

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1A09														
Subject Title	Introduction to Anthropology														
Credit Value	3														
Level	1														
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 40px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 40px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 40px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 40px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	<p><u>Exclusion</u> :</p> <p>APSS114 Introduction to Anthropology</p>														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Ongoing assessment</td> <td align="center">25 %</td> <td></td> </tr> <tr> <td>Written Assignment</td> <td align="center">50 %</td> <td></td> </tr> <tr> <td>Performance in Collaborative Tasks</td> <td></td> <td align="center">25 %</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	Ongoing assessment	25 %		Written Assignment	50 %		Performance in Collaborative Tasks		25 %
100% Continuous Assessment	Individual Assessment	Group Assessment													
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Objectives	Anthropology is a rich, diverse and exciting subject—it asks some of														

	<p>the big, central, questions arising from human existence albeit while deriving many insights from careful attention to the details of everyday, local, life. This course introduces students to some of the central concepts, theories and methods that animate anthropology, especially focusing upon those relating to sociocultural anthropology. This course provides opportunities to link these concepts, theories and methods to ‘real’ life. Specifically, students may think anew, and afresh, about things they might otherwise have taken-for-granted and seen as ‘normal’, and ‘natural’. Consequently, the ordinariness of the world may disappear and instead we may appreciate human worlds as being like art-works that have no meaning yet countless meanings.</p>
<p>Intended Learning Outcomes <i>(Note 1)</i></p>	<p>Upon completion of the subject, it is expected students:</p> <ol style="list-style-type: none"> a) Possess some familiarity with anthropological theories, concepts & methods; b) Can apply theories, concepts & theories in order to describe, and assess (or interpret), ‘real’ situations; and c) Have started to think anthropologically, and critically, and be able to communicate viewpoints both orally and in written form.
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Encountering anthropology 1, developing anthropological sensibilities, decentering, defamiliarising, studying others and studying selves. Why study anthropology? 2. Encountering anthropology 2, anthropological ideas, the culture concept and anthropology is not ethnography 3. Doing anthropology 1, observing, tracing the micro and the macro and reflexivity 4. Doing anthropology 2, public anthropology and emancipatory, polyphonic and participatory research 5. Thinking about rituals and rites of passages 6. Thinking about language 7. Thinking about media, new and older and online presentations and performances 8. Thinking about globalisation 9. Assignment workshop / Reading week 10. Thinking about beliefs and worldviews 11. Thinking about family and marriage 12. Thinking about illness and health, ability/disability, Covid-19, and society 13. Thinking about why anthropology matters
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>Classes will comprise 3 main parts:</p> <ol style="list-style-type: none"> 1. There will be a brief “lecture” each week. This will clarify the main points of the unit / key readings. The teacher will give this lecture but each group will (might) be asked to “lead in” to this and, if possible, foreshadow some of the key points to be discussed. 2. There will be regular small group discussions to review key points and clarify key points from reading. Small group discussions will also apply key ideas to everyday life. 3. Classes will also deploy short viewings to elaborate upon key points. The ideas from these viewings should feed into students’ discussions. <p>Sometimes, PowerPoint slides/notes will be given to students after the class however I wish to encourage note-taking and in 2020-21, we will</p>

	try, as far as possible, to learn without using PPT. For classes to be enjoyable and productive, students are expected to read materials before attending classes.																																			
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th>a</th> <th>b</th> <th>c</th> <th></th> </tr> </thead> <tbody> <tr> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>1. Ongoing assessment</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Written Assignment</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Performance in collaborative tasks</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	a	b	c		√	√	√		1. Ongoing assessment	25%	√	√	√		2. Written Assignment	50%	√	√	√		3. Performance in collaborative tasks	25%	√	√	√		Total	100 %					
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>For ongoing assessment, students should write a report to summarize, develop and apply the points discussed in 3 classes / units. This should be submitted as one document in the final week. There is no specific word requirement, but students should aim to write approximately 500 words for each class.</p> <p>For written assignments, students are required to construct one academic paper. Students will choose from 3 different options.</p> <p>For performance in collaborative tasks, students will work in small subgroups of 4-5 students and will perform various tasks during the course (e.g., completing worksheets; sharing feedback from group discussions, previewing reading, etc.). Individual effort will be considered. In short, positive contributions by individual students will be rewarded, and negative contributions (and absences) will be penalized.</p> <p>The completion and submission of all component assignments is required in order to pass the subject.</p>																																				
Student Study Effort Expected	Class contact:																																			
	▪ Lecture / tutorial	39 Hrs.																																		
	Other student study effort:																																			
	▪ Class preparation / review	26 Hrs.																																		
	▪ Assignment preparation	40 Hrs.																																		
Total student study effort	105 Hrs.																																			

<p>Reading List and References</p>	<p><u>Core</u></p> <p>Callan, H., Street, B., and Underdown, S. (eds.) (2013). <i>Introductory readings in anthropology</i>. New York: Berghahn.</p> <p>De González, L.T. (2019). <i>Through the Lens of Cultural Anthropology</i>. Toronto: University of Toronto Press.</p> <p>Delaney, C. with Kaspin, D. (2011). <i>Investigating Culture: An Experiential Introduction to Anthropology</i>. Malden: Wiley-Blackwell.</p> <p>Engelke, M. (2017). <i>Think like an Anthropologist</i>. London: Pelican.</p> <p><u>Recommended</u></p> <p>Barnard, A. & Spencer, J. (2010). <i>The Routledge Encyclopedia of Social and Cultural Anthropology</i>. London and New York: Routledge.</p> <p>Eriksen, P.A. and Murphy, L.D. (2010). <i>Readings for a History of Anthropological Theory</i>. Ontario: University of Toronto Press.</p> <p>Eriksen, T.H. (2001). <i>Small places, large issues: an introduction to social and cultural anthropology</i>. London: Pluto Press.</p> <p>Eriksen, T.H. (2004). <i>What is Anthropology?</i> London: Pluto Press.</p> <p>Eriksen, T.H. & Nielsen, F.S. (2001). <i>A History of Anthropology</i>. London: Pluto Press.</p> <p>Ferraro, G. & Andreatta, S. (2010). <i>Cultural Anthropology: an Applied Perspective</i>. Belmont: Wadsworth.</p> <p>Hendry, J. (1999). <i>An introduction to social anthropology: other people's worlds</i>. Basingstoke: Macmillan.</p> <p>Kenny, M.G., and Smillie, K. (2015). <i>Stories of Culture & Place: An Introduction to Anthropology</i>. Toronto: University of Toronto Press.</p> <p>Lavenda, R.H. and Schultz, E.A. (2015). <i>Anthropology: what does it mean to be human?</i> Oxford: Oxford University Press.</p> <p>McGee, R. Jon and Warms, R.L. (2004). <i>Anthropological Theory: an Introductory History</i>. New York: McGraw-Hill.</p> <p>Moore, J.D. (1997). <i>Visions of Culture: an Introduction to Anthropological Theories and Theorists</i>. London: Sage.</p> <p>Morris, M. (ed.) (2012). <i>Concise dictionary of social and cultural anthropology</i>. Oxford: Blackwell.</p> <p>Rapport, N. & Overing, J. (2007). <i>Social and Cultural Anthropology: the Key Concepts</i>. London and New York: Routledge.</p> <p><i>Journals</i></p> <p>I also recommend that you check the following journals, especially consulting the abstracts of published articles:</p> <ul style="list-style-type: none"> • American Anthropologist • Journal of Contemporary Ethnography
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	<ul style="list-style-type: none"> • HAU: Journal of Ethnographic Theory • Anthropological Quarterly • Ethnography • Anthropological Theory • Anthropology Matters • Annual Review of Anthropology • Current Anthropology • Anthropological Theory • Anthropology Today • Ethnography Matters <p><i>Websites</i></p> <p>There is a vast amount of information on-line, and students are encouraged to supplement their readings with on-line research. However, please remember to make sure you record (or save, and print) where you find information as it is necessary to reference on-line sources if you want to quote them in assignments.</p> <ul style="list-style-type: none"> • http://www.as.ua.edu/ant/Faculty/murphy/anthros.htm (website developed under the direction of Dr. Michael D. Murphy at the U. of Alabama on a guide to anthropological theories prepared by students for students) • http://www.aaanet.org/ (The American Anthropological Association website) • http://www.everydaysociologyblog.com/ (excellent site linking sociology to real issues in everyday life) • http://makinganthropologypublic.com/about/ (a really good overview of major anthropological theories)
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.