

Multidisciplinary Approaches to Identity

Module Code:	ARC7050-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Archaeological and Forensic Sciences
Subject Area:	Archaeology
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Seminar	48
Directed Study	152

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Academic Year (Sept - May)

Module Aims

Provide students with a critical understanding of identity from a range of disciplinary perspectives.

Provide a flexible programme of study that reflects areas of staff expertise.

Encourage students to challenge assumptions and stereotypes about identity, and understand the implications for the interpretation of the past.

Encourage development of independent learning skills, by providing a supportive, structured environment

Develop critical and analytical skills, and personal transferable skills to prepare students for a range of careers.

Outline Syllabus

Seminars will be delivered on a range of topics, such as: philosophical approaches to identity; the evolution of consciousness; relational networks; personhood and self in diverse communities; National, regional and local identity; deconstructing and challenging identity; Gender and trans-gender; Global identity development; organisational identity; landscape, place and sense of self; biology of love and identity; subculture; film and media; objects, biographies and materiality; work and identity; Parenting; drink and identity; film & diet; genocide and conflict; identity at the end of life.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 Critically evaluate concepts of identity from a range of multidisciplinary approaches.
- 2 Understand and critique the role of identity in interpretations of the past.
- 3 Obtain information from a range of sources, interpret and analyse information, reach conclusions and form hypotheses. Communicate the results of this research in writing and orally to specialist and non-specialist audiences.

Learning, Teaching and Assessment Strategy

Seminars and directed reading cover disciplinary perspectives in the study of identity, encouraging critique and challenging of assumptions around identity. Students will be supported in using Directed Study for reading of literature detailed in the module documentation; and for researching and preparing for coursework. Support will include tutorials and drop-in sessions, as well as use of Canvas.

An ongoing blog will capture progression, with a reflective piece of assessment.

Presentations will assess knowledge as well as communication skills.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Formative	Presentation	Individual presentations on particular readings will be required throughout the module, in addition to participation in seminars,		%	No

		building confidence in presentation skills			
Summative	Presentation	Presentation at a mini-conference at the end of semester two [Supplementary assessment will take the same form, but with presentation to module leader and second-marker]	20 minutes	50%	No
Formative	Presentation	Student-led, peer, formative presentation session	20 minutes	%	No
Summative	Coursework	A reflective piece of work assessing ongoing understanding of the module seminars	0-3000 words	50%	Yes
Formative	Coursework	Class feedback given on reflective work during semester 1 and 2	Approximately 300 words	%	No

Legacy Code (if applicable)

Reading List

To view Reading List, please go to [rebus:list](#).