University of Edinburgh
School of Social and Political Science
Social Anthropology
Anthropology and Environment (SCAN10066)

Course Organiser
Dr Laura Jeffery
Email: Laura.Jeffery@ed.ac.uk
Phone: +44 (0)131 6513860
Office: 5.20, Chrystal Macmillan Building, 15a George Square
Office Hours: Thursdays, 11:00–13:00

Course Secretary
Ewen Miller
Email: Ewen.Miller@ed.ac.uk
Office: Undergraduate Teaching Office, G.04/05, Chrystal Macmillan Building, 15a George Square

Class Information
Lectures: Thursdays, 9:00–10:50
Lecture Hall: Lecture Theatre 4 (G.15), 7 Bristo Square

Sign up for one Seminar Group via Learn during Week 1:
Seminar Group 1: Mondays, 16:10–17:00, Seminar Room 1, CMB
Seminar Group 2, Thursdays, 15:10–16:00, G.13 Medical School doorway 4

Assignment Deadlines
Mid-term short report: 12 noon, Thursday 11th February 2016
End-term long essay: 12 noon, Thursday 21st April 2016
Aims and Objectives

This course covers a range of anthropological approaches to diverse human understandings of and interactions with their changing environments. It asks: why do human cultures engage differently with their natural environments and how do they understand processes of environmental sustainability and climate change? The course equips students to take an anthropological approach to understanding the socio-cultural, socio-political, and socio-economic implications of environmental challenges and related development, conservation, and human rights issues.

Learning Outcomes

On completion of this course, the student will be able to:

1. Engage with the long history of anthropological engagements with environment, from ecology and ethnobotany to climate change in the anthropocene
2. Critically examine a range of anthropological approaches to diverse human understandings of and interactions with their changing environments
3. Evaluate the contributions made by professional anthropologists as internal advisors, independent consultants, or academic critics of environmental conservation projects
4. Learn to apply insights from environmental anthropology to related development, conservation, and human rights issues
5. Bring anthropological perspectives to bear on their understandings of the socio-cultural, socio-political, and socio-economic implications of environmental challenges and debates

Teaching Methods

This course entails:
- A weekly two-hour lecture session divided into a lecture and participative group work
- A weekly one-hour seminar for close discussion of Key Readings (sign up via Learn)

Assessment

All students will be assessed via two pieces of coursework:

1. Mid-term short report

- Format: Environmental Impact Assessment (EIA) or environmental consultancy report
- Word limit: 1,000–1,500 words (not including references)
- Weighting: worth 30% of the overall mark for the course
- Deadline: 12 noon, Thursday 11th February

EIA and environmental consultancy reports are processes of evaluation used to identify the environmental, social, and economic impacts of projects or development, taking into account interrelated socio-economic, cultural, and human-health impacts, both beneficial and adverse. For the purposes of this assignment, the key distinction is that an EIA is prospective whereas an environmental consultancy report is retrospective. In other words,

- An EIA should predict environmental, social, and economic impacts at an early stage in the planning of a proposed project, suggest how to reduce adverse impacts, design projects that are sensitive to local contexts, and present the predictions and options to decision-makers.
- An environmental consultancy report should evidence the environmental, social, and economic impacts – beneficial and adverse alike – of a project or development that has already taken place.
Your assignment is to imagine that you have been employed by an environmental consultancy firm to assess the environmental, social, and economic impacts of a project – either proposed or already undertaken – and prepare either an EIA or an environmental consultancy report as appropriate.

You can choose your own case study, but should discuss it with the Course Organiser during Office Hours and have your case study approved in writing (by email). Try to identify case studies on which sufficient information will be available, e.g. local. Some possibilities (with links) include:

- What are the environmental, social, and economic implications of the demolition of the Cockenzie power station in 2015? (See e.g. Fraser MacDonald’s blog for inspiration)
- What are the environmental, social, and economic implications of the Scottish Government’s designation of [Nature Conservation Marine Protected Areas](https://www.nature.scot/protected-areas/marine-protected-areas) in Scottish territorial waters?
- What would be the environmental, social, and economic implications of the Scottish Government adopting (all/some) of the demands in [Pedal on Parliament’s Manifesto](https://www.parliament.scot/papersandpublications/parliamentarymanifesto/)?

Your EIA or consultancy report should contain the following sections:

- Executive summary
- Project – background information
- Project impacts – environmental, social, and economic
- Recommendations
- References cited

For further guidance on the preparation of an Environmental Impact Assessment, see links below:


For further guidance on the preparation of an environmental consultancy report, see links below:


Reports will be assessed according to the following criteria:

- Development and coherence of arguments relevant to the assignment
- Use of supporting evidence from a real-life concrete case study
- Demonstration of an advanced understanding and critical engagement of relevant key debates examined on the course, including reference to relevant academic articles
- Degree of reflexivity and critical thinking in relation to arguments and evidence
- Drawing together major arguments by way of executive summary and recommendations
- Formal presentation of report: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

2. End-term long essay

- Format: traditional formal academic essay
- Word limit: 2,500–3,000 words (not including references)
- Weighting: worth 70% of the overall mark for the course
- Deadline: 12 noon, Thursday 21st April

Essay questions relating to one or more of the course topics will be made available on Learn in the second half of the semester. To receive a pass mark for the essay, you will need to engage in a
sustained and scholarly manner with many readings from the course. If you intend to write an essay on a particular topic, you must demonstrate that you have read many, if not all, of the suggested readings for that topic, and you will need to reference these texts in a sustained and meaningful way. Your essay will need to show an understanding of the key themes, forms of analysis, and methods of anthropology of the environment. A successful essay will base its answer on the themes and debates in the anthropology of the environment, and will present a clear and creative analysis in a scholarly and anthropological manner.

Essays will be assessed according to the following criteria:

- Development and coherence of arguments relevant to the essay question
- Use of supporting evidence, especially ethnographic examples
- Demonstration of advanced understanding of and critical engagement with relevant debates examined on the course, including reference to many relevant articles on the reading list
- Degree of reflexivity and critical thinking in relation to arguments and evidence
- Drawing together major arguments by way of conclusion in relation to the assignment
- Formal presentation of essay: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.
Pre-Course Readings

Course Readings
Students must read Key Readings for discussion at the compulsory weekly seminar. Essential Readings have been selected to enable students to develop a thorough understanding of the topic, and students are encouraged to read the Essential Readings for every session. Further Readings will help students to explore the wider literature on their preferred topics; students are not expected to read all the references every week, but if you intend to write an essay on a particular topic, you must demonstrate that you have read many, if not all, of the readings suggested for that topic. Many readings are available electronically via Learn or the links in the Main Library online catalogue. If you have any difficulty getting hold of any readings, please contact the Course Organiser.

Lecture Programme

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture date</th>
<th>Session Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14/01/2016</td>
<td>Introduction to anthropological engagements with the environment</td>
</tr>
<tr>
<td>2</td>
<td>21/01/2016</td>
<td>Anthropological models of human–environment relations</td>
</tr>
<tr>
<td>3</td>
<td>28/01/2016</td>
<td>Native/non-native species and anti-immigration politics</td>
</tr>
<tr>
<td>4</td>
<td>04/02/2016</td>
<td>Metaphors of belonging, rootedness, and uprooting</td>
</tr>
<tr>
<td>5</td>
<td>11/02/2016</td>
<td>Healing: medicinal plants and therapeutic horticulture (Dr Niamh Moore)</td>
</tr>
<tr>
<td>NB</td>
<td>18/02/2016</td>
<td>Innovative Learning Week – no lecture</td>
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<tr>
<td>6</td>
<td>25/02/2016</td>
<td>People and parks: terrestrial and marine protected areas</td>
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<tr>
<td>7</td>
<td>03/03/2016</td>
<td>Pesticides, GMOs, and agriculture (Dr Alex Nading)</td>
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<tr>
<td>8</td>
<td>10/03/2016</td>
<td>Governance of human–environment relations (Dr John Harries)</td>
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<tr>
<td>9</td>
<td>17/03/2016</td>
<td>Paradoxes of military landscapes</td>
</tr>
<tr>
<td>10</td>
<td>24/03/2016</td>
<td>Local responses to climate change</td>
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Weekly Sessions and Full Reading List

Week 1. Introduction to anthropological engagements with the environment

The introductory session gives an overview of the history of anthropological engagements with the environment, from materialist ecological determinism to political ecology, cultural constructivism, phenomenology, and the anthropocene.

Key Reading


Essential Readings


Further Readings

Haenn, N. & R. Wilk (eds) 2005. The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living. NYU.
Week 2. Anthropological models of human–environment relations

This session focuses on how humans understand and relate to their environments, examining some influential models of human–environment relations, which often distinguish between ‘indigenous’ and ‘scientific’ perspectives, and investigating whether such models make sense ethnographically.

Key Reading


Essential Readings


Jeffery, L. 2013. ‘We are the true guardians of the environment’: human-environment relations and debates about the future of the Chagos Archipelago. *Journal of the Royal Anthropological Institute* 19, 2: 300-318.


Further Readings


Week 3. Native/non-native species and anti-immigration politics

This session focuses on how humans relate to and attempt classify non-human species according to binaries such as native/non-native, invasive/non-invasive, and useful/weedy, revealing challenges in portraying the latter threats to biodiversity. Finally, this session interrogates the accusation that the demonisation of invasive non-native species corresponds to anti-immigration discourse.

Key Reading

Essential Readings


Further Readings


Week 4. Plant metaphors of belonging, rootedness, and uprooting

This session probes further into relationships between humans and territories through plant metaphors, which are particularly – but not exclusively – relevant in the context of geographical uprooting: migrants and others alike use rootedness to mark their connections to their (home)lands.

Key Reading


Essential Readings


Further Readings


Week 5. Healing: medicinal plants and therapeutic horticulture

This session continues to develop a focus on growing and healing by exploring the widespread use of medicinal plants and the development of horticultural therapy, which relies on correlations between the great outdoors, gardening, and physical and emotional wellbeing.

Key Reading


Essential Readings


Further Readings


**Week 6. People and parks: terrestrial and marine protected areas**

This session looks at the tensions between biodiversity conservation and political ecology through the history of Protected Areas: from ‘fortress conservation’ to Integrated Conservation and Development Projects (ICMPs), Community-Based Conservation (CBC), and Community-Based Natural Resource Management (CBNRM)... and back again?

**Key Reading**


**Essential Readings**


**Further Readings**


Week 7. Organic farming, GMOs, and pesticides

This session introduces three ways of thinking about agriculture: one is an evolutionary, political-economic view; the second is a largely cultural and ecological view; the third focuses on how social movements deal with the effects (both acute and long-term) of new agricultural technologies.

Key Reading


Essential Readings


Further Readings


Week 8. Governance of human–environment relations

The governance of human–environment relations may be informed by the recognition that there are multiple perspectives on how best to ‘manage’ the environment, perspectives that are shaped not only by economic interests but also profound differences in how people think, feel, and engage with the world around them. This session considers how, if at all, ‘the environment’ may be considered as anything other than a ‘resource’ to be managed.

Key Reading


Essential Readings


Further Readings


Week 9. Paradoxes of military landscapes

This session examines the paradoxes of military landscapes, which evoke images of desolate wastelands of environmental degradation, in contrast to military environmental discourses that assert that their heightened seclusion and/or seclusion enable environmental recovery and/or assist conservation.

Key Reading


Essential Readings


Further Readings

Harris, P. Militarism in Environmental Disguise: The Greenwashing of an Overseas Military Base. *International Political Sociology*


MacDonald, F. 2006. The last outpost of Empire: Rockall and the Cold War. *Journal of Historical Geography* **32**: 627-647.


Week 10. Local responses to climate change

This session examines a range of social responses to climate change and climate change science: narratives of risk and danger, of victimhood and marginalisation, of religious punishment, of hopelessness and inaction, and of hope and responsibility to act.

Key Reading


Essential Readings


Further Readings


Appendix 1: Submission and Assessment Information

Word Count Penalties

Essay that exceed the word limit stated in the essay instructions (excluding bibliography) will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked coursework or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA. Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser's responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

Important note to students
To ensure your course work is submitted successfully, students should aim to upload their submissions at least 1 hour before the deadline.

Students are responsible for ensuring they have sufficient internet access and connection to submit their course work electronically. Technical difficulties and poor internet connection are not acceptable reasons for submitting work late.

You should monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

**Return of Feedback**

- Feedback for mid-term short case study will be returned online via ELMA on 3rd March.
- Feedback for end-term long case study will be returned online via ELMA on 12th May.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

**The Operation of Lateness Penalties**

Unlike in Years 1 and 2, **NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK AT HONOURS LEVEL.**

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at any time after 12 noon will be marked as one day late, work submitted at any time after 12 noon on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.
Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.

How to Submit a Lateness Penalty Waiver Form

If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a ‘Lateness Penalty Waiver’ (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are not regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO’s office, on online at:

http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area on the table below:
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Name of SSO</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>Alex Solomon</td>
<td><a href="mailto:Alex.Solomon@ed.ac.uk">Alex.Solomon@ed.ac.uk</a></td>
<td>0131 650 4253</td>
<td>Room 1.05, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>International Relations</td>
<td>Rebecca Shade</td>
<td><a href="mailto:Rebecca.Shade@ed.ac.uk">Rebecca.Shade@ed.ac.uk</a></td>
<td>0131 651 3896</td>
<td>Room 1.05, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>Vanessa Feldberg</td>
<td><a href="mailto:Vanessa.Feldberg@ed.ac.uk">Vanessa.Feldberg@ed.ac.uk</a></td>
<td>0131 650 3933</td>
<td>Room 1.04, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Policy</td>
<td>Louise Angus</td>
<td><a href="mailto:L.Angus@ed.ac.uk">L.Angus@ed.ac.uk</a></td>
<td>0131 650 3923</td>
<td>Room 1.08, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Work</td>
<td>Jane Marshall</td>
<td><a href="mailto:Jane.Marshall@ed.ac.uk">Jane.Marshall@ed.ac.uk</a></td>
<td>0131 650 3912</td>
<td>Room 1.07, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Sociology</td>
<td>Karen Dargo</td>
<td><a href="mailto:Karen.Dargo@ed.ac.uk">Karen.Dargo@ed.ac.uk</a></td>
<td>0131 651 1306</td>
<td>Room 1.03, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Sue Renton</td>
<td><a href="mailto:Sue.Renton@ed.ac.uk">Sue.Renton@ed.ac.uk</a></td>
<td>0131 650 6958</td>
<td>Room 1.09, Chrystal MacMillan Building</td>
</tr>
</tbody>
</table>

If you are a student from another School, you should submit your LPW to the SSO for the subject area of the course, Vanessa Feldberg.

**Plagiarism Guidance for Students**

**Avoiding Plagiarism**

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else’s work** (including another student’s work or material from the Web or a published author) as **your own is plagiarism** and will be punished severely. When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a
constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services’ website:**

http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

**Data Protection Guidance for Students**

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents
Appendix 2: General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, seminars or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures. You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library. You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).
Discussing Sensitive Topics

The discipline of Social Anthropology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Guide to Using LEARN for Online Seminar Sign-Up

The following is a guide to using LEARN to sign up for your seminar. If you have any problems using the LEARN sign up, please contact the course secretary by email (Ewen.Miller@ed.ac.uk).

Seminar sign up will open on Monday, 11 January, after the first lecture has taken place, and will close at 12 noon on the Friday of Week 1 (15 January).

Step 1 – Accessing LEARN course pages

Access to LEARN is through the MyEd Portal. You will have been given a log-in and password during Freshers’ Week. Once you are logged into MyEd, you should see a tab called ‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

Step 2 – Welcome to LEARN

Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called ‘Seminar Sign Up’. Please take note of any instructions there.

Step 3 – Signing up for your seminar

Clicking on Seminar Sign Up will take you to the sign up page where all the available seminar groups are listed along with the running time and location.

Once you have selected the group you would like to attend, click on the ‘Sign up’ button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a seminar you cannot go back and change it and you will need to email the course secretary. Reassignments once seminars are full or after the sign-up period has closed will only be made in exceptional circumstances.
Seminars have restricted numbers and it is important to sign up as soon as possible. The seminar sign up will only be available until 12 noon on the Friday of Week 1 (15 January) so that everyone is registered to a group ahead of seminars commencing in Week 2. If you have not yet signed up for a seminar by this time you will be automatically assigned to a group which you will be expected to attend.

Exam Boards and the External Examiner

The grades on this course, as well as the other courses in Social Anthropology, will be reviewed by an external examiner, Dr Adam Reed, of the University of St. Andrews, and confirmed at an exam board which usually convenes in late May or early June. All marks should be considered provisional until they are confirmed by the exam board.