Department of Social Anthropology

MRES IN SOCIAL ANTHROPOLOGY
POSTGRADUATE INFORMATION BOOKLET

SESSION 2016/17

Director of Postgraduate Studies:
Prof Roy Dilley (rmd)

This document was correct at the time of preparation.
It is the student’s responsibility to stay abreast of changes and modifications to University policy and practice.
CONTENTS

WHAT YOU WILL AND WILL NOT FIND IN THIS HANDBOOK ................................................................. 4

THE DEPARTMENT OF SOCIAL ANTHROPOLOGY ..................................................................................... 5

PEOPLE AND CONTACTS .................................................................................................................. 8
  MRes Programme ................................................................................................................................. 8
  Key Roles in the Department of Social Anthropology ........................................................................ 8
  Key University contacts .................................................................................................................... 8
  Academic Staff in the Department of Social Anthropology .............................................................. 9

THE MRES PROGRAMMES ................................................................................................................ 12
  MRes in Social Anthropology ........................................................................................................... 12
  MRes in Social Anthropology with Amerindian Studies ................................................................. 12
  MRes in Social Anthropology with Pacific Studies ........................................................................ 13
  MRes in Anthropology, Art and Perception .................................................................................... 13
  Master of Studies by Research ....................................................................................................... 13
  Progression ....................................................................................................................................... 14

STARTING YOUR PROGRAMME OF STUDY ..................................................................................... 14
  Advising, Re- Advising and Changing Modules ............................................................................ 14
  Matriculation/ Registration ............................................................................................................. 15
  Withdrawal from Studies .................................................................................................................. Error! Bookmark not defined.

AVAILABLE MODULES – 2016/2017 ........................................................................................................ 16

STUDY MATTERS ............................................................................................................................... 21
  Semester Dates .................................................................................................................................... 21
  Teaching .............................................................................................................................................. 21
  Attendance and Absence .................................................................................................................... 21
  Self-Certification ............................................................................................................................... 21
  Special Circumstances - 'S' coding ..................................................................................................... 22
  Training and Research Activities ...................................................................................................... 22
  Ethical Approval ............................................................................................................................... 23
  Student Fees ...................................................................................................................................... 24
  Study Spaces ..................................................................................................................................... 24
  Recording Devices in Lectures ......................................................................................................... 25

ASSESSMENT MATTERS .................................................................................................................... 25
  Forms of Assessment ......................................................................................................................... 25
  Submission of Coursework ............................................................................................................... 25
  Feedback to Students on Coursework ............................................................................................. 25
  Submission and Feedback on MRes Dissertation Drafts .................................................................. 25
  Dissertation Formatting and Final Submission ................................................................................. 26
  Penalties & Rules for Late Submissions ............................................................................................ 26
  Word Limits and Penalties - Assessed Work ..................................................................................... 26
  Extensions .......................................................................................................................................... 26
Marking Criteria – Essays: ................................................................. 27
MRes Dissertation Feedback Sheet / Marking Criteria ........................................... 28
Grading Sheet ....................................................................................... 30
Common Reporting Scale ....................................................................... 30
Leave of Absence .................................................................................. 30
Withdrawal from Studies ......................................................................... 30
Academic Alerts ....................................................................................... 30
Good Academic Practice ......................................................................... 31
Plagiarism and Self-plagiarism .................................................................. 32
External Examiner ...................................................................................... 32
Academic appeals, complaints and disciplinary issues .................................. 33
Dissertation Printing and Binding ............................................................... 34
Deferred Assessment .................................................................................. 35
Deans’ List ................................................................................................ 35

ADVICE AND SUPPORT ........................................................................ 36
Advice and Support in the Department ....................................................... 36
Advice and Support Centre for Students/The Pro Dean ............................. 36
The Students’ Association ......................................................................... 36
English Language Service .......................................................................... 37
Disability Support ...................................................................................... 37
The Careers Centre ..................................................................................... 37
CAPOD (Centre for Academic, Professional and Organisational Development) ............................................................................ 37

COMMUNICATION ................................................................................ 38
Office Hours and Appointments .................................................................. 38
Communications from the University / E-mail ........................................... 38
Personal Details ......................................................................................... 38
Staff - Student Consultation and Feedback ............................................. 38
The School President .................................................................................. 38

FIRST AID AND SAFETY ...................................................................... 39

APPENDIX 1 - THE RATIONALE FOR THE MRES IN SOCIAL ANTHROPOLOGY ........................................... 40
Educational Aims ..................................................................................... 40
Programme Outcomes / Graduate Attributes .......................................... 40
Teaching, Learning and Assessment Strategies ......................................... 41
Degree Regulations .................................................................................. 43

APPENDIX 2 - REFERENCING GUIDE .................................................. 44

APPENDIX 3 - AVOIDING PLAGIARISM ............................................. 47
WHAT YOU WILL AND WILL NOT FIND IN THIS HANDBOOK

This MRes booklet contains information regarding the MRes programmes at the Department of Social Anthropology, as well as Departmental regulations regarding taught postgraduate programmes, and information about the Department. We attempt to give as much information as possible in this summary, but it should be read alongside course specific and general University material.

Please read this handbook closely and ensure it is kept for future reference. If you have any further queries, please don’t hesitate to consult with the relevant module convener or the Programme Coordinator.

This booklet should be read in conjunction with:

1. The University Student Handbook. All students should read this document. It contains essential information regarding Academic Matters, Academic regulations and Code of Practice, Employment, Financial Information, Health, Library and Information Services, Student Organisations, Student services and Student Support and Guidance. The University Student Handbook also offers straightforward advice on issues relating to the codes of practice which represent University Policy. Please refer to, and make use of, this important resource. It can be accessed at http://www.st-andrews.ac.uk/studenthandbook/

2. The University Policy for Supervisors and Students in Taught Postgraduate Programmes, which can be accessed here: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/pgt.pdf

3. Module handbooks and handouts given out by course conveners and other teachers. Extra copies of these can be obtained through the Department Office.

www.st-andrews.ac.uk/anthropology/current/pgrad
THE DEPARTMENT OF SOCIAL ANTHROPOLOGY

The Department of Social Anthropology is pleased to welcome you as a graduate student to the University of St Andrews. Social Anthropology was established here in 1979 and is now a Department in the School of Philosophical and Anthropological Studies. Since its inception, the Department has established an international reputation for its scholarship, research and training. According to the most recent Research Assessment Exercise (2008) its output of ‘world leading’ research was bettered only by the London School of Economics. Of the Scottish departments, work published by St Andrews Social Anthropology was ranked highest by a significant margin.

Permanent members of staff are now 13 in number: four professors, two readers, five senior lecturers, two lecturers and several temporary lecturers & research fellows.

The Department provides a particular focus for research training and provision in Social Anthropology, and has a distinctive ambience as a research environment. Research in Social Anthropology at St Andrews is especially concerned with:

- the application of qualitative methodology and its relation to comparative analysis
- interpretative approaches to society and culture
- modes of thought
- language use (of informants and anthropologists) and literature
- the relation of history to current social situations.

Philosophical anthropology, the anthropology of knowledge and of the body, the ethnography of aesthetics, history and anthropology, medical anthropology, visual anthropology, feminist anthropology and the anthropology of cosmopolitanism are some of our current interests.

This is a department of social anthropology interested in furthering the discipline as a humanistic, qualitative, comparativist, philosophical, moral, political and aesthetic pursuit. The focus is upon collective and individual understandings of social reality and everyday constructions of cultural meaning as embodied in the diversity of forms of social life, discourse and practice. It is also concerned with the problems and possibilities of comprehension and translation, memory and the past.

A range of area studies is offered by the Department and these include regional specialisms concentrating on the Americas (especially the Andes, the Amazon and the island Caribbean), Africa (sub-Saharan, east and west), Europe (including Britain) and the Pacific.

Postgraduate supervision in the Department is available in all the main areas of the discipline and in the specific specialisms mentioned above. However, the Department is especially interested in the substantive and theoretical focus of an applicant, which is one of the main criteria for entry.

Three research centres operate within the department: the Centre for Amerindian, Latin American and Caribbean (CAS), the Centre for Cosmopolitan Studies (CCS) and the Centre for Pacific Studies (CPS). They host their own seminar series, workshops and visiting scholars.
The Centre for Amerindian, Latin American and Caribbean Studies (CAS) promotes research on the societies and inter-cultural identities of the Americas, focusing in particular on peasant and indigenous societies of the Andes, Amazon and the Caribbean, on the effects of white and black diasporas, and on the phenomena of *mestizaje*, creolization and ethnogenesis.

The Centre combines ethnographic with ethno-historical and language-oriented perspectives to examine the transformation and continuity of identities, performances, and social relations. Methodologies combine archive and fieldwork, and a perspective on the present as live historical process.

The Centre convenes seminars and conferences, hosts visiting fellows, funds studentships and publishes the results of its research. It also collaborates with other researchers, projects and research institutions. The Centre works closely with the interdisciplinary LACNET (Latin American and Caribbean Network) initiative to link interests in this region across departments and between universities.

The St Andrews Centre for Cosmopolitan Studies (CCS) focuses on a set of issues—identity, social inclusion, migration, recognition, entitlement, sovereignty, belonging and rights—which are fundamental for a knowledge of, and purchase upon, social and cultural life in the twenty-first century.

The Centre promotes an egalitarian and existentially sensitive social science. It aims at placing individual experience at the centre of an appreciation of complex, increasingly global, social and cultural milieux, and at illuminating the ethical space of the citizen in a plural and fluid society.

The Centre convenes seminars and conferences, hosts visiting fellows, funds studentships and publishes the results of its research. The Centre also collaborates with other researchers, projects and research institutions.

The Centre for Pacific Studies (CPS) is engaged with all things Pacific – the region's historical variation, its religions, languages, the politics of its states, cities, towns and villages, literature, art, public and domestic ritual, kinship and household organisation, law – in short every aspect of social relations to be found there.

The peoples and cultures of the Pacific and Melanesia regions have had a truly remarkable impact on the history of social anthropology from its origins. The creativity of Pacific people's engagement with global forms such as colonialism, Christianity, capitalism and development have ensured a continuing impact on the discipline.

Today these engagements and encounters are an acknowledged source of theoretical creativity in anthropological theory worldwide. In contemporary anthropology the region continues to offer extraordinary opportunities for research in every domain.
The Department of Social Anthropology maintains close relations with kindred disciplines within the University, especially Philosophy, Psychology, Modern Languages, Film Studies, History, Art History, Divinity and Geography. The structure of postgraduate studies in the University allows for the possibility of inter-departmental supervision of research projects of an inter-disciplinary nature.

The University Library holds a fine anthropology collection including materials from all ethnographic regions of the world and complete runs of the major academic journals. Within the Department there are two smaller collections of materials, one of which is held in the library of the Centre for Amerindian, Latin American and Caribbean Studies (CAS). This contains a unique collection of works relating to societies and cultures of the Americas. The Department’s founding Professor, Ladislav Holy, bequeathed a significant collection of books, papers, photographs and artefacts to the department. These are currently housed in the ground floor of the department in St Salvator’s Quad.

Regular research seminars are organised by the Department and its research centres and include speakers from outside St Andrews and of international standing. These seminars, along with distinguished visiting professors that are appointed from time to time, enrich the intellectual environment of the Department.

www.st-andrews.ac.uk/anthropology/current/pgrad
PEOPLE AND CONTACTS

MRes Programme

Programme Coordinator: Dr Paloma Gay y Blasco  
Social Anthropology with Amerindian Studies: Dr Sabine Hyland  
Anthropology, Art and Perception: Dr Aimée Joyce  
Social Anthropology with Pacific Studies: Dr Adam Reed  
Core Module SA5011 (Semester 1): Dr Mette High  
Core Module SA5010 (Semester 2): tba  
Social Sciences SS5000 Modules: Dr Adam Reed

Please consult the Programme Coordinator for matters concerning the programme as a whole and coordinators for information about individual programmes and single modules.

Key Roles in the Department of Social Anthropology

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Tel</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Professor Nigel Rapport</td>
<td>2978</td>
<td>philhos</td>
</tr>
<tr>
<td>Deputy Head of School</td>
<td>Professor Robert Burgoyne</td>
<td>2448</td>
<td>rjb21</td>
</tr>
<tr>
<td>Head of Department</td>
<td>Dr Adam Reed</td>
<td>2974</td>
<td>ader</td>
</tr>
<tr>
<td>Director of Postgraduate Studies</td>
<td>Professor Roy Dilley</td>
<td>2984</td>
<td>rmd</td>
</tr>
<tr>
<td>MRes Programme Coordinator</td>
<td>Dr Paloma Gay y Blasco</td>
<td>2950</td>
<td>pgyb</td>
</tr>
<tr>
<td>Director of Teaching (Honours)</td>
<td>Dr Sabine Hyland</td>
<td>2980</td>
<td>sph</td>
</tr>
<tr>
<td>Department Director of Research</td>
<td>Professor Christina Toren</td>
<td>2973</td>
<td>socanhdor</td>
</tr>
<tr>
<td>Disabilities and Support Officer</td>
<td>Dr Mette High</td>
<td>1961</td>
<td>mmh20</td>
</tr>
<tr>
<td>Departmental Secretaries</td>
<td>Mrs Lisa Neilson/Mrs Linda Steyn</td>
<td>2977</td>
<td>socanadmin</td>
</tr>
<tr>
<td></td>
<td>Mrs Mhairi Aitkenhead</td>
<td>2972</td>
<td>socanth</td>
</tr>
</tbody>
</table>

Key University contacts

- University Switchboard: (01334) 476161
- Student Services Helpline: (01334) (46)2720
- Academic Registrar & Clerk: (01334) (46) 2596
- Registry – transcripts, graduation, fees: (01334) (46) 2162/3097
- Registry – Postgraduate Pro Dean Arts & Divinity: (01334) (46) 2136
- Advice and Support Centre: (01334) (46) 2020
- Student Finance: (01334) (46) 2585/2586
Academic Staff in the Department of Social Anthropology

Dr Stephanie Bunn  
Senior Lecturer  
Areas of Interest: Pastoral nomadism; material culture; human-environment relationships; learning and skill; childhood; space and perception; vernacular architecture.  
Area Speciality: Central Asia  
Room: 58  
Tel: 46 2997  
Email: sjb20

Dr Tony Crook  
Senior Lecturer  
Areas of Interest: Research on Melanesian and anthropological knowledge practices, ritual, gardens, mining, machine-thinking, and property rights.  
Area Speciality: Papua New Guinea  
Room: Top Floor, 71 North Street  
Tel: 46 2818  
Email: tc23

Professor Roy Dilley  
Professor  
Areas of Interest: Theory, method and practice in anthropology; politics, power and knowledge; economy and society; Islam and the anthropology of religion.  
Area Speciality: West Africa  
Room: 21  
Tel: 46 2984  
Email: rmd

Dr Stan Frankland  
Lecturer  
Area of Interest: Hunter Gatherers, Tourism & Development, Myths, Representation  
Area Speciality: East Africa and Uganda  
Room: First Floor, 71 North Street  
Tel: 46 2979  
Email: mcf1

Dr Mattia Fumanti  
Senior Lecturer  
Area of Interest: Youth and intergenerational relations; power, elites and nation-building in Africa; new African diaspora, migration and citizenship; urban anthropology; Christianity and the anthropology of religion; aesthetics and subjectivity  
Area of Speciality: Southern and West Africa, Britain  
Room: 19  
Tel: 46 2990  
Email: mf610
Dr Paloma Gay y Blasco  
Senior Lecturer  
Area of Interest: Feminist Anthropology, sex and gender, Gypsies/Roma, memory, marginality, kinship, collaborative ethnography  
Area Speciality: Spain, Europe  
Room: Room 1, United College  
Tel: 46 2950  
Email: pgyb

Professor Peter Gow  
Professor  
Areas of Interest: Research on myth, history, kinship, aesthetics  
Area Speciality: Amazonia  
Room: Top Floor, 71 North Street  
Tel: 46 2817  
Email: pgg2

Dr Mark Harris  
Reader  
Area of Interest: Identity, ecological anthropology, the anthropology of embodiment and experience, social science methodology, and the ethnography of the Brazilian Amazon and South America.  
Area Speciality: South America  
Room: Top Floor, 71 North Street  
Tel: 46 2981  
Email: mh25

Dr Mette High  
Leverhulme Early Career Research Fellow  
Area of Interest: Mongolia, USA, extractive industries, economic transformations, wealth and value, Buddhism and cosmology.  
Room: Room 58, United College  
Tel: 46 2994  
Email: mmh20

Dr Sabine Hyland  
Reader in Social Anthropology  
Area of Interest: Andes, Peru, Inkas; ethnopoetics; historical anthropology; literacy, writing and politics; ancient scripts  
Room: Top Floor, 71 North Street  
Tel: 46 2980  
Email: sph

Dr Aimée Joyce  
Lecturer in Social Anthropology  
Areas of Interest: Borders, Religion: particularly material religion and the anthropology of Christianity, Regionalism, Studies of place making and the idea of place, heritage and heritagisation  
Area Speciality: Europe (East Central)  
Room: First Floor, 71 North Street  
Tel: 46 2983  
Email: aj69
Dr Daniel Knight  
Lecturer and Leverhulme Fellow  
**Areas of Interest:** Economic Anthropology, History and Anthropology, European Ethnography, Time and Temporality, Crisis, Renewable Energy  
**Area Speciality:** Mediterranean, Greece  
Room: First Floor, 71 North Street  
Tel: 46 2985  
Email: dmk3

Dr Stavroula Pipyrou  
Leverhulme Early Career Research Fellow  
**Areas of Interest:** Ethnicity, power, governance, civil society, kinship, Mafia  
**Area Speciality:** Southern Europe, Italy  
Room: Room 1, United College  
Tel: 46 1960  
Email: sp78

Prof Nigel Rapport  
Professor  
**Areas of Interest:** Individuality, globalism, semantics, literary anthropology, humanism, science, consciousness and narrative  
**Area Specialty:** Britain, Newfoundland, Israel.  
Room: Room 3, United College  
Tel: 46 2978  
Email: njr2

Dr Adam Reed  
Senior Lecturer  
**Areas of Interest:** incarceration, literature and reading, new media and the city  
**Area Speciality:** Melanesia, Britain  
Room: 56  
Tel: 46 2974  
Email: ader

Prof Christina Toren  
Professor  
**Areas of Interest:** Theoretical interests include: exchange processes; spatio-temporality as a dimension of human being; sociality, kinship and ideas of the person; the analysis of ritual; epistemology; ontogeny as a historical process.  
**Area Specialty:** Fiji and the Pacific, Melanesia  
Room: 1st Floor, 71 North Street  
Tel: 46 2973  
Email: ct51

Dr Huon Wardle  
Senior Lecturer  
**Areas of Interest:** creolisation, comedy and mischief, imagination and perception, philosophy and anthropology  
**Area Speciality:** Caribbean, Jamaica, the Black Atlantic  
Room: 20  
Tel: 46 2982  
Email: hobw
THE MRES PROGRAMMES

The general requirements for the ESRC-accredited MRes in Social Anthropology are 180 credits over a period of 1 year or part-time equivalent. Each generic course module (SS5...) is worth 15 credits. Each subject-specific module (SA5...) is worth 30 credits, with the exception of SA5099 and SA5022 (dissertation modules), which are worth 60 credits.

The following is an outline of the structure of the programmes on the basis of modules available in 2016-2017. For further information please consult module handouts and the Postgraduate Course Catalogue http://www.st-andrews.ac.uk/coursecatalogue/pg/2016-2017/.

MRes in Social Anthropology

Requirements: 180 credits over 1 year. SA5010, SA5011 and SA5099 and a further 60 credits from SS5101 - SS5104, SA5001, SA5002, SA5003, SA5521 or other SA5000 modules as available. Students may substitute up to 30 credits from 3000- or 4000-level SA modules, with the approval of the Course Coordinator.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>YEAR LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules</td>
<td>Modules</td>
<td></td>
</tr>
<tr>
<td>The Anthropology of Connections: Interdisciplinarity as Methodology (SA5011)</td>
<td>Research Methods in Social Anthropology (SA5010)</td>
<td></td>
</tr>
<tr>
<td>Being a Social Scientist: skills, processes and outcomes (SS5101)</td>
<td>Philosophy and Methodology of the Social Sciences (SS5102)</td>
<td>Dissertation (SA5099)</td>
</tr>
<tr>
<td>Quantitative Methods (SS5104)</td>
<td>Qualitative Methods (SS5103)</td>
<td></td>
</tr>
</tbody>
</table>

MRes in Social Anthropology with Amerindian Studies

Requirements: 180 credits over 1 year. SA5010 and SA5011, SA5099 and a further 30 credits from SA5203, or other SA5000 modules as available. Students may substitute up to 30 credits from 3000- or 4000-level SA modules, with the approval of the Course Coordinator.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>YEAR LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules</td>
<td>Modules</td>
<td></td>
</tr>
<tr>
<td>The Anthropology of Connections: Interdisciplinarity as Methodology (SA5011)</td>
<td>Research Methods in Social Anthropology (SA5010)</td>
<td>Dissertation (SA5099)</td>
</tr>
<tr>
<td>Special Subject (Amerindian Studies) (SA5203)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MRes in Social Anthropology with Pacific Studies

**Requirements: 180 credits over 1 year.** SA5010, SA5011 & SA5099, plus 60 credits from SA5301 – SA5302. Students may substitute up to 30 credits from 3000- or 4000-level SA modules, with the approval of the Course Coordinator.

In 2016/17:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>YEAR LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules</td>
<td>Modules</td>
<td></td>
</tr>
<tr>
<td>The Anthropology of Connections: Interdisciplinarity as Methodology (SA5011)</td>
<td>Research Methods in Social Anthropology (SA5010)</td>
<td>Dissertation (SA5099)</td>
</tr>
<tr>
<td>Anthropology of the Pacific and Melanesia I (SA5301)</td>
<td>Anthropology of the Pacific and Melanesia II (SA5302)</td>
<td></td>
</tr>
</tbody>
</table>

MRes in Anthropology, Art and Perception

**Requirements: 180 credits over 1 year.** SA5010, SA5011, SA5020, SA5021 and SA5022 or SA5099. Students may substitute up to 30 credits from 3000- or 4000-level SA modules, with the approval of the Course Coordinator.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>YEAR LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules</td>
<td>Modules</td>
<td></td>
</tr>
<tr>
<td>Anthropology, Art and Perception 1 (SA5020)</td>
<td>Anthropology, Art and Perception 2 (SA5021)</td>
<td></td>
</tr>
</tbody>
</table>

Master of Studies by Research

For those with sufficient undergraduate experience in social anthropology (usually equivalent to a first class BA Hons degree in social anthropology), it is possible to request to convert at the beginning of the academic year into the Master of Studies by Research. This is a one year research degree, with no credited taught modules, but instead solely run through supervision with a listed member of staff. The Master of Studies is assessed through a 30,000 word dissertation, which is assessed by a team composed of an internal and external examiner.
Progression

Taught Postgraduate Progression

a) Candidates for the MLitt/MRes/MSc degrees initially follow a programme equivalent to that of the Postgraduate Diploma, consisting in modules worth 120 credits, after which they submit a dissertation for examination. The dissertation has a maximum word limit of 15,000 words (including all footnotes and appendices but excluding the bibliography).

In addition to a credit weighted mean of 13.5 over the entire programme, a grade of 13.5 of above is required for the dissertation to be accepted for the degree.

If a lower mark is reported for the dissertation or for the overall credit weighted mean, the degree should not be awarded, but the candidate may be awarded the Postgraduate Diploma.

Progression is as follows:

| 13.5 - 20.0 | Right of Progression to MRes |
| 7.0 – 13.4  | Postgraduate Diploma |

Progression into the PhD

Please note that students who wish to progress to PhD should register that intention as soon as possible with the MRes Programme Coordinator. Students can only proceed to PhD after successful completion of the MRes course and always at the discretion of the Postgraduate Committee who will oversee all applications to the PhD programme. Standard practice in the Department is not to accept into the PhD programme any students with an overall MRes mark of less than 16.5.

The University policy on change of registration can be found here, [http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGChangeofReg.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGChangeofReg.pdf)

STARTING YOUR PROGRAMME OF STUDY

At St Andrews, taught postgraduate students must choose the modules they will take depending on the programme into which they have been accepted. We call this ‘advising into modules’. Students can change their optional module choices (‘re-advise’) up to two weeks into the semester. As well as advising, students must matriculate. These processes are explained below.

Advising, Re-advising and Changing Modules

Advising

At the beginning of each session, before matriculation in the University, taught postgraduate students will be advised into the appropriate modules for their programme by their Programme Coordinator to whom any queries regarding this process and module selection should be addressed to in the first instance. You must meet the Programme Coordinator in person. The Departmental Secretaries will tell you when and where to do this.
Re-Advising/Changing Modules

Students are ordinarily allowed to change optional modules only during the first week of each semester. After that period then the MRes Programme Coordinator must place a special request, on your behalf, to the Postgraduate Pro Dean. You must contact the Programme Coordinator to obtain the necessary approval for any change.

You must not, in any circumstances, enrol yourself into a new module or simply start attending the classes for a new module, at any level, without being re-advised. Advising is one of the primary means by which your academic record is maintained and exam schedules are produced; and unless you ensure that this is kept up to date you may find you will not receive the credit for the modules you have taken or that you have a clash in your timetable.

Module Confirmation

Following re-advising students have a two week period to check and confirm that their module choices are correct. Students will be contacted in Week 3 of each semester with details of how to complete this requirement.

Matriculation/Registration

All students must matriculate at the start of each academic session to allow them to continue with their studies and attend classes.

Taught postgraduate students should matriculate by Monday of the 5th week of teaching. Taught postgraduate students who fail to matriculate by that date will have their studies terminated. For more information see:

http://www.st-andrews.ac.uk/pgstudents/rules/matriculation/FailuretoRegisterPolicy-UGandPGT/
AVAILABLE MODULES – 2016/2017

A fully updated list of available modules each academic year, with details of content and assessment formats is available here:
http://www.st-andrews.ac.uk/coursecatalogue/pg

Please refer to module handouts for further details on assessment, the course structure and suggested and compulsory readings.

SS5101: BEING A SOCIAL SCIENTIST: SKILLS, PROCESSES AND OUTCOMES
Credits: 15.0
Semester: 1
Programme(s): Compulsory module for MRes in Social Anthropology
Description: This module focuses on developing students’ specific research thinking and writing skills in a practically based way. Thus, the module will address the nature of being a research social scientist including exploring some of the ethical issues involved. The module will also consider selecting suitable research questions and framing these as appropriate for Masters and PhD dissertations.
Class Hour: Fridays 3-5pm Arts Seminar room 4
Teaching: Two hours/week
Assessment: Continuous Assessment = 100%

SS5102: PHILOSOPHICAL AND METHODOLOGICAL ISSUES IN THE SOCIAL SCIENCES
Credits: 15.0
Semester: 2
Programme(s): Compulsory module for MRes in Social Anthropology
Description: Beginning with a discussion of the evolution of the social sciences, this module addresses central philosophical questions of social science including discussion of epistemological and methodological aspects of positivism and interpretivism.
Class Hour: TBC
Teaching: Two hours/week
Assessment: Continuous Assessment = 100%

SS5103: QUALITATIVE METHODS IN THE SOCIAL SCIENCE
Credits: 15.0
Semester: 2
Programme(s): Compulsory module for MRes in Social Anthropology
Description: This module offers both a theoretical and practical introduction to qualitative research. The diversity of the approaches to qualitative research will be addressed but the focus of the module is primarily practical, necessitating the active participation of students.
Class Hour: TBC
Teaching: Two hours/week
Assessment: Continuous Assessment = 100%
SS5104: QUANTITATIVE RESEARCH IN SOCIAL SCIENCE
Credits: 15.0
Semester: 1
Programme(s): Compulsory module for MRes in Social Anthropology
Description: This module will cover basic concepts and approaches to quantitative research in the social sciences in order to provide students with the basic quantitative tools for collecting, organising and analysing data.
Class Hour: SS5104:- Mondays 1-2 St Mary’s college Lecture Room 1 followed by 2-5 in the Irvine IT Lab.
Teaching: Three hours/week
Assessment: Continuous Assessment = 100%

SA5010 RESEARCH METHODS IN SOCIAL ANTHROPOLOGY
Credits: 30.0
Semester: 2
Description: This module aims to do three things i) introduce students to the philosophies of social scientific research as particular practices; ii) introduce students to the range of research methodologies which pertain particularly to social and cultural anthropology; iii) lay the foundations for students progressing to higher research degrees, in particular the Ph.D.
Class Hour: Wednesdays 11am -1pm, Seminar Room 50
Teaching: Two hours/week.
Assessment: Continuous Assessment = 100% (2 essays, 3,500 words each)

SA5011 THE ANTHROPOLOGY OF CONNECTIONS
Credits: 30.0
Semester: 1
Description: This module is based on the reading and discussion of a diverse range of theoretical frameworks and key concepts that inform the ways in which anthropologists can reflect on and write about human life in its social formations. We will examine how anthropologists draw on these theories and concepts to make sense of how people and institutions cross-culturally are entangled in changing political, economic and technological developments. How do these frameworks and concepts inform anthropological observation and critique? And what happens to them in
the process? How theoretically generative is ethnography? And what are its limits? Overall, the module seeks to offer students an in-depth understanding of the relationship between the knowledge of singularity and the generality of the human condition.

The success of the module depends on your commitment to read all the required readings for each week and to participate actively in the discussions.

Class Hour: Wednesday 11am – 1pm, CAS Library
Teaching: Two hours/week.
Assessment: Continuous Assessment = 100% (2 essays, 3,500 words each).

SA5020 ANTHROPOLOGY ART AND PERCEPTION 1
Credits: 30.0
Semester: 1
Programme(s): Compulsory for M.Res. Postgraduate Taught Programmes in Anthropology, Art and Perception
Description: This module centres on the role of perception in visual and material culture. It covers haptic, visual, sonic and gustatory themes in anthropology, including learning, apprenticeship, craft, community and cooperation, observation, the use of drawing and photography as research tools, design anthropology and aesthetics. It explores commonalities between anthropological fieldwork and contemporary arts practice.

It specifically addresses the relationship between anthropology, psychology and aesthetics; and the observer and the practitioner. The taught course is complemented by practical sessions; visiting speakers; films; and by case studies reflecting departmental research concerns with both Scottish anthropology and the interconnectedness of global art practices.

Class Hour: Mondays 1-3pm, Department Seminar Room (Room 50)
Teaching: Two hours/week plus occasional practicals and film/video viewing
Assessment: Continuous assessment: 100%

SA5021 ANTHROPOLOGY ART AND PERCEPTION 2
Credits: 30.0
Semester: 2
Programme(s): Compulsory for M.Res. Postgraduate Taught Programmes in Anthropology, Art and Perception
Description: This module continues the programme’s sensory exploration across the anthropology of art and material culture, especially focusing on the visual, the local and global. It draws on the meeting points between film and science, and art, heritage and museum ethnography to develop new ways of thinking anthropologically about visual and material culture.

Themes include: a use of photography and archival imagery as research sources and tools; film as art and science; diasporic aesthetics; the use of new media tools such as U-Tube and Podcasts in research; and perceiving the past through material culture.
The teaching is complemented by practical sessions; visiting speakers; museum and other field trips; films; and by case studies reflecting departmental research concerns with both Scottish anthropology and the interconnectedness of global art practices.

**Class Hour:** Thursdays 11am-1pm, Seminar Room 50

**Teaching:** Two hours/week plus occasional practicals and film/video viewing

**Assessment:** Continuous assessment: 100%

**SA5022**

**ART AND PERCEPTION 3: DISSERTATION WITH PRACTICAL ELEMENT**

**Credits:** 60.0

**Semester:** Year Long

**Prerequisite:** SA5010, SA5011, SA5020, SA5021

**Programme(s):** M.Res. Anthropology, Art and Perception

**Description:** The dissertation-with-practical includes one 10 minute (max) sensory piece (film, DVD, sound recording, visual slide show, display etc) which can be made on simple and easily available equipment and software. This will be complemented by a reflective essay of 7500 words. The subject matter will be of anthropological relevance, selected in conjunction with the student’s supervisor and other staff on the programme. Both subject and format of the piece will link to teaching in SA 5020 and SA 5021. They will draw on skills learned in the MRes throughout the year and be expected to show awareness of key issues in visual representation and observation. The project may include a short period of time, 3 weeks, in the field, to be agreed by staff and student. This will be supervised by a member of teaching staff who will advise on the subject choice and provide guidance throughout the research process.

**Class Hour:** At times to be arranged with the supervisor

**Teaching:** Individual Supervision

**Assessment:** Dissertation = 100%

**SA5099**

**DISSERTATION**

**Credits:** 60.0

**Semester:** Year Long

**Prerequisite:** M.Res. Social Anthropology – SA5010, SA5011 to an average grade of 13.5 or above.

**Programme(s):** M.Res. Postgraduate Taught Programmes in Social Anthropology, or Social Anthropology (including Amerindian Studies), Philosophy and Social Anthropology. M.Phil. Postgraduate Taught Programmes in Social Anthropology and Social Anthropology (including Amerindian Studies).

**Description:** Student dissertations will be supervised by members of the teaching staff who will advise on the choice of subject and provide guidance throughout the research process. The completed dissertation of not more than 15,000 words must be submitted by the end of August. Dissertations can be submitted as a Research Proposal for PhD, after consultation with supervisor. Any envisaged fieldwork needs to comply with university and departmental regulations on risk assessment, safety and ethics [a
departmental ethics form needs to be filled out and approved before any research is carried out].

| Class Hour: | At times to be arranged with the supervisor |
| Assessment: | Dissertation = 100% |
| Due Date: | **Friday 18th August 2017 at 4pm**  
*2 bound copies plus an electronic copy to be uploaded to MMS*

| SA 5203 | **SPECIAL SUBJECT (AMERINDIAN STUDIES)** |
| Credits: | 30 |
| Semester: | Whole year |
| Description: | This is chosen in discussion with the supervisor, and is available for students with a well-thought-out and specific research interest in a particular topic. |
| Class Hour: | To be arranged with supervisor |
| Teaching: | Two hours/week. |
| Assessment: | Continuous Assessment = 100% |

| SA5301 | **ANTHROPOLOGY OF THE PACIFIC I** |
| Credits: | 30.0 |
| Semester: | 1 |
| Programme(s): | Compulsory module for Social Anthropology with Pacific Studies Postgraduate Taught Programme. |
| Description: | This module examines traditional issues and historical trends in the anthropology of the Pacific, with special reference to selected regions. It will cover both theoretical and substantive issues in Pacific ethnography. |
| Class Hour: | To be arranged. |
| Teaching: | Two seminars and one tutorial. |
| Assessment: | Continuous Assessment = 100% |

| SA5302 | **ANTHROPOLOGY OF THE PACIFIC II** |
| Credits: | 30.0 |
| Semester: | 2 |
| Programme(s): | Compulsory module for Social Anthropology with Pacific Studies Postgraduate Taught Programme. |
| Description: | This module looks at the challenges facing social anthropology and Pacific Studies in the twenty-first century. Students are invited to engage with current issues in the region through attention to contemporary and emerging debates within Pacific anthropology. |
| Class Hour: | To be arranged. |
| Teaching: | Two seminars and one tutorial. |
| Assessment: | Continuous Assessment = 100% |
STUDY MATTERS

Semester Dates

The Semester Dates for 2016/17 are available at:
http://www.st-andrews.ac.uk/semesterdates/2016-2017/

Teaching

Across all the MRes programmes in the Department, teaching is carried out by means of lectures and/or seminars, supervisions and reading groups. Students are expected to take an active part in classes, which are the opportunity for practical work and formative assessment. The overall aim is to foster critical thinking and the creative application of knowledge and skills through exposure to different academic approaches, teaching methods and intellectual outlooks.

Modules may be co-taught by a team of teachers. Continuous assessment typically consists of two essays per module. Details on module requirements, assessment formats, class times and locations, and deadlines, are available on module handbooks and handouts.

Attendance and Absence

Attendance at all classes in their modules is compulsory for MRes students.

In addition, absence from classes for three consecutive weeks contravenes University Regulations.

Self-Certification

Please see the University’s policy on absence and self-certification
http://www.st-andrews.ac.uk/students/rules/selfcertification/

If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self-Certificate of Absence form (through e-Vision) as soon as possible. This is available at https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

Under certain circumstances, the Department may request further documentation in addition to the Self-Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation.

If you submit more than three Self-Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self-Certificate is not an acceptable substitute for contacting your teacher well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason
(for example, a hospital appointment or job interview). **It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.**

**Special Circumstances - 'S' coding**

‘S’ Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. ‘S’ coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules which are excluded. ‘S’ coding may only be applied with the explicit consent of the student and with the approval of the School. The final decision to ‘S’ code a module grade rests with the School. You should be aware that a maximum of 25% of the overall Honours credits required or 50% of the taught element of a postgraduate award may be ‘S’ coded.

If you feel that most or all of the work of a module has been adversely affected by personal circumstances during your final junior and senior Honours years or during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.

You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, ‘S’ coding being the final option. It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended submission dates rather than applying ‘S’ to the entire module. However, it should be noted that if such arrangements are made (extensions or deferred assessments etc.) it is unlikely that you will be entitled to have the module ‘S’ coded as well. For the University Policy, please see: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf

**Training and Research Activities**

**Postgraduate Training Workshops in Social Anthropology**

MRes students participate in annual training workshops organised by the Department, jointly with the Anthropology Department of the Universities of Aberdeen, Edinburgh & Glasgow. These workshops provide opportunities for informal presentations of research proposals, discussions relevant to students’ fieldwork preparations (e.g. ethics, data collection, writing field notes), and the exploration of creative ways of learning, in a relaxed yet focused environment, together with members of staff and PhD students from each of the universities. They last for 2-3 days, act as complementary elements of the postgraduate training programme, and are organised in consultation with postgraduate students themselves, according to their perceived needs and wishes. Details will be made available well in advance so you can plan your studies. **Since the workshops are an integral part of your degree they are financed by the Department and you are expected to attend.**
**Departmental Research Seminars**

All postgraduate students must attend the weekly departmental research seminars (Fridays 11am – 1pm in Room 50), where invited researchers of national and international reputation present their research.

**Research Centres**

The three research centres at the Department also offer research seminars, workshops, and other activities. All postgraduate students are welcome to explore possibilities of attaching themselves to these centres, to enhance their own research perspectives.

**Ethical Approval**

All research in all Schools of the University that involves data collection from (questionnaires etc...), interviews of, interactive investigation of, experimentation upon or demonstrations involving living human subjects, tissues and / or other samples requires formal approval from the University Teaching and Research Ethics Committee (UTREC). All students are also required to complete Department and University risk assessment forms before leaving for the field.

All students must fill-out the Social Anthropology Ethics Application Form, based on the University standard, before proceeding to fieldwork. This is completed in consultation with supervisors and then submitted to the departmental Ethics Committee, which assesses the proposal and sends its recommendations to UTREC. Only once the form has been cleared can students start research.

Ethical concerns tied to particular proposals of research should be discussed with supervisors at an early date (if the project seems to confront too many issues, you may wish to alter aspects or the whole of the proposal). This is particularly important if the research requires ethics approval from a third party (such as regional or health authorities, a national or provincial government, an institution or NGO).

Of course, certain kinds of research will require special attention and increased levels of scrutiny: fieldwork that might involve work with children or vulnerable adults (the ill or elderly), contact with persons involved in illegal activities or with those who might not be fully aware of the objectives of research.

It is University policy that any research involving children under 18 should be reviewed by the UTREC Child Panel and that the researcher should hold an ‘Enhanced Disclosure Scotland’ (EDS) certificate. The principal supervisor is responsible for ensuring that the student has received the appropriate ethical clearance from UTREC and the Child Panel prior to research commencing.

It is a requirement that any undergraduate honours or Masters dissertation or PhD thesis that requires ethical approval from UTREC has the letter or email of ethical approval bound into the appendix before submission.

**The letter of approval from the School Ethics Committee must be included in the bound dissertation.**
In this regard, please note that in no case can ethical approval be granted retrospectively for a new project. It is the individual student’s responsibility to ensure that he or she has approval for a project before beginning the fieldwork. In a case where the conditions of fieldwork give rise to the necessity for changing somewhat the focus or emphasis of the research, or the personnel involved, the student must seek departmental approval by contacting, in the first instance, socanthadmin@st-andrews.ac.uk so that a member of the Administrative Staff can send the query or request on to the relevant member of Academic Staff. Where a radical change is proposed - e.g. if the student has to move the location of the project or if different personnel are to be involved - it is clearly of the first importance that the student seek departmental approval; if, in the judgement of the relevant member of Academic Staff, the change is so radical as to amount to an entirely new project, this will always entail that a new submission be made to our Anthropology SEC and through us to UTREC and that research cannot begin until approval is granted.

**In addition to submitting an ethics form and receiving ethical approval, all research students progressing to fieldwork must complete two risk assessment forms: one templated by the university and another specifically catered for anthropological research. These too must be viewed and approved by the departmental Ethics Committee.**

Please see the UTREC website for further information, including application forms: http://www.st-andrews.ac.uk/utrec/

**Student Fees**

Graduating in person or *in absentia* marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

**Study Spaces**

Study spaces for MRes students are available in the Department in the CAS suite in United College. Swipe cards and keys for access should be obtained from the Department Office. In addition, further spaces are available in the basement of the Departments of Philosophy in Edgecliffe, The Scores. Should you wish to access these Philosophy spaces please contact Lisa Neilson socanthadming@st-andrews.ac.uk.

Students must keep these offices in good order, clean and tidy. Please note that University housekeepers are not allowed to wash dirty coffee cups, or to move anything on desks or shelves in other to clean. Students will lose their entitlement to office space if they fail to keep their offices in good order.

Personal belongings cannot, **under any circumstances**, be stored in the Department whilst students are away from St Andrews (for example during fieldwork, whilst on leave of absence, or whilst on holiday).
Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at::
https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures.pdf

ASSESSMENT MATTERS

Forms of Assessment

Continuous assessment normally makes up 100% of the mark for a module. Details of the composition of assessment for each specific module will be provided on module handbooks and handouts.

Submission of Coursework

All assignments should be submitted via MMS (https://www.st-andrews.ac.uk/mms/) on the submission date, which will be advised by the module coordinators and lecturers. The word length indicated on module handouts is the word limit for your assignment. This word length includes footnotes and appendices, but excludes the bibliography. Your name should not be anywhere on the essay. You should make sure the front page of your essay includes your matriculation number, word count and the title of your essay (which should correspond to one of the essay questions on the module handout).

Feedback to Students on Coursework

Please note that staff will not comment on coursework in progress. With the exception of dissertations, staff will not provide feedback on plans or drafts for essays.

Marked coursework will normally be returned within three weeks of the submission deadline.

Students will receive written feedback on any course work that they have submitted for assessment. Feedback will give you advice that will guide you to improving your learning and future performance. Feedback on essays will be provided through MMS, but you can also approach staff during their consultation hours for additional face to face verbal feedback once marks have been issued.

Submission and Feedback on MRes Dissertation Drafts

The supervisor of an MRes dissertation will read and provide feedback to the student within two weeks of submission either on a series of draft chapters or on the first draft of a complete dissertation that will be submitted by the student according to a timetable of work and series of deadlines that have been mutually agreed by both parties. This schedule will be drawn up with regard to the supervisor's annual summer holiday, during which time a student cannot necessarily expect feedback on written work.

Please see also the University’s policy on the final module on a PGT programme:
Dissertation Formatting and Final Submission

The dissertation must be submitted both in hard copy (two bound copies) through the Department Office, and on electronic format through MMS. There are no Department rules regarding the formatting of the dissertation (you are free to choose font, headings etc) but the formatting should be clear and consistent throughout. **You should make sure the front page of your dissertation includes the word count.**

Referencing is discussed in Appendix 2 of this handbook.

Penalties & Rules for Late Submissions

Where written work requires to be submitted for marking, a deadline will be specified well in advance. If work is submitted after the specified deadline the following penalties will be applied:

- **Missing the deadline or handed in the following day:** loss of 1 mark per day, or part thereof.

  Please note that **every day of the week will count** towards a late penalty. This rule will apply to all holidays (public and University) and includes weekends, with Saturday and Sunday each counting as one day.

  Submission of work more than 7 days late will receive no commentary, while submission of work more than 2 weeks late will receive zero.

Word Limits and Penalties - Assessed Work

Please stick to the word limits for assessed work, which are advertised on module handouts (includes footnotes, quotations and appendices but excludes the bibliography). **Assignments that exceed the word limit will be penalised:** you will lose 1 mark for every 10% over the word limit, then a further 1 mark per additional 10% over. Please declare the word count of your essay or dissertation on the front cover.

Extensions

On occasion students are unable to submit work on time. Extensions may be given, but only on the grounds of illness, bereavement, or other serious circumstances. Evidence may be requested.

**Only the Programme Coordinator, Dr Paloma Gay y Blasco (pgyb), can grant extensions.** Please submit all requirements to her. Module coordinators and lecturers cannot give extensions to MRes students. **Please note: computer problems and pressure of work due to other courses are not valid grounds for an extension!** Extensions will NOT be given on these grounds.
Marking Criteria – Essays:

The following are the marking criteria for social anthropology essays and essay-based exams. Please note that some special assignments (for example, presentations, learning journals, projects) may have their own specific marking criteria, which will be made available by module conveners.

| 20 | 1. The essay incorporates a number of original thoughts and insights about the material. 2. The student has read widely and carefully, including material not discussed directly at the lectures and workshops. |
| 19 | 3. The student demonstrates a sophisticated understanding of the issues, and an excellent understanding of the ethnographic material and of the theoretical points put forward by the various authors. |
| 18 | 4. The student shows an excellent understanding of the link between theory and ethnography, of how the ethnographic material has or can be used to support or undermine particular theoretical points. |
| 17 | 5. The essay has an excellent introduction and a finely crafted structure and style leading to an insightful conclusion. 6. Excellent presentation throughout. |
| 16 | 1. The essay incorporates some original thoughts and insights about the material. 2. The student has read widely and carefully, possibly including material not directly discussed during classes. |
| 15 | 3. The student demonstrates a very good understanding of the issues and a good grasp of the ethnographic material and of the theoretical points put forward by the various authors. 4. The student shows a very good understanding of the link between theory and ethnography, of how the ethnographic material has or can be used to support or undermine particular theoretical points. |
| 14 | 5. The essay has a very good introduction, a well crafted structure and a thoughtful conclusion. 6. Very good presentation throughout. |
| 13 | 1. The student has done the basic reading relevant to a topic. 2. The student’s understanding of the material is adequate but basic. |
| 12 | 3. The essay is over-reliant on lecture notes and handouts to construct an argument, although there may be some original points made or independent interpretations of the material. 4. The student’s understanding of the contribution of various authors to a debate may be limited. 5. The essay is well structured, coherent, and has a sound introduction and conclusion. 6. Good presentation throughout. |
| 10 | 1. The essay shows evidence of limited reading. 2. The essay shows evidence of limited understanding of the material. |
| 9 | 3. The student relies heavily on lecture notes and handouts 4. The essay shows little understanding of the contribution of various authors to a debate. |
| 8 | 5. The essay is poorly structured. 6. Presentation is adequate. |
| 7.0 | |
| 6 | 1. The essay shows inadequate evidence of an anthropological understanding of the topic 2. There is little or inadequate reference to relevant reading material. |
| 5 | 3. The student demonstrates poor essay writing skills. |
| 4.0 | |
| 3.9 | 1. Work that shows no understanding of the topic covered. 2. The essay is often very short, superficial, or uses irrelevant examples. 3. The student fails to take an anthropological perspective to the material s/he is presenting in the essay. |
# MRes Dissertation Feedback Sheet / Marking Criteria

## 1 Setting Out the Research Problem
Is the reader clearly informed about the research problem?
Are the research questions clearly outlined?
Are the aims and objectives of the dissertation clearly formulated?
Is the organisation of the dissertation clearly presented?

**Comments:**

## 2 Theoretical Underpinning
Is the library research relevant and sufficient?
Is the literature clearly analysed and is the contribution of various authors to a debate well understood?
Has the author developed a theoretical approach, and is this made explicit and critically evaluated?
Is the connection between the theory and the ethnography well understood and deployed?

**Comments:**

## 3 Fieldwork, Methodology and Ethics
Was the fieldwork methodology well suited to the circumstances?
Are the methods clearly explained?
Is the fieldwork experience critically reflected upon?
Is there evidence of reflexive and critical engagement with anthropological ethics?

**Comments:**

## 4 Discussion of Ethnographic Material, Argument and Conclusions
Are the data clearly presented?
Is there a strong argument, and is it well developed?
Are the argument and conclusions well grounded in the data?
Is the analysis of the material logical and well ordered?
Is the relevance of the ethnographic material to theory well explained and well grounded?

**Comments:**
### 5 STRUCTURE
Is the dissertation well structured?
Is the organisation of the dissertation logical and readily apparent to the reader?
Is the layout of the dissertation helpful to the reader?
Is there a clear introduction and an insightful conclusion?

**Comments:**

---

### 6 PRESENTATION AND STYLE
Is the dissertation stylistically consistent?
Is the writing style lucid and coherent?
Are there problems with spelling and/or grammar?

**Comments:**

---

### 7 ORIGINALITY, CREATIVITY, COHESIVENESS
The intangibles that make a dissertation more than the sum of its parts

**Comments:**

---

EXAMINED BY

PROVISIONAL MARK

**Marks:**
19, 20: excellent in the above criteria
14, 15, 16: good in the above criteria
7, 8, 9, 10: poor in the above criteria
17, 18: very good in the above criteria
11, 12, 13: adequate in the above criteria
below 7: very poor in the above criteria
Grading Sheet

Taught Masters Postgraduate Grading Sheet (MLitt, MSc, MRes) Module Reporting Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 19 18 17 16.5</td>
<td>Distinction at Masters Level</td>
</tr>
<tr>
<td>16 15 14 13.5</td>
<td>Pass at Masters Level</td>
</tr>
<tr>
<td>13 12 11 10 9 8 7</td>
<td>Pass at Diploma Level</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Common Reporting Scale

The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades). Details of the Common Reporting Scale can be found at https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/.

Leave of Absence

The most up to date policy can be found at https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/LeaveofAbsence.pdf

Withdrawal from Studies

If you are considering withdrawing from your studies at the University you should discuss the matter with the Program Coordinator. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact the appropriate Pro Dean who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal.

Academic Alerts

Academic Alerts are a way of helping students who are having trouble coping with their studies, such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students’ grades. Academic Alerts will be issued by email from a member of staff within the School and will
tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer.

If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student’s permanent transcript. For more information on Academic Alerts and details on how the categories work, see https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AcademicAlerts.pdf

Guidance for students is available at http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf

In the Department of Social Anthropology, MRes students should note that the compulsory module elements are:

- Attendance at all classes
- Submission of all coursework

Failure to satisfy these compulsory elements may lead to failure of the module without option for reassessment (0X).

**Good Academic Practice**

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree.

The Good Academic Practice Policy warns against the presentation of material as one’s own when it is not one’s own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation is liable for consideration under the University’s Good Academic Practice policy irrespective of whether it carries credit towards your degree. All work submitted by students is expected to represent good academic practice.

You should be aware that the University takes Good Academic Practice offences extremely seriously and any student found guilty of a repeat offence may be expelled from the University either temporarily or on a permanent basis.

Staff can and will perform regular and random checks for plagiarism, using appropriate software when necessary. The University’s Good Academic Practice policy covers the behaviour of both undergraduate and postgraduate students and can be found at:

Plagiarism and Self-plagiarism

Intentional plagiarism, i.e. the deliberate submission of someone else's work as though it were one's own, is dishonest. But plagiarism may occur unintentionally through poor work practices, as students may for example submit work that contains the words or ideas of others without realising that they need proper acknowledgement. The University’s Good Academic Practice policy refers to actions rather than intent, and a piece of work that contains plagiarised material will be subject to a penalty irrespective of whether or not there was an intention to plagiarise. It is consequently very important for you to understand how to avoid producing work that contains plagiarised material.

Please note that copying and pasting material from a web site or book into a piece of written work without due acknowledgement is likely to be regarded as plagiarism, even if it is just one sentence that is copied.

While students are certainly expected to read the work of others, their written work should be in their own words, and the sources of information they are using should be acknowledged in a footnote, specific reference list, or bibliography depending on the subject's requirements. Merely changing a word here and there through a copied paragraph is not enough either, and nor is taking the structure of another person's article and rephrasing the argument (known as paraphrasing). If you wish to include material from one of your sources word-for-word, then it should be included within quotation marks and have its source clearly stated.

Plagiarism can also occur if students copy material from one or more other students. We point out that allowing someone to copy your work is also an offence under this University’s policy, so both the copier and the original author may face proceedings.

Likewise, re-using your own work when it has already been submitted, in Social Anthropology or another discipline, in this University or elsewhere, and passing it as new work for either the same or another module, is also considered an unacceptable practice in the Department of Social Anthropology and is usually referred to as ‘self-plagiarism’. This applies to fragments of a piece of work as much as to whole pieces of work. Whilst making connections across modules is unavoidable and in some cases may even be encouraged, you should not try to pass ‘old’ work as ‘new’. If you think it is necessary to refer to a previous piece of work that you have submitted, you should acknowledge this and reference it.

If you are ever in doubt as to what is allowed, please ask the teaching staff associated with the assignment.

Please check the following link for additional information: http://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/academicpractice/

External Examiner

All examined and formally assessed work which counts towards a student’s final grade is moderated by an external examiner from another university. The External Examiner helps to ensure that comparable standards of performance attain comparable grades across all British departments of Social Anthropology, and oversees the internal marking within the St. Andrews department. The External Examiner for 2016-2017 is Dr Will Rollason from Brunel University.
Academic appeals, complaints and disciplinary issues

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:

- **An appeal requesting a formal review of an academic decision** - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant Policy on Student Academic Appeals);
- **Complaints** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's Complaints Handling Procedure);
- **Disciplinary cases** - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non-Academic Misconduct is dealt with under separate procedures.

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you must bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

**Using the Right Procedure**

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, a decision about progression, or termination of studies), then you must use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

**Further guidance and support**

The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate
(Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

**Contact**

Iain Cupples  
Student Advocate (Education)  
**Telephone:** 01334 462700  
**Email:** inc@st-andrews.ac.uk

**Dissertation Printing and Binding**

The University’s Print & Design Unit is ideally set up to print and/or bind your dissertation or thesis. You can send your material in PDF format (with a note of pages to be printed in colour) to: printanddesign@st-andrews.ac.uk and then they will be in touch when your job is ready. Price lists and further information: [www.st-andrews.ac.uk/printanddesign/](http://www.st-andrews.ac.uk/printanddesign/)

Please keep in mind that during busy periods close to deadlines the Unit may take longer to process requests.

**Dissertation Presentation**

1. The Project must be submitted in hard copy. We require **TWO hard copies**, typewritten and 1.5- spaced on one side of A4 paper (or its nearest equivalent) only, on sheets of good quality paper and numbered consecutively. Leave a margin of about 25-30mm down the left-hand side and a head margin of 20mm.

2. The dissertation should be submitted at 4 pm by the **August deadline**.

3. Photographs may be made, at your expense, by the University Reprographic Services.

4. The cover includes your name and a brief title only.

5. Title page should include the following: University of St. Andrews, Department of Social Anthropology, degree, year, title, author’s name, and total word count.

6. A table of contents should follow the title-page. This should list the chapters or sections numbered consecutively and the page locations. If there are tables and figures in the body of the text these should likewise be listed.

7. A synopsis, which should not exceed 300 words, should be included after the list of contents, tables and figures and preceding the text of the project.

8. The letter of approval from the School Ethics Committee MUST be bound into your dissertation.

In this regard, please note that in no case can ethical approval be granted retrospectively for a new project. It is the individual student’s responsibility to ensure that he or she has approval for a project before beginning the fieldwork. In a case where the conditions of fieldwork give rise to the necessity for changing somewhat the focus or emphasis of the research, or the personnel involved, the student must seek departmental approval by contacting, in the first instance, socanthadmin@st-andrews.ac.uk so that a member of the
Administrative Staff can send the query or request on to the relevant member of Academic Staff. Where a radical change is proposed - e.g. if the student has to move the location of the project or if different personnel are to be involved - it is clearly of the first importance that the student seek departmental approval; if, in the judgement of the relevant member of Academic Staff, the change is so radical as to amount to an entirely new project, this will always entail that a new submission be made to our Anthropology SEC and through us to UTREC and that research cannot begin until approval is granted.

9. **Finally, please upload an electronic copy of your dissertation to MMS.**

**Deferred Assessment**

The University's policy on deferred assessment can be found online at [http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Assess Policies Procedures.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Assess Policies Procedures.pdf).

Deferred Assessments will be authorised by the Director of Teaching and/or the Examinations Officer, in consultation with the Disabilities and Student Support Officer. The method of submission will be agreed with the Examinations Officer.

**Deans' List**

This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate and Postgraduate Taught students who achieve an outstanding overall result in the course of an academic year have their names inscribed on the Deans’ List, an honour which will also appear on your University transcript. The criteria for the award are strict. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans’ List. The rules will be adapted for part-time students, who must achieve the minimum credit-weighted mean of 16.5 in 120 credits taken part-time over no more than three academic sessions. Full details of all the criteria and conditions for the Deans’ List are available at:

ADVICE AND SUPPORT

Advice and Support in the Department

The **Programme Coordinator** (Dr Paloma Gay y Blasco) and **Head of Department** (Dr Adam Reed) will help you choose your modules and understand the structure of your degree. You can address any questions to do with the programme, study requirements and life in the Department and the University to them. The Student Support Officer is Dr Mette High. You should let her know of any difficulties or circumstances you may be experiencing that may have an impact on your studies. You can find Dr Paloma Gay y Blasco in her office during her consultation hours on Fridays from 1 until 2.15 pm. You can find Dr Mette High in her office on Wednesday 10.00 - 11.00am & Friday 10.00 – 11.00am.

For questions regarding the specific content and delivery of modules, you should approach the module coordinator or lecturer in the first instance.

Personal matters will be dealt with confidentially and information will only be passed on to other members of staff in accordance with the University Student Confidentiality Policy: http://www.st-andrews.ac.uk/parents/role/confidentialitycode/

Advice and Support Centre for Students/The Pro Dean

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the **Advice and Support Centre**, 79 North Street, 01334 462020, theasc@st-and.ac.uk.

It is particularly important that you contact the ASC if you are experiencing personal or health difficulties that may be having an impact on your studies.

In addition, support is available from the **Postgraduate Pro Dean** and the **Academic Support Adviser** at the ASC who may be contacted by emailing:

Postgraduate Pro Dean: prodean-pgt@st-andrews.ac.uk
Academic Support Adviser: sss.academic@st-andrews.ac.uk

The Students' Association

The Students’ Association provides independent and confidential help and advice for students who are contemplating a complaint or appeal or are having discipline proceedings taken against them. The Students' Association employs lain Cupples, the **Student Advocate** (Education), whose job it is to ensure that you receive help with writing and submitting your complaint/appeal and will even accompany you to any hearing. He should be your first point of contact as soon as you feel you need help. For further information contact lain Cupples, by phone on (01334 46) 2700, or by email inc@st-andrews.ac.uk
English Language Service

In-sessional English Language Service offers free English language service for students of the University who are non-native speakers of English. You can book one-to-one lessons for help with specific English language problems or with particular pieces of work. You can find more information here [http://www.st-andrews.ac.uk/elt/support/](http://www.st-andrews.ac.uk/elt/support/) or you can contact Janie Brooks, In-sessional English Language Service Coordinator, [ajb31@st-andrews.ac.uk](mailto:ajb31@st-andrews.ac.uk)

Disability Support

If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger’s, mental health, long standing medical condition and much more. [http://www.st-andrews.ac.uk/students/advice/disabilities/](http://www.st-andrews.ac.uk/students/advice/disabilities/)

The Careers Centre

The Careers Centre exists to enable current students and graduates of St Andrews to make and successfully implement decisions about what they will do next in their lives. The Centre strives to communicate the entire range of available options and to encourage and enable individuals to identify the options which would suit them best. The Careers Centre website can be found at: [http://www.st-andrews.ac.uk/careers/](http://www.st-andrews.ac.uk/careers/)

CAPOD (Centre for Academic, Professional and Organisational Development)

CAPOD offers help to students on the following areas:

- Learning and Study Support - help and advice on academic study skills
- Maths Support Centre - one-to-one help with mathematics problems (including logic)
- Study Skills Courses - academic writing, presentations skills, time management, exams etc.
- e-Learning and WebCT - how to use the university's online learning environment
- Introduction to Tutoring/Demonstrating and Assessment - a 1.5 day course for postgraduates who will be tutoring, demonstrating or marking in their Schools.

CAPOD’s website is: [http://www.st-andrews.ac.uk/capod/students/pgtaught/](http://www.st-andrews.ac.uk/capod/students/pgtaught/)
COMMUNICATION

Office Hours and Appointments

You will find that staff in the Department will be helpful in dealing with your queries. Members of staff are required to intimate their availability to students by posting notice of their office hours. You are entitled to consult them without appointment during these posted office hours, though it would help if you could give notice of your visit. Please note that members of staff have many teaching, administrative and research commitments both within and out-with the University. As a matter of courtesy they should not be disturbed outside office hours. If an urgent need for consultation arises an appointment should be made through the Departmental Office.

Communications from the University / E-mail

Your University e-mail account is the official means of communication for the University and you are therefore reminded that you should read your e-mails at the very least every 48 hours and ideally every day. You can arrange to have your University e-mail account automatically forwarded to your personal non-University account. However you should be aware that there may be problems with this and you should check regularly to make sure the forwarding is working.

Personal Details

You are responsible for ensuring that your contact details are kept up to date. You may do this at any time during the year via your E-vision account which can be accessed from the Current Students section of the University home page.

Staff - Student Consultation and Feedback

Feedback about our courses and programme is always encouraged:

(a) informally and individually to lecturers and tutors or to the MRes Programme Coordinator;
(b) through representatives at meetings of the Staff-Student Consultative Committee (see below);
(c) by module questionnaires.

The Department’s Staff-Student Consultative Committee exists to consider matters concerning the academic welfare of students in the department. The Committee meets at least once a semester. Its student members are comprised of: the School President, two students elected from 1000-level, two from 2000-level, two from Junior Honours, two from Senior Honours and two Postgraduates. Details of elections to the committee will be announced by the School President during the first few weeks of the semester. If you wish to be nominated for election please contact the School President. All staff teaching in each semester will also attend the SSCC.

The School President

School Presidents are elected yearly. They coordinate class reps and chair the Staff-Student Consultative Committee. During 2016-17 the School President for Social Anthropology will be Devon Schindler <socanthpresident@st-andrews.ac.uk>
FIRST AID AND SAFETY

A first-aid box is located in the Secretary’s Office, 71 North Street.

Notices are posted throughout the School indicating who the current First Aiders are and how to contact them.

Notices are also displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

The Department Safety Officer is Dr Adam Reed. Any hazards or safety-related incidents should be reported to the Department Safety Officer or the Departmental Office immediately.

Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in disciplinary action.
APPENDIX 1 - THE RATIONALE FOR THE MRES IN SOCIAL ANTHROPOLOGY

Educational Aims

This programme will deliver focused specialist study of social organisation and culture of various societies, focusing on the similarities and differences between these societies to give interpretations and explanations of customs and institutions which influence human social behaviour.

Study is at an advanced, research-led level in which students will gain an understanding of how knowledge is created, advanced and renewed. Students will formulate and execute a significant investigative project of research in order to consolidate and extend their specialist knowledge and critical thinking. Students will have the opportunity to develop and use a range of specialised research skills and methods, engaging directly with advanced topics including, for example, region-specific anthropology, visual anthropology, political and economic anthropology, anthropology of knowledge, feminist anthropology. This programme will encourage in all students a desire to pursue learning with curiosity, integrity, tolerance and intellectual rigor.

Programme Outcomes / Graduate Attributes

In the course of this programme students will develop programme-specific skills. Students will work with critical understanding of both principal and specialist theories, principles and concepts so that on completing the programme they should be able to demonstrate to a large extent the graduate attributes outlined below.

a) Intellectual skills and attributes

• Ability to construct a coherent argument or debate
• Ability to apply critical analysis, evaluation and synthesis to specialist issues
• Ability to evaluate hypotheses, theories, methods and evidence within their proper contexts
• Ability to reason from the particular to the general
• Ability to identify relevant techniques and concepts to solve problems
• Ability to demonstrate a sophisticated use of a range of resources appropriate to the task at hand
• Ability to engage directly with current research and developments in the subject
• Ability to engage with primary and secondary material and appreciate the differences between them
• Capacity to show independence of thought
• Demonstration of qualitative methods of analysis
• Oral and written dissemination of work
b) Professional / Subject-Specific / Practical Skills

- Advanced critical skills in ethnographic methods and writing
- Ability to offer advanced analysis of intercultural competences including a critical understanding of various cultures and practices.
- Advanced knowledge of a range of relevant regional literatures, theoretical issues and an appreciation of these topics
- Advanced understanding of relations between theory and method, including the ethical, political and epistemological bases of choices between alternative research strategies and elements
- Detailed knowledge of appropriate ways to select, synthesise and critically evaluate information gathered from a variety of sources
- Fluency in the use of key methods and concepts of anthropological analysis
- Expertise in the use of quantitative and qualitative research methods and tools for data collection and analysis

c) Transferable Skills

- Active and reflective learning
- Library research skills
- Collecting, organising and synthesising information
- Independence and initiative
- Creativity and curiosity
- Critical analysis and argument
- Project management
- Advanced IT skills
- Effective and confident communication with peers and more senior colleagues
- Critical reflection on own and others’ roles and responsibilities
- Ability to communicate with rigor in writing
- Sophisticated critical reasoning
- Clarity of expression in writing
- Oral presentations with confidence
- Time management and self-discipline
- Rapport building
- Active engagement and initiative in team working
- Management of inter-cultural relations
- Interpretative and analytical strategies and methodologies applicable to new areas and topics.

Teaching, Learning and Assessment Strategies

Teaching, learning and assessment are progressive, with both the content and methods of delivery changing to suit the increasing level of complexity in the material, and independence of students, as they work through the programme. The skills and graduate attributes listed above will be accomplished through delivery of the following teaching, learning and assessment strategies appropriate to the programme aims.
a) Teaching and Learning

Students will engage with independent and group study in a supportive framework of teaching and learning. The strategy is to use methods of teaching and assessment that will facilitate learning appropriate to the aims of the programme. The following methods will be employed where appropriate to the level of study and the particular content of each module in the programme:

- Dissertation
- Independent study activities (supervised and unsupervised)
- Language learning
- Independent, directed reading
- Lectures
- One-to-one discussion
- Project work
- Seminars
- Small group discussion tutorials
- Tutorials
- Workshops
- Reading groups
- Research seminars
- External speakers

b) Material Submitted for Assessment

Assessment can be a blend of diagnostic work to determine student needs, formative work submitted for assessment and feedback (but not necessarily for academic credit) or summative work submitted for academic credit:

- Continuous assessment
- Dissertation

c) Learning and Teaching Support

Students’ scholarship skills (in, for example, academic writing, information gathering and academic conduct) will be supported and developed through this programme. The following will be available, where appropriate to the level of study and the particular content of each module in the programme:

- Class handouts/handbooks
- eLearning – web-based and via the virtual learning environment (VLE)
- Written feedback on work submitted (in accordance with School and University policies)
- Library support
- Recommended reading lists and booklets (for the programme and specific modules and courses)
- School guidelines for good scholarship
- Office hours and staff availability
• Small group teaching
• Dissertation supervision
• Practical guidance on fieldwork preparation

Degree Regulations

A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate and Postgraduate Resolutions and Regulations are available at https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/ and https://www.st-andrews.ac.uk/pgstudents/rules/pgsenateregulations/
APPENDIX 2 - REFERENCING GUIDE

This guide sets out the Harvard system of referencing to be used in all your assignments and research reports for the Department. It is important to reference published material that you wish to use in your written work. While referencing is a standard that is used to avoid plagiarism it also supports a strong scholarly method. To build arguments and provide evidence you must reference any published resources you use. This reference guide sets out how to reference other authors’ work properly.

This guide explains how to reference each type of material you are using (e.g. books, journal articles, newspapers, internet sites) both in-text and in the reference list (the full bibliography) at the end of your work. This reference section should only include those references cited in your piece. For the purposes of this guide these two sections will be called in-text referencing and the reference list format.

A note on paraphrasing and quoting: quotations are direct transcriptions of text from other sources while paraphrasing uses your own words to express others’ ideas. Both paraphrasing and quoting require referencing, and quotations must refer to the page number from which they were taken.

Generic Format

Students in Social Anthropology are advised to follow the generic format for in-text referencing and the reference list as set down in The Journal of the Royal Anthropological Institute. While this guide provides a range of examples for books, articles, Internet sources etc, the generic format below should be used where adaptation is necessary.

In-text
Author (year) or (Author year)
e.g. Malinowski (1926) or (Malinowski 1926)

Reference list
Books
Author. Year. Title. Place Published: Publisher.
e.g. Malinowski, B. 1926. Argonauts of the Western Pacific. New York: Dutton.

Articles

Books
The following exemplifies several in-text references for books with one author, two authors, more than two authors, and authors cited by another author. When citing more than two authors, list all authors’ surnames the first time, then use et al. (see example; et al. is an abbreviated version of the Latin phrase et alii, which means “and others”). Note the different formats for the in-text referencing of paraphrasing and quotations (with page number) and the complete references in the reference list.
In-Text
One author
This essay is about a ‘sensing of place’ (Basso 1996), the manner in which a set of persons animate a city and imagine that the city animates them. Basso (1996) claims that relationships to places are most richly lived and felt when persons make them the object of awareness and reflection. In considering their ‘lived topography’ (Basso 1996: 58), therefore, one has to include a rejection of what place meant to them.

Two authors
Banks & Morphy (1997: 45) state that addition, division, magnification or reduction become key foci.

Author cited by other author: secondary sources
Firth (1958) outlines Malinowski’s (1926) account of fieldwork principles.

Reference List
Alphabetically ordered list of references.

Journal Articles
In-text referencing of journal articles uses the same format as books (see above). Notice that the reference list includes the name of the journal article and the name of the journal. Be wary of electronic journals or articles retrieved from the Internet, as some formats may not include the original page numbers you might need for direct quotations.

Reference list

Internet Sites
The variability of Internet site quality is problematic for referencing in academic essays. However, access to annual company reports, press releases, and daily news services provide ample reasons to utilise the Internet in essays. Journal articles obtained over the Internet should use the standard journal format unless the journal is solely in electronic format (see below).

In-text
Dvorak (2002) describes blogging as the most significant new form on the Internet.

According to McIntosh (2002), the notion of virtuality hinders the development of new online interactions.

Reference list
Dvorak, John C. 2002. The blog phenomenon. PC Magazine 05/02/02
http://www.pcmag.com/article
McIntosh, Neil. 2002. A tale of one man and his blog. *Guardian Unlimited* 31/01/02 http://www.guardian.co.uk/online/story

**Other formats**

Again, use the generic system when you encounter material to be referenced that does not fit clearly into the previous or following examples.

- **Newspapers**
  - *In-text*
    Use same as Books (i.e. Author year). If no author is found then use full name and date as follows. The oil crisis has caused parents to ‘consider home education’ (*The Times* 9 July 1973: 3).
  - *Reference list*

- **Chapter in edited collection**
  - *In Text*
    Pinney (1997: 5) argues for a different perspective on photographic sensibility.
  - *Reference list*

- **Author with more than one publication in a year**
  - *In-text*
    Pinney (1997a) is distinguished from Pinney (1997b).
  - *Reference List*

- **Interviews and personal communication.** Students are advised not to reference personal communication (e.g. lectures or meetings) unless as part of a submitted field research project with a relevant section on methods. Lecture material should be traced back to original sources.
APPENDIX 3 - AVOIDING PLAGIARISM

NINE TOP TIPS

1. SEARCHING vs. RESEARCHING:
   Within your essays you are being asked to analyse and interpret. Use references to support your argument and don’t just report or copy what you have found.

2. DEVELOP YOUR OWN STYLE & VOICE:
   This is an important part of what examiners are looking for. You have to use your own words, not those of another author.

3. PRESSURE TO GET THE GRADES:
   Attending University is not just about gaining the end result of a grade, but about gaining research and writing skills in the process. If you have any problems developing these skills, contact the Programme Coordinator and make use of other support systems available (see section on support).

4. PARAPHRASE, DON’T PLAGIARISE:
   A footnote is not sufficient to indicate that any direct text you have used is not your own. Either put the sentences in quotation marks, or write them in your own words and include a footnote to the source (see next page on paraphrasing).

5. NOTE-TAKING:
   When making notes from sources put direct quotations in quotation marks and always keep track of sources. This will ensure you do not accidentally plagiarise and also make collating your references easier when you are writing your essays.

6. FACTS:
   Common knowledge does not need to be cited but when in doubt reference your source.

7. CUT & PASTE:
   Either don’t get into the habit of cutting and pasting from e-resources (the internet, electronic journals etc.) or put them directly into quotation marks and note the source.

8. DEADLINES:
   If you are having personal problems that mean you will have difficulty meeting essay deadlines, go and speak to the relevant person who can help (Student Support Officer and the Programme Director).

9. HANDBOOKS:
   Look at the examples of paraphrasing, citing cases etc. The information is there for you to access: USE IT!
HOW TO PARAPHRASE

The following is taken from a textbook on Cybercrime:

“At the dawn of the twenty-first century, the Internet is rapidly becoming an important part of everyday life. Not only will it continue to shape our future for many years to come, but it is already formulating the ways in which we understand societal change, particularly the debates over modernity. Although mass public use of the Internet has taken place for less than a decade, its social, educational, organisational and commercial benefits are already being felt.”

From David Wall ‘Policing the Internet: maintaining order and law on the cyberbeat’ in Akdeniz, Walker and Wall (eds), ‘The Internet, Law and Society’ (Longman, 2000), Chapter 7, page 155.

An example of incorrect paraphrasing of this passage could be as follows:

Currently it is clear that the Internet is rapidly becoming important to everyone. It will carry on defining our future, but at the moment it is formulating how we comprehend societal change, particularly modernity. Even though mass public Internet use is a recent occurrence, its organisational, commercial, social and educational rewards are being felt.

This is incorrect as:

• Only a few phrases have been changed: this is not sufficient as it is too close to the original.
• The writer does not even give a footnote to the author of the book as the source of the ideas.

Correct paraphrasing could be as follows:

It has been argued that the Internet, is already defining the ways in which we live and view the world. Although still a relatively recent phenomenon, its widespread day to day use has produced numerous rewards throughout all aspects of society.¹

¹ David Wall ‘Policing the Internet: maintaining order and law on the cyberbeat’ in Akdeniz, Walker and Wall (eds), ‘The Internet, Law and Society’ (Longman, 2000), Chapter 7, page 155.

This is correct paraphrasing because:

• Proper citation of Wall and his ideas has been provided by the footnote.
• The writer of the passage had written the argument in their own words.