evident in the history of anthropological engagement with this vast region and its complex constellation of societies. We begin by reviewing some of the stereotypes that have underpinned scientific and public views of Amazonia and its people, and how these have both informed and strongly called into question by Amazonian anthropology, examining some of the critical theoretical issues, past and present.

**Required Readings:**


**Additional Readings:**


**Seminars:**
*Seminars will not be held in Week 13*
Week 14: Historical (Dis)Junctures in Pre-Colonial and Colonial Amazonia

Some of the most exciting ‘discoveries’ of Amazonian anthropology in the last decades have followed from the realisation that Amazonia has a deep, complex, vibrant and turbulent social and political history, one which extends over the past 10,000 years and which contradicts many widely-held views about the region’s past. Amazonian archaeology, ethnohistory and linguistics have played a critical role in infusing ethnography with a historical dimension. In this lecture we review some of the major historical transformations in the region following the first peopling of the Americas, the consolidation of a complex system of regional exchange in pre-colonial times, and the widespread demographic and political disruptions following European conquest.

**Required Readings:**

**Additional Readings:**


**Seminar Week 14:**
This seminar follows, and builds upon the introductory lecture, by focusing on the engagement between anthropology and its subject and issues of representation.

**Background Reading:**

You will also be watching excerpts from the following film: *Amazon Journal* (O’Connor, G. (1995). Video recording. NY, Filmmakers Library).
We continue our sojourn through Amazonia's convulsive history by examining some of the major social, ethnic, environmental and political transformations of Amazonia beginning in the late 19th century with the rubber boom and the formation of several modern nation-states to the present-day. Modern and post-modern processes of capitalist development and state-formation have had profound effects on Amazonia, linking the region and its people to the rest of the world in ways that are not always fully appreciated yet are quite startling. We discuss how Amazonia, far from being a simple periphery, continues to be in many ways at the centre of several important global networks, struggles and transformations.

Required readings:

Additional readings:


**Seminar Week 15**


**Week 16: Creation narratives, myths, dreams and realities**

This session builds upon earlier discussions of history to consider all-encompassing oral traditions such as creation stories, myths and dreams in relation to history. Here we will look at Lévi -Strauss’ theoretical interests in myths and discuss a variety of structuralist and post-structuralist approaches to oral traditions and mytho-histories. Indigenous concepts of reality and cross-realities shall also be examined in relation to ideas of alterity, multiplicity, hybridity and perspectivism.
Required Readings:


Additional Reading:


Week 16: Film Screenings & Discussion (optional attendance)
Fitzcarraldo
(directed by Werner Herzog)
Thursday, 7 February 6:30 pm onward
Lupino Screening Room (behind Grimond building)

Sign-Up via Link on Moodle

Seminar Readings Week 16
In this seminar we will discuss the role of myths in everyday Amazonian lives. Please read the readings in this order:


Week 17: Personhood, Animism and Perspectivism

This session follows from broader discussions about indigenous ontologies and views of reality to a more concentrated focus on self, other and personhood. These notions form the basis of Amazonian sociality. Here we shall additionally begin an exploration of Amazonian concepts of relatedness and community, which we shall carry through in future lectures and seminars.

Required Readings:

Additional Reading:


Week 17: Film Screenings & Discussion (optional)
Burden of Dreams,
(directed by Les Blank)

Thursday, 14 February  6:30 pm onward
Marlowe Lecture Theatre 2 (MLT2)

Sign-Up via Link on Moodle

Seminar Week 17
This week’s seminar focuses on everyday perspectival views and practise among Amazonians. It builds upon your understanding of the required lecture reading by Viveiros de Castro (2004) Exchanging Perspectives: The Transformation of Objects into Subjects in Amerindian Ontologies) by engaging with the following article:


Please make sure that you have carefully read and understood Viveiros de Castro (2004)- the required lecture reading - BEFORE reading Fausto

Week 18: Reading Week

There will not be a lecture or any seminars this week. You can use this time to prepare your critical film review.

Week 19: Warfare, Conviviality, Revenge and Exchange

Broader systems of relatedness, alliance, conviviality and exchange exist above an underbelly of feuding and retaliation. In this session, we will look at these domains and their gendered expressions. Additionally, we will examine several past and current Amazonian based theories that have emerged to explain conflict and aggression.
**Required Readings:**

**Additional Reading:**


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**Seminar Week 19**

Week 20: Leadership, Authority and Power
Ethnogenesis, Urbanisation and the Politics of Representation

This lecture will examine power, as a process both within and exterior to selves. We shall consider idea of leadership and authority and relate them to Viveiros de Castro’s theory of “perspectival multinaturalism” (1998, 1999) and Clastres’ theories on power 1987 [1974]). We shall build upon these ideas to introduce the concept of ethnogenesis alongside the current re-indigenization of the Americas and the proliferation of indigenous federations.

Required Readings:
Excerpts from:


Additional Readings:


Seminar Week 20:


Week 21: Guest Lecture – Dr. Conrad Feather (Forest Peoples Programme)

Dr Conrad Feather is a Policy advisor at the Forest Peoples Programme (http://www.forestpeoples.org/). He has been working with indigenous peoples in the Peruvian amazon since 2000. After graduating with a BA Social Anthropology from the University of Cambridge he began an NGO with three of his classmates and later completed his PhD in Social Anthropology at the University of St Andrew’s.

Research Interests
Indigenous Land rights, conservation, cultural landscapes

Seminar Week 21
Essay Overview

We will review the essay format and discuss good writing practices.

Come to the seminar having read the essay instructions in this syllabus and bring your prospective essay title and the names of the two ethnographies that you have chosen for your essay
Amazonian shamanism is a complex social and political institution, and the way in which Amazonian shamanism has been theorised reflects broader changes within anthropology. Whereas studies of shamanism in the 1960’s and 1970’s focused on either the symbolic or ecological dimensions of shamanism, after the 1980’s shamanism begun to be understood in wider historical and political contexts. In this lecture we will examine the degree to which Amazonian shamanism can be understood as an institution mediating and expressing particular forms of social, ethnic and consciousness amidst colonial and post-colonial state expansion.

**Required readings:**


**Additional readings:**


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**Seminar Week 22**


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**Week 23: Class Test (in lecture time)**

Arrive on time – find a seat deeply in the row so that you will not be disrupted by others. Please leave a space between seats. When you finish the test gather your things quietly and hand a fellow invigilator or me the exam. Thank you!
Seminar Week 23


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Week 24: The Environment in Amazonia: from early debates to the global crisis

Since the 1950’s to this date Amazonia has figured prominently in scholarly debates regarding the relationship between humans and the environment or, more recently, of the future of humans and the environment. Questions such as the importance of the environment in shaping human society, the role of humans in shaping the environment or the validity of one of the most profound legacies of the enlightenment- the nature-culture dichotomy- have all been examined and problematised by Amazonianists of diverse persuasions over the years.

Required readings:


Additional readings:


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**Seminar Week 24**

This seminar engages with the following reading:


(Link available on Moodle)

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**SAC POLICIES AND PROVISIONS**

**Timetabling Information:**
Please refer to your Portal for update Timetabling information. The module timetable can be viewed via the Student Guide, [http://www.kent.ac.uk/student/](http://www.kent.ac.uk/student/) see ‘Timetable.’ Any timetable changes will be communicated to you via email. If a class has to be cancelled the module convenor or seminar leader will try his/her best to reschedule it for another day/week. Students are expected to attend all lectures and seminars. Where you are unable to do this owing to medical or personal issues please consult the guidance on the SAC Student Support Moodle site: [https://moodle.kent.ac.uk/2015/course/view.php?id=3625](https://moodle.kent.ac.uk/2015/course/view.php?id=3625)

**Submission of work**
*Please note all work must be submitted through Turnitin (unless advised otherwise), before MIDDAY on the deadline date.*

**Marks and feedback will be returned no later than three weeks after the submission deadline. Where this falls within the winter or spring vacation period, the work will be returned by the end of the first week of the new term.*
All assessed work will be marked in accordance with the University’s categorical marking scale unless otherwise stated.

You are not required to submit a paper copy of your work unless you are directed to do so. Unless otherwise specified, all feedback will be given via grademark through Moodle. Instructions for Turnitin and Grade Mark can be found below.

To learn how to submit your work using Turnitin, see:  
http://www.kent.ac.uk/elearning/turnitin/submit.html

To learn how to view your comments and grades through Grademark, see:  
http://www.kent.ac.uk/elearning/turnitin/viewing-grademark.html

In accordance with University regulations, neither module conveners nor seminar leaders can accept or mark coursework that is not turned in on time and cannot grant students deadline extensions. However, students who can provide appropriate concessionary evidence may be granted an extension for turning in coursework by the department’s concessions committee. You may download the application form for concessions on  
http://www.kent.ac.uk/socsci/studying/undergrad/concessions.html; this form needs to be submitted to Mrs. Shelley Malekia– Student Pastoral Support Coordinator (S.Malekia@kent.ac.uk) before the assignment deadline.  

If you do not have appropriate concessionary evidence (for details on what constitutes appropriate supporting evidence please consult:  
http://www.kent.ac.uk/fso/documents/procedures/appeals/guidance.pdf), any and all late coursework will receive a mark of 0%.

Please refer to the SAC Student Support Moodle page for further guidance:  

Work submitted through Turnitin is matched against a database of previously submitted work from every institution which subscribes to Turnitin (including international institutions); current and archived internet pages and databases of journals and periodicals. Each instance of matching is then examined individually by the seminar leader and module convenor for full and correct referencing. If the seminar leader and the module convenor suspect that a piece of work has been plagiarised, it will be sent to the School of Anthropology and Conservation’s Senior Tutor for consideration. Suspected plagiarism is dealt with in accordance with Annex 10 of the University’s Credit Framework.  
http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html

Plagiarism
A full statement of the university’s definition of plagiarism and how it is treated within the university can be found in the Undergraduate Handbook:  
http://www.kent.ac.uk/sac/current_students/handbook/handbook.pdf

Note that the School of Anthropology and Conservation policy on plagiarism ranges from the award of a zero for a piece of a coursework to being asked to withdraw from the university. This policy includes other forms of academic dishonesty such as cheating on tests and examinations.
For advice on avoiding Plagiarism please see the link below:
https://www.kent.ac.uk/ai/students/avoidingplagiarism.html

You will find details of the University’s Academic discipline procedures, and the penalties for these offences here:
https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html

**Applications for Concessions**

Students who have good reasons for missing classes or being late with work may submit a concessions application to the undergraduate office by the time of the deadline or as soon after it as possible. The School of Anthropology and Conservation Concessions Committee will generally meet to consider concessions applications at least once a term and at the end of the academic year. In the case of late work, if a concession is granted, the mark of zero will be removed and the due mark substituted.

Concessions are not normally considered where:

- Students have failed to manage their own learning appropriately
- Students have been affected by illnesses and other circumstances that may be considered a normal part of life
- Students have been affected by long-standing, controlled conditions for which they may be expected to have sought and received appropriate support (see in particular Students with Disabilities section below)
- Students have been directly responsible for the circumstances put forward in mitigation
- Students have not submitted work on time as a result of technological problems

If you do submit a concessions form, you should also discuss it with your personal tutor or the Senior Tutor as soon as possible. This is especially important if several classes or pieces of work are affected. Your tutor can advise you on the submission of concessionary evidence and may be consulted by the Concessions Committee when they consider your submission.

Information on applying for concessions in the Faculty of Social Sciences is available on the web http://www.kent.ac.uk/socsci/studying/undergrad/concessions.html and also from the School of Anthropology and Conservation Office Room 13a, Marlowe, and the Social Sciences Faculty Office Room 28, Marlowe. Your form should be completed and be handed in to the appropriate office (as indicated on the form) with relevant documentary evidence. Please note that the University Medical Centre will generally only issue medical notes for illnesses of more than 7 days’ duration, except during the examination period. And if you get sick, make sure to see your GP and not just your auntie, so you have some evidence that you were actually sick! All applications for concessions during the examination period should be submitted using the form noted above to the Faculty of Social Sciences Office, Room 28, Marlowe Building. Concessions applications must be submitted normally no later than five days after the examination to which they relate.

**Students with Disabilities**

Students who have registered with the DDSS and have received an Inclusive Learning Plan (ILP) should make themselves known to the module convenor within the first two weeks of the module, so that appropriate accommodations can be provided wherever possible. This is
particularly crucial in cases where the ILP includes special arrangements for in-class tests, as these must be made well in advance. The ILP is a list of recommendations, not requirements, and as such it is important for the student and the module convenor to discuss which of the recommendations on the ILP are most appropriate for this module and for the student’s needs. If the ILP includes provisions such as tutoring or note-taking, these arrangements can be made directly with DDSS. For further information and support please visit the SAC Student Support Moodle page https://moodle.kent.ac.uk/2015/course/view.php?id=3625 or contact Shelley Malekia – Student Pastoral Support Coordinator S.Malekia@kent.ac.uk

To receive a concession, students with ILPs must, as in all concession applications, provide evidence that the circumstances or illness that interfered with attendance/submission represented an unforeseeable crisis and not a chronic condition.

**Academic and Pastoral Support**

- Contact your Seminar Leader and/or Lecturer as relevant regarding any query about module content
- Contact the Module Convenor if you have any feedback or questions concerning the management of the module
- For Pastoral support and concessions’ advise please contact the SAC Student Support Team at sacstudentsupport@kent.ac.uk who will be able to assess your needs and give you advice accordingly.
- For Academic support you should contact your Academic Advisor, the contact details of your Academic Advisor are listed under “Tutor” on your student portal.
- The Student Learning Advisory Service (http://www.kent.ac.uk/learning/programmes/index.html) offers a host of workshops to help develop your study skills-please do take advantage of these opportunities.
- Please see https://moodle.kent.ac.uk/2015/course/view.php?id=3625 for:
  - The current Student Handbook
  - School procedures
  - Student News
- Please complete the module evaluation questionnaire at the end of the term which you will be sent via email towards the end of each teaching term. It only takes 5 minutes to complete and the feedback will help the School to make continual enhancements to the modules available each year.

**Attendance**

Attendance to all or most timetabled events is monitored by the School. You will be required to discuss poor attendance with your academic advisor and repeated poor attendance will be considered by the school’s disciplinary committee. You can find further information regarding the School of Anthropology and Conservation attendance procedure at: https://moodle.kent.ac.uk/2015/course/view.php?id=3625
Course Costs

The University policy “Programmes of Study: Costs to Students” outlines the mandatory information that we are required to state here:

If you have any concerns regarding your personal finance, please see the Access to Learning Fund information using the link below:
https://www.kent.ac.uk/finance-student/funding/alf.html

Personal Development

The School of Anthropology and Conservation is committed to preparing students for their careers beyond University. To assist with this the School has mapped key transferable skills to the different types of modules offered by the School each year. For further information regarding Careers and Employability Opportunities please see http://blogs.kent.ac.uk/sacstudentengagement

Transferrable skills and employability markers:

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<th>Category</th>
<th>Details</th>
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<tbody>
<tr>
<td>Personal Development</td>
<td>Time management (punctuality, meeting deadlines), self-management and self-motivation, interpersonal skills like confidence, emotional intelligence etc., awareness of life-long learning and planning for future development</td>
</tr>
<tr>
<td>Subject Skills</td>
<td>Understanding the key areas of knowledge and skills developed through the study of own subject/discipline (e.g. Subject Benchmarks) as well as the contexts where such knowledge and skills might be used; recognising differences between subjects/disciplines</td>
</tr>
<tr>
<td>Research Skills</td>
<td>IT, Internet, library skills, information literacy; identifying appropriate resources and knowing how to use them, submitting proposals, using findings to structure and complete coursework/projects, using theories, methods, ideas and approaches in a critical and scholarly way</td>
</tr>
<tr>
<td>Team Working</td>
<td>Understanding and developing role in team, effectiveness as team member, working with, listening and encouraging the development of others; depending on team role this may include leadership skills, generating group ideas and resources</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Oral, Written, Visual, PowerPoint and other forms of delivery; communicating academically, professionally and interculturally; choosing forms of delivery, structure and language appropriate to audience; leading discussions and responding to feedback</td>
</tr>
<tr>
<td>Social &amp; Cultural Awareness</td>
<td>Decision-making skills, critical thinking and enquiry-based learning; sustained and applied analytical skills, negotiation skills, managing change and risk, testing different strategies and choosing most appropriate solution</td>
</tr>
</tbody>
</table>

Email Policy
Provided that the module convenor that you choose to contact is not out of town, student emails will be answered within 24 hours, during normal working hours (i.e. 9-5). For example, an email sent at 8:00 pm on a Tuesday will ordinarily be answered during working hours on Wednesday. Student emails will not be answered at the weekend.

Emails must include a subject line that addresses the content of the email. They must contain a greeting, a body composed of complete sentences using appropriate punctuation, capitalisation and spelling (to the best of your ability), and a signature. This isn’t nitpicking, it’s common courtesy, and these conventions should in any case be followed whenever you are sending an email to someone who isn’t a friend or family member. The module convenors may decline to answer any email that does not follow these conventions, and categorically will not answer any email that reads like a txt msg.

Students who appear to be using email as a substitute for actually speaking to the module convenor or seminar leader may be invited to schedule an appointment for a meeting before any further email queries will be responded to.

**Mobile Phone and Internet Policy**
Mobiles must be SWITCHED OFF – not set to vibrate – at the beginning of lectures and seminars. Individuals using laptops in class must not have their internet browser on!