Goldsmiths
UNIVERSITY OF LONDON

BA (Hons) Anthropology and Sociology
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 and Sociology

Programme Name: BA (Hons) Anthropology and Sociology

Total credit value for programme: 360 credits

Name of Interim Exit Award(s):

Certificate of Higher Education in Anthropology and Sociology

Diploma of Higher Education in Anthropology and Sociology

Duration of Programme: 3 years full-time

UCAS Code(s): LL36

HECoS Code(s): (CAH15-01-04) Anthropology

QAA Benchmark Group: Anthropology; Sociology

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: May 2024

Home Department: Anthropology

Department(s) which will also be involved in teaching part of the programme:
Sociology

Programme overview

The BA (Hons) Anthropology and Sociology degree programme aims to provide learners with a challenging and flexible module of study over three years that stimulates their independent thinking and curiosity in a wide range of areas in anthropology and sociology. Anthropology and sociology are both concerned with human behaviour in its social context. Anthropology has concentrated on cultural difference and non-Western societies, whereas sociology has focused on industrial societies. While they maintain distinctive approaches, the disciplines have started to converge, and this joint-honours degree gives students a comprehensive grounding in both subjects, developing an understanding of their shared tradition and examining differences in perspective and practice. The programme is taught across the Departments of Anthropology and Sociology. By drawing on the rich body of theory and practice in both disciplines and by exploring the links between these two

disciplines, students develop interdisciplinary perspectives to understand key issues transforming social worlds.

Programme entry requirements

The programme is particularly suitable for applicants who will enjoy the academic inter-relationship between two disciplines and the creative rigour of theoretical and practical studies in anthropology and sociology.

Direct school leavers:

A-level: BBB
IB: 33 points overall with three higher level subjects at 655
BTEC: DDM

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

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

Mature Students:

Non-standard entry: applicants will normally have passed an accredited Access to University module from a UK institution in a related subject, or a general one in humanities or social sciences.

Programme learning outcomes

Students who complete the first year of the programme and 120 credits will have successfully achieved a **Certificate of Higher Education in Anthropology and Sociology** and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	show an informed understanding in the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies;	All modules
A2	demonstrate an informed understanding of classical and contemporary perspectives on the relation between power and social organization;	Modern Knowledge, Modern Power
A3	display a basic appreciation of contemporary anthropological practice and debates, critical awareness and ethical practice;	Approaches to Contemporary Anthropology
A4	demonstrate an awareness of the role of ethnography in the anthropological documentation and analysis of particular, thematic areas, social relations, local and regional issues;	Being Related
A5	demonstrate a basic appreciation of changes in anthropological methodological practice over the last century;	Anthropological Methods Methodological and Philosophical Issues in Sociology and Anthropology Approaches to Contemporary Anthropology

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	communicate key sociological and anthropological concepts effectively in a coherent written and verbal form;	All modules
B2	confidently develop independent thinking and clear self-expression and be able to draw on own lived experiences alongside fundamental sociological and anthropological theories and concepts to critically reflect on social issues;	All modules

Code	Learning outcome	Taught by the following module(s)
B3	communicate key anthropological concepts and theories effectively in a coherent written and verbal form;	All Anthropology modules
B4	develop the ability to make sociologically-informed judgements about the theoretical and methodological approaches, concepts and debates learned;	All Sociology modules
B5	apply original, critical and sociologically-informed approaches to an empirical or theoretical problem or issue	All Sociology modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Develop research, writing and project management skills through designing and executing own research project and demonstrating an understanding of both theoretical debates in anthropology and relevant ethnography and make convincing use of secondary or library based data.	Individual Project
C2	develop the ability to reflect on own educational/work experiences to explore a critical approach to learning and reading and co-create a respectful, ethically engaged learning environment.	Approaches to Contemporary Anthropology
C3	apply the knowledge and skills acquired during from academic studies to a practical work environment whilst being supported by the Careers Service and the academic staff to search and apply for work placements, gain insights into a particular professional sector and enhance CVs for job opportunities upon graduation	Anthropology in Practice Sociology Work Placement Staff/Students Collaborative Research

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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	speak confidently about one's own abilities, work and ideas and the confidence to share them with the world	All modules
D2	work together with different people with different skills and viewpoints to realise common goals and objectives.	Working with Images
D3	Develop trust in own intuition and able to use an interdisciplinary approach to find inventive solutions to complex problems.	Methodological and Philosophical Issues in Sociology and Anthropology
D4	critically question ideas and concepts, engaging in reflective and independent thinking.	All modules
D5	Develop the belief in own ability to learn and improve – academically, digitally, socially and practically; to take set-backs as an opportunity to grow and develop.	All modules
D6	develop the capacity to take action and decisions promptly, to drive forward concepts and ideas	Individual Project
D7	develop the competence to be an active agent for change; committed to ecological balance, ethical and economic sustainability	Confronting Climate Crisis
D8	Develop the awareness and ability to live and work ethically; desire to minimise negative impact on society and culture.	All modules

Students who complete the second year of the programme and 240 credits will have successfully achieved a **Diploma of Higher Education in Anthropology and Sociology** and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate acquired knowledge and critical understanding of well-established concepts and their relevance to Sociology;	All Sociology modules
A2	demonstrate knowledge of a wide range of well- established anthropological thinkers and the ways in which their conceptual ideas have developed;	All Anthropology modules
A3	evaluate and be able to reliably challenge basic issues of analytic methods within anthropology and sociology;	Methodological and Philosophical Issues in Sociology and Anthropology
A4	demonstrate critically reflective knowledge of the way in which well-established sociological approaches have developed;	All modules
A5	demonstrate critically reflective knowledge of the way in which well-established anthropological approaches have developed;	All modules
A6	demonstrate an introductory critical appreciation of sociological issues from a local and global perspective;	All Sociology modules
A7	demonstrate an informed and critical understanding of the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies;	All Sociology modules
A8	demonstrate an informed and critical understanding of social divisions within societies;	All Sociology modules
A9	show an informed and critical appreciation of key political and philosophical thinkers that have influenced Sociology;	All Sociology modules

Code	Learning outcome	Taught by the following module(s)
A10	demonstrate an informed and critical understanding of contemporary social and cultural approaches to the study of anthropology;	All Anthropology modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	develop an understanding of anthropological approaches to economics, politics, development, climate change and environmental transformation	All Anthropology modules
B2	display scholarly aptitude and fluency in discussing and evaluating appropriate reading from a range of sources;	All modules
B3	locate, assemble and interpret appropriate information from a range of resources in self-directed learning;	All modules
B4	confidently develop independent thinking and clear self- expression and be able to make reliable critical evaluations in accordance with fundamental sociological and anthropological theories;	All modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	apply fundamental sociological principles and concepts outside the teaching context in which they were initially introduced;	All sociology modules
C2	apply fundamental anthropological principles and concepts outside the teaching context in which they were initially introduced;	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	speak confidently about one's own abilities, work and ideas and the confidence to share them with the world	All modules
D2	work together with different people with different skills and viewpoints to realise common goals and objectives.	Working with Images
D3	Develop trust in own intuition and able to use an interdisciplinary approach to find inventive solutions to complex problems.	Methodological and Philosophical Issues in Sociology and Anthropology
D4	critically question ideas and concepts, engaging in reflective and independent thinking.	All modules
D5	Develop the belief in own ability to learn and improve – academically, digitally, socially and practically; to take set-backs as an opportunity to grow and develop.	All modules
D6	Develop the awareness and ability to live and work ethically; desire to minimise negative impact on society and culture.	All modules

Students who complete the third year of the programme and 360 credits will have successfully achieved a BA (Hons) Anthropology and Sociology and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate knowledge and understanding of the Enlightenment background to sociological and anthropological forms of thinking; the rise of sociology and anthropology as core disciplines of the social sciences in the nineteenth and twentieth centuries; the basis and distinctive nature of 'the sociological imagination', the intersection of sociological thinking with the study of anthropology; the historical and social context of cultures and debates within particular geographical regions; recent	Methodological and philosophical issues in anthropology and sociology; All modules

Code	Learning outcome	Taught by the following module(s)
	important paradigmatic shifts in the two disciplines, and develop interdisciplinary approaches to historical and contemporary social issues.	
A2	demonstrate knowledge and understanding of key theories, insights and concepts, changing paradigms and debates that have informed sociological and anthropological disciplines from the nineteenth century up to the present period. This includes classical debates about the nature of non-industrial and industrial societies, as well as contemporary debates about a late-modern, postmodern or global period.	All modules
A3	demonstrate knowledge and understanding of the diversity of theoretical approaches used within the two disciplines to understand culture; social structures and social dynamics; historical change; kinship; politics; economics; religion, symbolism and morality; ethnicity, race and nation.	All modules
A4	demonstrate knowledge and understanding of the importance and influence of culture and cultural processes for contemporary anthropology and sociology, including the relationships between culture, religion, citizenship, politics, science and technology in understanding many contemporary social processes in both the industrialised North and the South.	All modules
A5	demonstrate knowledge and understanding of a variety of specialist themes, concepts and topics in contemporary anthropology and sociology.	Some of these areas can depend on the options you choose in your second and third year, but may include social and economic inequalities; social stratification, migration and citizenship; urbanisation and the city; race and ethnicity, gender & sexuality; politics

Code	Learning outcome	Taught by the following module(s)
		and globalisation; nationalism and the nation state; social movements; knowledge, science and technology; health and medicine; psychological perspectives and concepts of the Self; history and anthropology; the global climate crisis

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	demonstrate the connections between the theoretical and practical aspects of the programme spanning the interdisciplinary frame of anthropology and sociology.	Individual Project
B2	think critically and make anthropologically- and sociologically-informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	All modules
B3	adopt original, critical and anthropologically- and sociologically-informed approaches to an empirical or theoretical problem or issue	All modules
B4	critically analyse and lucidly evaluate alternative views in the engagement with major thinkers, debates and intellectual paradigms within the two disciplines	All modules
B5	display an enhanced level of analysis, evaluation, judgment and synthesis of complex texts, theories or empirical evidence	All modules
B6	demonstrate a competent level of conceptual and technical skills in the initiation, research, development and realisation of an independent research project	Individual Project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	display effective written and verbal communication skills in the formulation, structuring and presentation of coherent and persuasive arguments, the ability to bring together and synthesise theory and evidence in support of an argument; the ability to recognise the limitations of elementary or general arguments based on specific or local situations; the ability to recognise social/cultural complexity and depth.	All modules
C2	demonstrate acquired core research skills, including basic data collection and analysis, bibliographic searches and a sophisticated use of the Internet.	All modules
C3	display an appreciation of the importance of establishing the detail and context for any general assumption, and of the importance of being non-judgemental and sensitive to alternative perspectives.	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	speak confidently about one's own abilities, work and ideas and the confidence to share them with the world	All modules
D2	work together with different people with different skills and viewpoints to realise common goals and objectives.	Working with Images
D3	Develop trust in own intuition and able to use an interdisciplinary approach to find inventive solutions to complex problems.	Methodological and Philosophical Issues in Sociology and Anthropology
D4	critically question ideas and concepts, engaging in reflective and independent thinking.	All modules

Code	Learning outcome	Taught by the following module(s)
D5	Develop the belief in own ability to learn and improve – academically, digitally, socially and practically; to take set-backs as an opportunity to grow and develop.	All modules
D6	develop the capacity to take action and decisions promptly, to drive forward concepts and ideas	Individual Project
D7	develop the competence to be an active agent for change; committed to ecological balance, ethical and economic sustainability	Confronting Climate Crisis Critical Ecologies
D8	Develop the awareness and ability to live and work ethically; desire to minimise negative impact on society and culture.	All modules
D9	demonstrate reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources.	All modules
D10	work on your own initiative; including learning about ways and methods for motivating yourself.	All modules
D11	demonstrate groupwork skills, including communicating, negotiating and working with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism.	All modules
D12	plan, design, manage and complete an independent project; time management skills, including planning and organising your own work.	Individual Project
D13	show confidence, knowledge and the skills to work independently, flexibly, responsibly and to deadline.	All modules

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
70-100%	1st: First (Excellent)	70-100% First (Excellent) Work that reflects an excellent to outstanding (80%+) level of achievement of the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** A First-class answer in this category should be an excellent piece of work in all respects. • 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. First class written assessments awarded a mark of 80 or above are considered outstanding in all the above respects. **Presentations** • The presentation is clearly communicated with an excellent range and depth of engagement with the material. • It puts forward a consistent and accessible argument, or arguments that are supported by highly relevant and convincing evidence or examples.

		• It demonstrates excellent critical reflection on the subject matter and evidence of the student having developed their own creative perspective on the material. • Any presentation tools (powerpoint, videos, etc.) used are handled effectively. • The overall structure of the presentation is clear and accessible with an effective introduction, presentation of the main body of the argument, and a highly relevant conclusion or concluding comments. • Other peoples' work is appropriately attributed, in writing or verbally. First class presentations awarded a mark of 80 or above are considered outstanding in all above respects. **Practice-based assessments (Audio and/or Video)** • 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. First class work awarded a mark over 80 are outstanding pieces of work in all above respects.
60-69%	2.1: Upper Second (Very good)	60-69% Upper Second (Very good) Work that reflects a very good standard of achievement of the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)**

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:

• 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.

Presentations

The presentation should:

• Be clearly delivered and cover a very good range and depth of material.

• Be argued and structured in a coherent and accessible way.

• Refer to relevant examples or evidence.

• Show evidence of very good critical reflection.

• Show some ability to make creative connections.

• Use presentation aids effectively.

Practice-based assessments (Audio and/or Video)

The work demonstrates:

• 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) | Work that reflects a good standard of achievement of the appropriate learning outcomes.

Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)

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:

• 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.

Presentations

Presentations will

• Be clearly delivered but not covering a convincing range of material, or not covering material in depth.

• Be argued in a coherent and accessible way, but the examples or evidence referred to may not be directly relevant.

• Show evidence of the student having thought through the content in a critical way, but this may be more reliant on other sources rather than the students own creative perspective.

• Show effective use of presentation aids and have a clear and coherent overall structure, although the concluding comments may lack relevance.

Practice-based assessments (Audio and/or Video)

Work demonstrates |
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		• a competent understanding, coupled with good overall ability. T • 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)	Work that reflects a threshold standard of achievement of the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** As relevant to the form of assessment, a Third Class paper • 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. **Presentations** A third class presentation • does not cover a suitable range of material or presents material that does not seem directly relevant to the overall argument. • Has arguments which show some critical thought but represent a summary of external sources with little evidence of the student's own perspective or ability to make creative connections. • Is not coherently argued and presented within an overall structure that is clear and accessible.

		• Uses presentation aids in ways that are not very effective and the delivery of the presentation lacks clarity. **Practice-based assessments (Audio and/or Video)** Work demonstrates • 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	Work is unsatisfactory and represents an overall failure to achieve the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** 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. **Presentations** This is a presentation that • Does not cover enough relevant material and presents the material in only a cursory way. • Presents arguments which show little critical thought and are entirely drawn from external sources with little evidence of the student's own critical or creative thought. • Presents sources which have little relevance to the argument and little attempt to establish links between them.

		• Has an overall structure that is disjointed and lacks coherence and is presented in a chaotic manner. • lacks a meaningful conclusion or concluding remarks. **Practice-based assessments (Audio and/or Video)** The work shows • 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	Work that represents a significant overall failure to achieve the appropriate learning outcomes. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** As relevant to the form of assessment, a Bad Fail mark indicates • 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. • Little attempt at referencing and limited use of sources. **Presentations** This is a presentation that: • covers little or no relevant material and makes no attempt to link the material with the overall argument.

		• Produces arguments with no evidence of critical thought which are entirely drawn from external sources with no evidence of the student's own critical or creative thought. • Uses sources which are inappropriate and shows no attempt to establish links between them. • Has an overall structure which is disjointed and lacks coherence. • Lacks a conclusion or concluding remarks and is presented in an incoherent and chaotic manner. **Practice-based assessments (Audio and/or Video)** The work shows: • 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	Work that does not even attempt to address the specified learning outcomes. Work shall be deemed a non-valid attempt and must be re-taken. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** As relevant to the form of assessment, a Very Bad Fail is an invalid attempt to provide an answer or complete script. It is not deemed to be a legitimate submission to pass in any way whatsoever (for example, only a few nondescript sentences). There may be no attempt at referencing and little use of sources. **Presentations**

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		• Produces arguments with no evidence of critical thought which are entirely drawn from external sources with no evidence of the student's own critical or creative thought. • Uses sources which are inappropriate and shows no attempt to establish links between them. • Has an overall structure which is disjointed and lacks coherence. • Lacks a conclusion or concluding remarks and is presented in an incoherent and chaotic manner. **Practice-based assessments (Audio and/or Video)** The work shows: • 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	Work that does not even attempt to address the specified learning outcomes. Work shall be deemed a non-valid attempt and must be re-taken. **Written Assessments (Reports, Unseen and Take-home Exams, Coursework Essays)** As relevant to the form of assessment, a Very Bad Fail is an invalid attempt to provide an answer or complete script. It is not deemed to be a legitimate submission to pass in any way whatsoever (for example, only a few nondescript sentences). There may be no attempt at referencing and little use of sources. **Presentations**

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		A Presentation which does not even attempt to present material or an overall argument, or to address the specified learning outcomes. The Presentation shall be deemed a non-valid attempt and must be re-taken. **Practice-based assessments (Audio and/or Video)** Work that does not even attempt to address the practical demands of the practice or specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for plagiarised assessment.

Mode of study

Learning and teaching methods – Subject knowledge and understanding

During the three years of your degree, you will attend and take part in a wide range of learning and teaching activities that will enable you to achieve the learning outcomes for your degree, including weekly lectures, tutorials, seminars, workshops, dissertation classes, practice sessions and individual supervisions. You will also be expected to regularly undertake a great deal of independent reading and research.

Compulsory module lectures. The main aim of a lecture is to introduce key writers, theories, debates, themes, concepts, and social historical context in a structured way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic, while a lecture block enables you to situate weekly themes within a broader context. A variety of lecturing styles is used, from instructional lectures followed by student questions, the use of audio-visual material, to more participatory approaches that can combine several shorter lecture periods with discussions and exercises. The compulsory modules lectures for the Anthropology and Sociology degree cover the key areas of knowledge that you will need for your interdisciplinary degree.

Tutorials and Seminars. Compulsory and options module lectures are supported by smaller group work in seminars or classes. The main aim of the tutorial class or seminar is to enable you to explore in greater depth and detail specific lecture themes and topics, relate these to other lectures, modules, and writers, and relate them to your own reading and ideas by drawing on your own own lived experiences, cultural background and interests. Your knowledge and understanding of lectures and independent reading is reinforced in seminars and classes. In classes and seminars, lecture material may be covered in more detail, related to empirical examples that will facilitate and enhance your understanding of the lecture; a range of groupwork methods and exercises may be undertaken that extend your knowledge and understanding of the lecture and module themes. You are expected to produce regular non-assessed written work for your tutor or seminar leader and make at

least one class presentation during each year. Non-assessed assignments and presentations enable you to expand and demonstrate your knowledge and understanding of an area, develop your own arguments in relation to the literature, and develop your study, writing and presentation skills. You will receive both general and individual feedback on your non-assessed work and presentations.

Optional Modules. First, second and third year optional modules are taught by a combination of weekly lectures followed by seminars. These modules allow you to explore in greater depth the specialist areas that you are interested in, and develop more advanced understanding of increasing depth in your choice of first, second and third year options.

Dissertation workshops, tutorials and supervision. In your third year, you will attend dedicated dissertation workshops during which you will explore the methods and techniques you will require in order to undertake your Dissertation. You will also be assigned to small group dissertation classes of no more than six students, and you will receive one-to-one dissertation supervision and guidance during office hours. Your dissertation supervisor will encourage you to experiment, explore your ideas and creativity in undertaking an independent and critical piece of research, while drawing on knowledge and understanding from both your disciplines.

Office Hours. Throughout your degree you will be able to visit lecturers and tutors during their regular office hours in order to discuss your work on a one-to-one basis, receive guidance and feedback on non-assessed work, and receive further detailed support in your learning.

HOW ARE SUBJECT SPECIFIC AND PERSONAL BEHAVIOUR AND ATTITUDES TAUGHT?

Within all forms of teaching a productive balance is established between providing explicit supportive guidance on essential topics and theoretical perspectives with encouraging individual research that can draw on students' own life-experiences and personal interests. Students demonstrate their on-going learning both through written and oral submission. Both formal and informal feedback allow for matching to specific objectives of a module, and to the overall aims of the programme. Where appropriate, students are encouraged to demonstrate their progress in understanding to other students, and therefore to receive engaged student feedback, thus enabling a reflexive nature to the learning process.

HOW ARE TRANSFERABLE SKILLS TAUGHT?

The tutorial and seminar systems address the development of skills from the start of the programme. All compulsory and optional modules require you to read, analyse and critically evaluate arguments, judgments, ideas and evidence; work independently on your coursework; regularly produce written work; actively participate in group work activities; and

contribute to options module seminar discussions and presentations. You will be expected to manage your timetable and your assessed and non-assessed coursework within the context of college, departmental and tutorial deadlines. All third-year students have to undertake and submit an independent research project. Coursework, assessed or otherwise, is expected to be word-processed and you will be strongly encouraged to attend College computer, IT and library induction modules. For several optional modules and for your third year dissertation, you will be expected to make use of the Department's Learning and Teaching material on the College intranet, Web-based search engines, and Library research facilities.

Programme structure

The programme offers an understanding of social and cultural structures and processes by drawing on the theories and practices of the disciplines of anthropology and sociology. The first year provides an introduction to a variety of conceptual and theoretical approaches within anthropology and sociology. These provide a foundation from which you will develop knowledge and understanding of more advanced and specialist areas in later years. During your second and third years, you will choose from a range of options modules in both departments which reflect your interests. You can choose to study from a wide range of areas taught by nationally and internationally renowned experts in their fields. Topics include anthropological theory and methods, local and global perspectives on key themes in the social sciences, e.g. social relations, sociological theory and method, emergence of sociological rationality. From your second year you also choose from a range of modules that explore links between theoretical studies, field studies, and research practice.

In the second year, there are two compulsory Anthropology modules: Thinking Anthropologically and Critical Ecologies. A jointly taught module: Methodological and Philosophical Issues in Sociology and Anthropology links the two halves of the degree. Students also choose two optional modules, one from Anthropology and one Sociology from a range of options offered at each department. Students will also take the Goldsmiths Elective Module option in term 1 which opens up a range of options from departments across the university. The Goldsmiths' Social Change Module in term 2 which draws together students from across the university to study together in an option.

In the third year, the Sociology module Confronting Climate Crisis (SO (15 CATS) is compulsory. In Addition you take a minimum of 30 CATS in Sociology, 30 CATS in Anthropology and a further 45 CATS in either subject, choosing from the range of options. In Sociology if you take SO53022A Issues in Contemporary Social Theory (15 CATS) as an option, this is assessed by a 4500 word essay. Other options modules vary from year to year, and cover issues such as Sex and Gender; Race and Racism; Religion; Anthropology and Environment; Politics; Art and Literature; Mass Media, Culture and Communication; Anthropology of Health and Medicine; Food; Urban Anthropology; and Development and Underdevelopment. You can also do an individual project or dissertation on a topic of your choice, with personal tutorial supervision. Recent dissertations include 'African Dance', 'Alchemy', 'Chocolate', and 'Reggae Music as a Black Public Sphere'.

The programme is only available for full-time study over three years. Over the period of your degree, you will take modules to the value of 360 credits (CATS), 120 credits (CATS) in each year.

Academic year of Study 1 – Foundational knowledge and practice

In your first year, you take six theoretical modules that introduce you to key areas, concepts and debates in Anthropology and Sociology. The aims of the core modules are to enable you to gain an introduction to sociological knowledge and communication studies, acquire basic skills of analysis, learn to read and think critically, express your ideas clearly, and develop your academic study skills.

Critical Readings: the emergence of sociological rationality. In this module, students learn to critically read, analyze and discuss a number of original texts in philosophy and social theory, and engage with key thinkers who have influenced the development of sociology.

Modern Knowledge, Modern Power: This module aims to provide students with a grounding in the analysis of social structures and institutions, social relations and forms of social stratification and power in modern societies. It introduces both classical and contemporary perspectives on the relation between power and social organization.

Approaches to Contemporary Anthropology: This module introduces students to contemporary anthropological practice and ways of thinking about key social issues through a teaching approach which emphasises critical awareness. Students learn to engage with, and reflect on current anthropological debates, methodologies, and ethical practice.
Being Related: This module introduces students to regional topics centering the multiple ways social relations play in local and regional issues.
Anthropological Methods: In this module, students are introduced to the history of anthropological theory and the changes in methodological practice over the last century.

Academic Year of Study 2 – Introducing Specialisms

In the second year you build upon the foundations of the first year. You will take more advanced core modules in both the Sociology and Anthropology departments. During the second year, you will be introduced to the research specialisms of staff and you will begin to develop your own areas of interest.

Compulsory modules

Central Issues in Sociological Analysis
This module aims to develop the introduction to sociological theory that you received in the first year, whilst also preparing you to engage with critiques and the most current developments in the third year. It will help you to develop your understanding of sociological analysis through considering its origins in the classical tradition as well as discussing contemporary issues.

In the first half of the module, we explore five key thinkers and their central concerns as a way of exploring distinct approaches to social analysis. In the second half of the module, we explore five key concepts as a way of thinking through how social theory is put to work as a tool to understand and illuminate the social world.

Throughout these lectures we will explore different assumptions about the nature of social order and different approaches to practice. Throughout the module, we examine the way in which different kinds of sociological explanation are grounded in different assumptions about the way the social world works.

On completing this module, you should have a good understanding of the theoretical positions that form the point of departure of current debates in social theory and in sociological research. You will have practiced thinking in different ways and will be able to make more informed choices about the tools and concepts you use to think about the central issues in sociological analysis.

Methodological and Philosophical Issues in Sociology and Anthropology:
This module offers an introduction to the basic issues of analytic methods within anthropology and sociology, with reference to the philosophies of both the natural sciences and the humanities.

Thinking Anthropologically: This module takes a problem-centred approach to learning and teaching. Students will examine key global issues starting from a specific problem and use anthropological knowledge and methodologies to consider strategies for addressing the problem.

Critical Ecologies: This module tackles contemporary issues relating to climate change and environmental transformation from an anthropological perspective.

Confronting Climate Crisis: In this module students explore the environmental crisis as a multiple, interconnected issue which has a long history, and highly differentiated and unequal impacts. The module takes a decolonial perspective to environmental issues, embedding work by indigenous scholars across each week of the term, to help reframe debates and theories. The module syllabus includes looking at different kinds of fictional writing about the environment. The focus is on how the global climate crisis represents a challenge to ways of knowing and to ways of living and necessitates that we learn to think in different and more connected ways.

Anthropology Level 5 Options modules.
You select one option module from a range of Anthropology second year options modules offered each year.

Sociology Level 5 Options modules.
You select one option module from a range of Sociology second year options modules offered each year.

Cross university level 5 option modules
Goldsmiths' Social Change Module in term 2

Academic year of study 3
Developing specialisms and independent approaches

The third year enables further independent study through the completion of a compulsory dissertation and an expanded number of options module choices.

Dissertation (30 CATS). In undertaking the dissertation, students work under the supervision of a personal tutor with the aim of developing and completing a sustained and independent investigation of a anthropologically- and sociologically-informed research problem or area. Assessment of the third year dissertation is by submission of a 8,000 word research dissertation.

Options modules

Students select two options modules from the Anthropology department and two from the Sociology department. Assessment for most third year options module is by submission of 1 x 3000-4,500 word assignment. The range of third year options modules is subject to slight change from year to year.

The following table summarises the BA (Hons) Anthropology and Sociology programme:

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Being Related	AN51008A	15	4	Compulsory	1 or 2
Contemporary Approaches to Anthropology	AN51001A	30	4	Compulsory	1,2
Anthropological Methods	AN51003A	15	4	Compulsory	2
Modern Knowledge, Modern Power	SO51003A	30	4	Compulsory	1,2
Critical Readings: The Emergence of the Sociological Imagination 1A	SO51008A	15	4	Compulsory	1
ONE Module to the value of 15 credits from the following list: Critical Readings 1B, Culture & Society B, Imaginative Criminology 1B.		15	4	Optional	2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Thinking Anthropologically	AN52008B	15	5	Compulsory	2
Critical Ecologies	AN52004B	15	5	Compulsory	1
Methodological and Philosophical Issues	AN52001A	15	5	Compulsory	1
Central Issues in Sociological Analysis	SO52001A	15	5	Compulsory	1
ONE option module from the Sociology Department, including Sociology Work Placement	Various	15	5	Optional	1
ONE option module from the Anthropology Department	Various	15	5	Optional	2
Goldsmiths Elective Module (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1
ONE option module from the Anthropology or Sociology Department **OR**	Various	15	5	Optional	2
Goldsmiths' Social Change Module	TBC	15	5	Optional	2

Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Modules to the value of 30 credits from a list of modules offered annually within the Anthropology Department	Various	30	6	Optional	1,2
SO53021C Confronting Climate Crisis	SO53021A	15	6	Compulsory	1
Options to the value of 30 credits (including Sociology	Various	30	6	Optional	1,2

Module Name	Module Code	Credits	Level	Module Type	Term
Work Placement if not taken in Year 2), Sociology					
Modules to the value of 45 credits from the combined approved lists of Anthropology and Sociology	Various	45	6	Optional	1,2

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

Placement opportunities

The second year optional Sociology Work Placement module (15 credits) and third year optional Anthropology in Public Practice (30 credits) both provide placement opportunities. Students work with the Careers Service and academic staff to secure placements with a range of corporations, third sector and public organisations.

The Department of Anthropology works closely with the Goldsmiths Careers Service to organise events, placements, and career opportunities for students. The Department also offers an expanded placement-based module, Anthropology in Public Practice, where students work with the Goldsmiths Careers Service and academic staff to find placements that develop their research skills and expand their professional networks. The module is open to all second and third year undergraduate students in the Department, including those on joint degrees. Students taking Anthropology in Public Practice complete a ten-day work placement during the Summer term/holiday of their first or second year, then submit a research report (75%) and a presentation (25%) for assessment during the Autumn term of their second or third year. As part of the module, students attend workshops on a range of practical skills including CV Writing and Speculative Applications, and also attend one-to-one sessions with the Goldsmiths Careers Services to work on their individual CVs. The academic workshops on this module bring theory and 'real-life' practice together, and prepare students for conducting a small-scale ethnography of their placement organisation.

Placements are hosted by organisations across the wide range of sectors in which anthropologists work, including advocacy, aid and development, environment, governance, business and industry, health, and the cultural sector. The placements for Summer 2022 included the Horniman Museum, Media and Communications for the NHS, and Media Co-op.

Employability and potential career opportunities

From research conducted by the Anthropology Department of past graduates, they have gone on to work in a variety of fields, particularly in areas in which an understanding of human behaviour and social organisation is required. Graduates have gone on to work in social and community work, overseas development, counselling, personnel management, the media, and aspects of healthcare, as well as research and teaching.

This interdisciplinary degree is demanding from an academic point of view and the students taking the module have a tradition for achieving a large proportion of 2.1 and first class or distinction marks, with some students producing outstanding third year dissertations and projects. The discipline and experience of independent research and dissertation writing provides a powerful framework of transferable skills, which are suited to a wide range of careers and employment areas, including the public and voluntary sector, the culture and media industries, marketing and corporate communications, publicity and promotion, publishing, media research, arts administration, and postgraduate study in anthropology and, sociology, cultural studies and related fields.

Study abroad

Your programme includes opportunities to study abroad by spending a term at one of the overseas universities that the department holds a study abroad agreement with.

Details of study abroad opportunities and guidance can be found here - **https://www.gold.ac.uk/students/go-abroad/study-abroad/**

Please note that study abroad applications must be approved by the anthropology department study abroad coordinator and your programme convenor to ensure that the arrangement fits with the structure of your programme.

Intercollegiate study

As a member institution of the University of London, Goldsmiths has arrangements in place with other member institutions, to allow students to study modules at another University of London college.

Information about how to apply for intercollegiate options can be found here - **https://www.gold.ac.uk/students/assessments/intercollegiate-outgoing/**

Please note that intercollegiate study applications must be approved by your programme convenor to ensure that the arrangement fits with the structure of your programme, that comparable modules are not already offered at Goldsmiths, and that modules are at the level and credit weighting appropriate to your progression within your programme.

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.