Changes in Examination Regulations to the University Gazette

Social Sciences Board

Approved at the meeting of 25 February 2011

Title of Programme

MSc in Social Anthropology

Brief note about nature of change: revisions to the syllabus

Effective date

With effect from 1 October 2011

Location of change

In Examination Regulations 2010

Detail of change

1 delete from p.771, l.5 to p.772, l.5, and substitute:

‘Students must satisfy the examiners in four papers, two of a general nature and two options; one option paper must be selected from List A (below). The syllabuses for the two general papers are as follows:

I. Social and Cultural Anthropology, I

This paper will focus on the following topics: history and politics of anthropology; anthropology, ethnography and colonialism; gift and exchange; production and consumption; aesthetics, poetics, music and dance; material culture and museums; landscape and the built environment; personhood and the body; identity, ethnicity and nationalism; power, violence, resistance and agency.

II. Social and Cultural Anthropology, II

This paper will focus on the following topics: family, kinship and relatedness; gender and
The two option papers are as follows:

**III. Option Paper I: The Social Anthropology of a Selected Region**

This option paper must be selected from List A (below).

**IV. Option Paper II: Open Choice**

This option paper must be selected from any of the lists below:

- List A. Anthropology of a Selected Region
- List B. Topics in Material Anthropology
- List C. Anthropology and Topical Issues

Options offered in any of the three lists may vary from year to year. Lists for the current academic year will be issued by the Director of Graduate Studies or his or her delegate by the end of the third week of Michaelmas term.

**Explanatory Notes**

The revisions to the syllabus mean that, instead of offering three general papers and a single option, students will now be required to offer two general papers and two option papers. These changes allow the student more choice through options to pursue particular areas of interest, give students greater appreciation of case studies (‘ethnographic examples’), provide clearer information on the content of the syllabus, and relate teaching more directly to the content of each paper.