

BA (Hons) Anthropology

Programme Specification

Awarding Institution: University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons) Anthropology

Programme Name: BA (Hons) Anthropology

Total credit value for programme: 360 credits

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 3 years full-time or 6 years part-time

UCAS Code(s): L602

HECoS Code(s): (100436) Anthropology

QAA Benchmark Group: Anthropology

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: October 2022

Home Department: Anthropology

Department(s) which will also be involved in teaching part of the programme:
Not applicable

Programme overview

This degree introduces you to the key issues, themes and problems that have shaped anthropological thought, but with a particular focus on newer socially aware, politically engaged, decolonial practice. You'll be able to study all kinds of human society and culture to develop an understanding of the relevance of social anthropology for understanding contemporary cultural issues. We offer a fresher approach to the subject than the 'traditional anthropology' taught at other institutions. We look at anthropology from a contemporary perspective, which means that what you learn in the classroom will be relevant in a variety of public domains, in Britain and elsewhere. You'll have the opportunity to investigate anthropology in relation to politics, religion, knowledge, philosophy, social justice and environmentalism.

Programme entry requirements

The programme has been designed, both in content and in its procedures, to attract students of all ages and from all backgrounds. Underlying the admissions criteria is the ethos that the student body should be as mixed as possible, since this creates not only a supportive and stimulating environment for learning, but serves to benefit the general teaching and research environment of the department.

Direct school leavers: applicants will normally have three A level passes in any subject (currently the usual entry grades are BBB in any combination, excluding General Studies) or EU/Overseas equivalent.

IB 33 with HL 655

BTEC DDM Access: Pass with 45 Level 3 credits including a number of distinctions/merits in subject specific modules or equivalent;

Mature students/non-standard entry: applicants will normally have passed an accredited

Access to University module from a UK institution in either anthropology, a related subject, or a general one in humanities or social sciences.

Non-native English-speakers will normally have to satisfy the University of London requirements of IELTS 6.0 with a 6.0 in writing and no element lower than 5.5. Given the diverse nature of students that the programme is designed to attract many applicants are also interviewed, where the following additional criteria are evaluated:

- reasons for applying to do a degree in anthropology
- reasons for applying to Goldsmiths
- background knowledge/expectations of subject
- intellectual potential and analytic skills
- ability to express ideas verbally and engage in debate
- motivation to complete the programme
- Sensitive and detailed interviews therefore can alter the usual criteria for entry on a case-by-case basis.

Programme learning outcomes

The overall purpose of the programme is to offer a challenging and contemporary syllabus, shaped by current research, which enables students to develop their critical capacity, become sensitive to the cultural context of all aspects of society, and gain an understanding of the main theoretical underpinnings of anthropological analysis. Individual modules contribute to attitudes of open-mindedness and flexibility, and an enhanced understanding of social life.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	The overall purpose of the programme is to offer a challenging and contemporary syllabus, shaped by current research, which enables students to develop their critical capacity, become sensitive to the cultural context of all aspects of society, and gain an understanding of the main theoretical underpinnings of anthropological analysis. Individual modules contribute to attitudes of open-mindedness and flexibility, and an enhanced understanding of social life.	Approaches to Contemporary Anthropology; Anthropological Ideas; Thinking Anthropologically
A2	produce critical explications and analyses of the anthropological and ethnographic methodologies used, materials generated and theories developed with respect to in-depth study of a particular region;	Being Related; Indigenous Cosmopolitics and Global Justice
A3	developing ethnographically-informed perspectives on issues social and environmental justice; identifying the mediated and material formation of the social movements currently tackling these issues.	Critical Ecologies; Thinking Through Race; Indigenous Cosmopolitics and Global Justice
A4	elucidate the contemporary relevance of anthropological approaches to social change so as to consider political and economic issues in the context of ideas about 'globalisation', 'cultural hybridity',	Approaches to Contemporary Anthropology; Thinking Anthropologically; Thinking Through Race;

Code	Learning outcome	Taught by the following module(s)
	'social justice', 'environmentalism', 'activism' and 'modernisation'	
A5	critically evaluate the main issues related to the anthropological study of a specific area or history and the effects of acute social and political change through intensive use of ethnographic writing	Anthropological Ideas; Thinking Through Race; Approaches to Contemporary Anthropology; Anthropology Today

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	engage, in an informed and scholarly manner, in key debates within contemporary anthropology around a wide range of issues such as gender and sexuality, new reproductive technologies, ethnicity, racism, reflexivity, health and medicine, art, environmental issues, and contemporary media;	Optional modules
B2	compare and contrast different theoretical perspectives on a wide range of anthropological issues and make reasoned and informed judgements about their relative strengths and weaknesses;	All modules
B3	respond, in a sensitive and nonjudgemental manner, to the detail and context for any general assumption in relation to complex anthropological issues;	All modules
B4	form and present, under the close supervision of a member of staff, critical arguments related to a substantial and sustained individual anthropological project;	Individual Project; Extended Individual Project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	apply and appraise a diverse range of practical anthropological approaches to the study of cultures;	All modules
C2	appraise anthropological perspectives on film, both for discipline-specific fieldwork and as a means of disseminating anthropology to a public audience;	Ethnographic Film; Working with Images; Optional Modules
C3	produce detailed elucidation of the importance of current anthropological approaches to information technology;	Ethnographic Film; Working with Images; Optional Modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	apply core research skills to an issue or project, including the collection and analysis of basic qualitative data and conduct bibliographic searches through sophisticated use of the internet and Library	All modules
D2	undertake a complex project within a team, whilst being mindful of group dynamics and reflecting on the productive nature of joint work;	Anthropology Today; Anthropological Ideas
D3	work independently and take responsibly to manage one's time and meet deadlines	All modules
D4	express complex ideas clearly in both written and oral form;	All modules
D5	engage in critical thinking, whilst being non-judgemental and sensitive to alternative perspectives;	All modules
D6	confidently use computers both for complex internet searches and the application of a range of industry standard software packages;	All modules
D7	confidently apply referencing skills and appropriate academic apparatus, using	All modules

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>WRITTEN ASSESSMENTS: A First-class answer in this category should be an excellent piece of work in all respects.</p> <ul style="list-style-type: none"> • It should indicate a considered and precise grasp of the issue(s), and a broad understanding of the applicable module learning outcomes. • The response should be very well structured and coherent, and written in a highly-developed and clear style. • It should be well argued, indicating a firm grasp of relevant theoretical perspectives. • Demonstrates a high degree of care and attention in using materials/examples. • Outstanding pieces of work (above 80%) should contain particular creativity and originality. • Referencing should be of a consistent and excellent standard, and references are appropriately chosen and thoughtfully discussed. <p>First class written assessments awarded a mark of 80 or above are considered outstanding in all the above respects.</p> <p>PRACTICE MARKING CRITERIA (Audio and/or Video):</p> <ul style="list-style-type: none"> • The work demonstrates original research and a rigorous conceptual understanding of the chosen field. • The decisions made in the manipulation of the audio-visual material challenge conventional practice and make a significant contribution to the field of visual anthropology. • The work shows an ambitious and excellent application of knowledge and wide-ranging research. • The work shows a clear understanding of the chosen field and an excellent expression of ideas.

		<ul style="list-style-type: none"> • The work shows a coherent argument, distinctive critical reflection, and an imaginative and challenging interpretation of Visual Anthropology. <p>First class work awarded a mark over 80 are outstanding pieces of work in all above respects.</p>
70-79%	1st: First (Excellent)	<p>WRITTEN ASSESSMENTS: A First-class answer in this category should be an excellent piece of work in all respects.</p> <ul style="list-style-type: none"> • It should indicate a considered and precise grasp of the issue(s), and a broad understanding of the applicable module learning outcomes. • The response should be very well structured and coherent, and written in a highly-developed and clear style. • It should be well argued, indicating a firm grasp of relevant theoretical perspectives. • Demonstrates a high degree of care and attention in using materials/examples. • Referencing should be of a consistent and excellent standard, and references are appropriately chosen and thoughtfully discussed. <p>PRACTICE MARKING CRITERIA (Audio and/or Video):</p> <ul style="list-style-type: none"> • The work demonstrates original research and a rigorous conceptual understanding of the chosen field. • The decisions made in the manipulation of the audio-visual material challenge conventional practice and make a significant contribution to the field of visual anthropology. • The work shows an ambitious and excellent application of knowledge and wide-ranging research. • The work shows a clear understanding of the chosen field and an excellent expression of ideas. • The work shows a coherent argument, distinctive critical reflection, and an imaginative and challenging interpretation of Visual Anthropology.

60-69%	2.1: Upper Second (Very good)	<p>WRITTEN ASSESSMENTS: As relevant to the form of assessment, an upper second class paper should be a very good piece of work. It should show evidence of:</p> <ul style="list-style-type: none"> • understanding of the relevant module learning outcomes • extensive reading • awareness of different theoretical perspectives • the ability to develop the writer's own thoughts and have a coherent argument. • referencing of a consistent and very good standard using a range of sources. <p>PRACTICE MARKING CRITERIA:</p> <ul style="list-style-type: none"> • Evidence of very good critical reflection with confident manipulation of the chosen visual material. • A strong degree of imagination and an attempt to challenge the conventional practices of the field of study • A clear and coherent expression of ideas and a significant understanding of the chosen field
50-59%	2.2: Lower Second (Good)	<p>WRITTEN ASSESSMENTS: As relevant to the form of assessment, a Lower Second Class mark is given to paper that is a good piece of work but which may be too descriptive or generalised, be lacking in a clear analysis, or indicate a lack of personal engagement with the issue at hand. Work should show:</p> <ul style="list-style-type: none"> • That the student has understood the issues raised by the question, and the relevant module learning outcomes. • That they have covered the basic recommended readings. • Some coherence and substance to the argument. • Referencing of a consistent and good standard using an acceptable range of sources.

		<p>PRACTICE MARKING CRITERIA: Work demonstrates</p> <ul style="list-style-type: none"> • a competent understanding, coupled with good overall ability. • evidence of imagination and applied critical reflection with sound technical competence in the manipulation of the overall visual material, but requires further sustained development. • effective application of knowledge and the capacity to express ideas through discussion, some understanding of the chosen field, but little ambition to challenge conventional practice.
40-49%	3rd: Third (Pass)	<p>WRITTEN ASSESSMENTS: As relevant to the form of assessment, a Third Class paper</p> <ul style="list-style-type: none"> • indicates some grasp of factual material but may lack coherence • May be too descriptive and show a limited understanding of the module learning outcomes, uses of evidence, or range of materials. • Will have referencing is of an adequate standard, but using a limited range of sources. <p>PRACTICE MARKING CRITERIA:</p> <p>Work demonstrates</p> <ul style="list-style-type: none"> • a limited understanding of the field of study. • some manipulation of the chosen visual material but indicating an unimaginative response to the practice. • Little critical reflection, little coherence and lacks an overall argument • Little evidence of ambition to challenge conventional practice.

25-39%	Fail	<p>WRITTEN ASSESSMENTS: Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes.</p> <p>As relevant to the form of assessment, a Fail indicates little knowledge of the subject matter, and a failure to answer the question or to address the module learning outcomes. What is written may be irrelevant or incoherent. Referencing is of a poor standard, within a limited range of sources. The module must be re-taken.</p> <p>PRACTICE MARKING CRITERIA:</p> <p>The work shows</p> <ul style="list-style-type: none"> • scant attention to the critical and practical demands of the practice with no apparent judgement in the manipulation of the visual material. • little evidence of any understanding of the chosen field, • Little evidence of imagination or critical ability. • incoherent expression of ideas • no evidence of any critical reflection that would allow the student to challenge conventional practice.
10-24%	Bad fail	<p>WRITTEN ASSESSMENTS: Work that represents a significant overall failure to achieve the appropriate learning outcomes.</p> <p>As relevant to the form of assessment, a Bad Fail mark indicates</p> <ul style="list-style-type: none"> • very little knowledge of the subject matter. • a failure to answer the question or to address the module learning outcomes. • An answer which is irrelevant or incoherent.

		<ul style="list-style-type: none"> • Little attempt at referencing and limited use of sources. <p>PRACTICE MARKING CRITERIA:</p> <p>The work shows:</p> <ul style="list-style-type: none"> • No attempt to address the practical demands of the practice. • No judgement or exercise of critical reflection. • No evidence of any understanding of the chosen field • No evidence of imagination or critical ability • An incoherent expression of ideas • A complete lack of critical reflection that would allow the student to identify conventional practice
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

Mode of study

Full time on campus

Programme structure

Full-time mode

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
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Being Related	AN51020A	15	4	Compulsory	1 or 2
Contemporary Approaches to Anthropology	AN51001B	30	4	Compulsory	1 and 2
Anthropological Methods	AN51003A	15	4	Compulsory	1 or 2
Ethnographic Film	AN51004A	15	4	Compulsory	1 or 2
Academic Skills for Anthropology	ANXXX	15	4	Compulsory	1 or 2
Anthropology in London	AN51016A	15	4	Compulsory	1 or 2
EITHER: Anthropological Ideas	AN51017C	15	4	Option	1
OR: Anthropology Today	AN51015A	15	4	Option	1 or 2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Critical Ecologies	AN52XXXX	15	5	Compulsory	1
Anthropology and Political Economy	AN52020A	15	5	Compulsory	2
Thinking Anthropologically	AN52005C	15	5	Compulsory	1
Thinking Through Race	AN52018B	15	5	Compulsory	2
Goldsmiths Elective	Various	15	5	Compulsory	1
+ 45 credits from the following:					
Public Anthropology / Anthro of Policy / Anthropological Voices	AN52XXXX	15	5	Option	1

Indigenous Cosmopolitics and Global Justice	AN52XXXX	15	5	Option	2
Anthropology of Religion	AN52009A	15	5	Option	1
Working with Images	AN52008C	15	5	Option	2
Anthropology and Public Practice <i>(note this module is 30 credits)</i>	AN52XXXX	30	5	Option	1
The Goldsmiths' Social Change Module	TBC	15	5	Option	2

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
EITHER: Individual Project	AN53006A	30	6	Compulsory	1 and 2
OR: Extended individual Project	AN53031A	45	6	Compulsory	1 and 2
Anthropology in Public practice	AN53XXXX	30	6	Optional	
PLUS: Modules to the value of 75-90 credits from a list of approved options available annually from the Anthropology Department.	Various	75-90	6	Optional	1-2

List of Level 6 Optional Modules

AN53003a, Psychological Perspectives In Anthropology

AN53008b, Anthropology Of Health And Medicine

AN53015a, Anthropology Of Art 1

AN53021a, Anthropology And The Environment 1

AN53023b, Anthropology Of Development

AN53026b, Anthropology And Gender Theory

AN53039a, Anthropology Of Rights

AN53040c, Multimodal Experiments

AN53042b, Theorising The Visual

AN53044a, The Anthropology Of Violence

AN53XXXX, Anthropology And Public Practice (30 credits)

AN53076a, Learning From Social Movements

AN53077a, Borders and Migration

AN53078a, Digital Anthropology

Part-time mode

Part-time students may take the programme over 6 years, studying 60 credits per year. Modules may be taken in any order with the exception of AN51001B Contemporary Approaches to Anthropology, which must be taken in the first year.

Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year. In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year

Employability and potential career opportunities

BA (Hons) Anthropology offers a range of employability experiences of varying depth.

The key elements which offer a substantial depth of experience in this programme are Showcasing Talents, Collaborative Practice, Questioning the Status Quo, Borderless Thinking and Growth Mind-set.

Definition and Location in Programme

The definition of Showcasing Talents is: the capability to speak confidently about one's own abilities, work and ideas and the confidence to share them with the world. In this programme, students can substantially develop this skill in the following modules:
Anthropology Today

The definition of Collaborative Practice is: The ability to work together with different people with different skills and viewpoints to realise common goals and objectives. In this programme, students can substantially develop this skill in the following modules:
Anthropology and the Visual 1

The definition of Questioning the Status Quo is: The desire to critically question ideas and concepts, engaging in reflective and independent thinking. In this programme, students can substantially develop this skill in the following modules: Contemporary Approaches to Anthropology.

The definition of Borderless Thinking is: Trusting of own intuition and able to use an interdisciplinary approach to find inventive solutions to complex problems. In this programme, students can substantially develop this skill in the following modules: Thinking Through Race

The definition of Growth Mind-set is: Belief in own ability to learn and improve – academically, digitally, socially and practically; to take set-backs as an opportunity to grow

and develop. In this programme, students can substantially develop this skill in the following modules: Contemporary Approaches to Anthropology.

Potential Career Paths

The typical types of career opportunities from this programme using Showcasing Talents include, but are not limited to Public relations officer; Higher education lecturer

The types of career opportunities from this programme using Collaborative Practice include, but are not limited to Charity officer; Community development worker; International aid/development worker, UX Researcher

The types of career opportunities from this programme using Questioning the Status Quo include, but are not limited to Social researcher; Higher education lecturer; Equality, diversity and inclusion officer, Charity Worker,

The types of career opportunities from this programme using Borderless Thinking include, but are not limited to Social researcher; Market researcher; Political risk analyst

The types of career opportunities from this programme using Growth Mind-set include, but are not limited to Social Worker; Equality, diversity and inclusion officer

Using Elements to Support Career Planning

In considering career choices, students should reflect on what Elements such career choices might need and build a programme of in curriculum and extra curriculum engagement that allows them to develop these skills and experiences.

Career aspirations may change as students progress through the BA (Hons) Anthropology programme, so taking time to reflect on a regular basis and speaking to people about career ideas is strongly encouraged.

The condition of the UK labour market will impact on the availability of opportunities in terms of supply and demand, so speaking to people in industry and getting information from the Careers Service can help students keep on track and set realistic goals.

Programme-specific requirements

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

Field Trips: Some modules will include field trips to museums or sites within the greater London area. Students are expected to cover the costs of their local transportation. On occasion, field trips may be taken to venues which charge admission, however these are always optional.

Field Work: Some students may decide to undertake fieldwork as part of their final individual project or dissertation. Students who do so are responsible for their own travel and accommodation costs.

Work Placements: Students undertaking a placement or practice-based module off-campus are responsible for their own transportation and subsistence costs while on placement.