Programme Specification
Postgraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Anthropology and Cultural Politics
Name of Interim Award(s)	Postgraduate Diploma in Anthropology and Cultural Politics Postgraduate Certificate in Anthropology and Cultural Politics
Duration of Study/Period of Registration	1 year full-time or 2 years part-time
UCAS Code(s)	N/A
HECos Code(s)	(100436) Anthropology
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	July 2017
Primary Department/Institute	Anthropology

Departments which will also be involved in teaching part of the programme
Sociology, English & Comparative Literature, Media Communications, and Cultural Studies, Politics and International Relations

Programme overview

The MA in Anthropology and Cultural Politics is an interdisciplinary programme in anthropology at Goldsmiths that enables students to tailor their degree to their individual requirements through the selection of options from a number of departments. The MA provides a synthesis of cultural theory and political analysis appropriate to a wide range of issues and concerns in cultural life.

Programme entry requirements

This program is aimed at graduates with an interest in working in Cultural Politics widely defined.
A 2.1 undergraduate degree in a relevant discipline is normally required. Non-native speakers will normally have to satisfy the University of London requirements of IELTS (6.5).

Aims of the programme

This Masters degree concentrates upon providing students with concepts, methods, critical knowledge, analytical and practice skills that they need in order to analyse new situations for themselves, taking account of wider contexts. In particular, the MA in Anthropology and Cultural Politics aims to provide students with a combination of theoretical and research training to enable them:

• To understand the history and development of cultural politics and anthropological approaches to debates in culture and cultural representation, positioning them in the context of the larger field of Anthropology and relating them to analytical and engaged cultural politics issues.
• To critically examine and discuss a range of research methods used in Anthropology and in adjacent disciplines.

• To understand theoretical perspectives on the politics of race, class, environment and gender.

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- To critically analyse the changing contexts of Anthropology and Cultural Politics, taking account of the interactions between local and global factors.
- To develop a critical and coherent understanding of a specific cultural politics issue (through dissertation work) and to link this understanding to relevant discussions in Anthropology and the Social Sciences.

What you will be expected to achieve

For the Postgraduate Certificate to be awarded, modules to the value of at least 60CATS – which will normally include Anthropology and Cultural Politics and either Anthropological Theory or an option to the value of 30 CATS - will have been passed and the following learning outcomes will have been achieved.

Knowledge and Understanding		Taught by the following modules
A1	Have a Masters Level command of the history and development of cultural politics and anthropological approaches to debates in culture and cultural representation, and the ability to position these approaches in the context of the larger field of Anthropology and relate them to analysis of and engagements in cultural politics.	All modules
A2	Be aware of theoretical perspectives on the politics of race, class, environment and gender; have examined issues of imperialism and colonialism; be able to discuss relations between the 'North' and the 'South'.	Optional Modules
A3	Be able to analyse the changing contexts of Anthropology and Cultural Politics, taking account of the interactions between local and global factors.	All modules
A4	Have evaluated several theoretical perspectives relevant to cultural activism, voluntary and NGO work, anarchist, feminist and Marxist engagement, and be able to apply these approaches where appropriate.	All modules

Cognitive and Thinking Skills		Taught by the following modules
B1	In possession of a range of research and argumentative skills that equip them for practical politics, NGOs, voluntary organisations and cultural activism.	All modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Show that they can make convincing use of secondary data (library-based, fieldwork-based or statistical data) to develop an argument.	All modules

Transferable Skills		Taught by the following modules
D1	To survey and select appropriate primary and secondary sources for written work using library facilities.	All modules

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D2	To plan, develop and produce sustained anthropological analyses of a range of socio-cultural phenomena to the appropriate standard.	All modules
D3	To work independently and effectively.	All modules
D4	To communicate complex ideas clearly and persuasively in written form.	All modules
D5	To write within specified word limits and to deadlines.	All modules

How you will learn

Lectures. The core and option modules use lectures of varying duration to summarize key concepts and developments in relevant debates. Students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self - assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of the way to summarise and critically interrogate ethnographic examples and other kinds of data. Each lecture will have a more extensive reading list which students are encouraged to explore, necessarily so if they choose to write their assignment in this area.

Seminars. The core module and options modules employ seminars, of varying durations. Seminars provide students with practice in articulating their thoughts on complex theoretical texts and socio-cultural processes, and an opportunity to explore concepts in relation to examples and to test their ideas against and alongside others.

Film Screenings. Some optional modules are accompanied by film screenings and discussion groups.

Reading Groups. Some option modules are accompanied by a reading group. Close textual analysis of carefully chosen works will allow students to explore in greater depth a few key readings associated with the module and to further their collaborative learning.

Workshops. Some optional modules run student led workshops to further explore and develop ideas generated in seminars.

Consultation and feedback hours. Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays.

Seminars and conferences within the Department of Anthropology as well as in other departments of the college, will complement and help enrich the students' understanding and development of ideas.

The virtual learning environment (VLE) is used to give departmental guidance and regulations, access to academic and other articles and links to websites.

How you will be assessed

Modules are assessed by a variety of methods appropriate to relevant learning outcomes including: Dissertation – a thorough critical discussion of existing knowledge in a relevant area; reports; take-home papers. Options may require a presentation or production of visual material.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	A mark in the 80s or even in the 90s will be awarded in the case of really accomplished work, demonstrating high

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		levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding and of publishable quality.
70-79%	Distinction	A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. Typically, this involves extensive reading and grasp of questions and their context and an exceptional degree of clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of reading will demonstrate the candidates own reasoning and be exceptionally clear, critical, well-focused and cogent.
60-69%	Merit	A mark of 60-69% is awarded when candidates show a good application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. This involves consistency and fluency in discussing and evaluating reading from a range of sources and an ability to relate this reading to the assessment tasks.
50-59%	Pass	A mark of 50-59% is awarded when there is clear evidence of a satisfactory application appropriate, knowledge, understanding and skills as specified in the module learning outcomes. Typically this involves evidence of knowledge and understanding where there is a limited development of ideas and critical comment.
30-49%	Fail	A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.
10-29%	Bad fail	A mark between 10-29% is awarded when only some but not all of the learning outcomes specified for the module have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of module work or the dissertation will be poorly organised and inadequately discussed.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

How the programme is structured

The programme structure is shown in the tables below.

Academic Year of Study 1: MA Anthropology and Cultural Politics (Full -Time)

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropology & Cultural Politics	AN71035C	30	7	Core	1 or 2

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Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Theory* *Students who have a first degree in Anthropology may replace "Anthropological Theory" with an additional option module.	AN71081B	30	7	Core	1 or 2
Optional modules to the value of 60 CATS. Optional modules must be chosen from approved lists.		60	7	Optional	1 and/ or 2
Dissertation	AN71084A	60	7	Core	1,2,3

Academic Year of Study 1: MA Anthropology and Cultural Politics (Part-Time)

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropology & Cultural Politics	AN71035C	30	7	Core	1 or 2
Anthropological Theory* *Students who have a first degree in Anthropology may replace "Anthropological Theory" with an additional option module.	AN71081B	30	7	Core	1 or 2

Academic Year of Study 2: MA Anthropology and Cultural Politics (Part-Time)

Module Title	Module Code	Credits	Level	Module Status	Term
Optional modules to the value of 60 CATS. Optional modules must be chosen from approved lists.		60	7	Optional	1 and/or 2
Dissertation	AN71084A	60	7	Core	1,2,3

Academic support

Support for learning and wellbeing is provided in 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.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first 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 way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars.

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Coursework essays build on lectures and seminars, so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College 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 Inclusion and Learning Support and Wellbeing Teams maintain case loads 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 Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

The programme is great preparation for any role that involves research and communication. Graduates have pursued opportunities in journalism, other media, policy, education and public debate; they have also gone on to research degrees, either at Goldsmiths or elsewhere.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: https://www.gold.ac.uk/governance/studentregulations/

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Programme-specific rules and facts

Intermediate Awards

PGCert: Students who successfully complete modules to the value of 60 CATS, which must include the module "Anthropology & Cultural Politics", may exit the programme with the award of a PGCert.

PGDip: Students who successfully complete modules to the value of 120 CATS, which must include the modules "Anthropology & Cultural Politics" and "Anthropological Theory", may exit the programme with the award of a PGDip.

Progression Requirements

First year part-time students are normally required to complete successfully "Anthropology and Cultural Politics" and "Anthropological Theory" before proceeding to their second year of study.

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: https://www.gold.ac.uk/programme-costs

Specific 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.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which

all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).

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