

	<p>COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY Please see explanation to each point below. The template is based on requirements for modules within the UiT quality system.</p>
Name	<p>Bokmål: (visuelle) Narrativer og antropologisk kunnskap Nynorsk: English: (VIUSAL) NARRATIVES AND ANTHROPOLOGICAL KNOWLEDGE Character driven film and actor oriented anthropology</p>
Course code and level	The administration provides the code
Type of course	The course may be taken as a single course.
Scope of course	<p>Amount of ECTS points 5 ECTS</p>
Required / recommended previous knowledge	<p>PhD students or holders of a Norwegian Master’s Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master’s Degree must upload a Master’s Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list: http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin_g/GSULista/2016/GSU_list_English_14112016.pdf</p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document: https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</p> <p>-----</p> <p>If the course only has a limited number of seats the following text also must be included. Please also include which categories that should be included.</p> <p>The course has 12 seats. If the number of applicants exceeds the number of places available on the PhD course, applicants will be ranked from category 1 to 4.</p> <p>Course will be open for people admitted to the PhD Programme at UiT and Doctoral students from other universities, internationally (category 1 and 3). The course is open to students and researchers who work with visual and/or written narratives in their work.</p>
Course contents	<p><i>This section should be brief and precise. Min. 50 words, max. 300 words.</i></p> <p><i>SVF- xxxxx (Visual) Narrative to Anthropological Knowledge, is directed towards PhD students and scholars in anthropology who, have done fieldwork and are working on constructing narratives from their field materials. The course will explore visual and written narratives according to, Frampton’s approach (“Found in the Field” (2007), and how this approach establishes a foundation for anthropological knowledge.</i></p>

	<p><i>Different examples that cover how anthropologists relate to various stylistic and structural approaches to narrative, and how this relates to anthropological knowledge will be discussed. Why do filmmakers use a specific style to answer their own individual research questions and, equally; why do writers use a specific style to answer their own research questions? How does this narrative strategy succeed or fail?</i></p> <p><i>The course will further explore character-driven narratives and how they link to actor oriented anthropology. Within this approach the focus on specific individuals becomes the access point for understanding broader socio-cultural systems.</i></p> <p><i>The students will submit a narrative, a film or a written essay, based on their fieldwork, ahead of the course. During the course they will present a paper exploring anthropological knowledge that departs in approach from their submitted narrative work.</i></p>
<p>Learning outcomes Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<p><i>The course will have the following learning outcomes:</i></p> <p>Knowledge <i>The student</i></p> <ul style="list-style-type: none"> • <i>knows the various narrative strategies in anthropological film and texts.</i> • <i>knows how actor-oriented anthropological theories are related to different visual and written narratives.</i> <p>Skills <i>The student is able to</i></p> <ul style="list-style-type: none"> • <i>argue for a narrative style chosen in their own work</i> • <i>produce an intelligible visual or textual narrative that grow out of their own field research</i> • <i>be able to reflect critically on the similarities and differences between the narrative conceptualizations of their field partners and the target audiences of their narrative representations.</i> • <p>Competence <i>The student is able to</i></p> <ul style="list-style-type: none"> • <i>reflect critically on the complex links between their own research questions, the narrative style chose and the anthropological knowledge created.</i> • <i>contribute to the development of theoretical perspectives departing from their own field research and the narrative created.</i> •
<p>Relevance in the degree program</p>	<p>Should be provided, but not a requirement. <i>Relevant for all students working with constructing narratives from their field</i></p>
<p>Teaching and working methods Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	<p><i>Course participants will submit a narrative (written or film) in addition to a theoretical paper on the course topic.</i></p> <p><i>Two anthropologists known for their skills within visual and written storytelling will supervise the course. In addition, two VISCAM-scholars will teach and supervise. 6 lectures will be given.</i></p> <p><i>All the narratives have been read/seen beforehand. Course participants will present their papers</i></p>

Practice	
Quality assurance of the course	Courses will be evaluated once during the period of study. The board of the program will decide which courses will be evaluated by students and teachers each year.
Coursework The required coursework must be clear and feasible. Keep the scope of the course in mind.	The following coursework requirements must be completed and approved in order to take the final exam: <i>One visual or written narrative</i> <i>A theoretical paper presented</i>
Assessment and exam Provide clear information about exam form(s). The amount of hours/days/weeks must be given. In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½). A-F grades scale or Pass/Fail	The exam will consist of: 10 page paper The exam will be assessed on an A-F grades scale. Grades are A-E for passed and F for failed. The exam will be assessed on a Pass/Fail basis.
Retake	Retake is offered in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
Syllabus	Only the amount of pages needs to be provided
Language of instruction and examination	English (or French (examination))

EXPLANATION OF TEMPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the <i>academic level</i> of the course. 0000 courses are introductory

	courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program (<i>name of degree program</i>)" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in (<i>name of degree program</i>))".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is <i>recommended</i> , but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	<p>Learning outcomes should be clearly formulated and described in bullet points under the categories <i>understanding</i>, <i>skills</i>, and <i>competence</i>. A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions.</p> <p><u>The descriptions should have the following structure:</u></p> <p>By the end of the course the student has obtained the following:</p> <p>Knowledge: The student has:</p> <ul style="list-style-type: none"> - knowledge about / understands / insight about / overview on etc. <p>It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master´s level:) deep / thorough knowledge, deep/specialized insight etc.</p> <p>At least three points.</p> <p>Skills: The student is able to / can</p> <ul style="list-style-type: none"> - analyse / consider / assess / formulate / discuss / conclude / summarize / recap - <p>Competence: The student</p>

	- is able to / may
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	<p>Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment.</p> <p>Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.</p>
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.

Language of instruction and examination	<p>During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18).</p> <p>Indication of <i>Language of instruction</i> is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English.</p> <p>Indication of <i>Language of examination</i> is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes.</p> <p>Special regulations for language of instruction and examination may apply for courses within language and linguistics.</p>
External candidates for examination	<p>Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.</p>
Other regulations	<p>Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.</p>