

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	APSS1A09											
<b>Subject Title</b>	Introduction to Anthropology											
<b>Credit Value</b>	3											
<b>Level</b>	1											
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></p> <p><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p><u>Exclusion :</u></p> <p>APSS114 Introduction to Anthropology</p>											
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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 style="text-align: center;">End-of-term quiz</td> <td style="text-align: center;">40 %</td> <td></td> </tr> <tr> <td style="text-align: center;">Final paper</td> <td style="text-align: center;">60 %</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	End-of-term quiz	40 %		Final paper	60 %	
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	<ul style="list-style-type: none"> <li>• Student must pass all component(s) if he/she is to pass the subject.</li> </ul>
<b>Objectives</b>	<p>This subject aims to help students understand the basic concepts of anthropology and use the concepts to analyze the social and cultural phenomena in Hong Kong and Chinese society. It will cultivate students' critical thinking so that they can go beyond the common sense to understand the world in local and global perspectives. Students may think anew, and afresh, about things they might otherwise have taken-for-granted and seen as 'normal', and 'natural'.</p>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, it is expected students:</p> <ol style="list-style-type: none"> <li>identify the major concepts in anthropology as well as in social sciences;</li> <li>understand culture as related to social development and social adaptation;</li> <li>critically analyze social phenomenon from a macro perspective by putting off their taken-for-granted mind.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Development and different streams of anthropology</li> <li>2. Research methods of anthropology</li> <li>3. Language, representation, and culture</li> <li>4. Gender, body, and culture</li> <li>5. Marriage, family, and kinship</li> <li>6. Belief, values, and ritual</li> <li>7. Globalisation and local cultures</li> <li>8. Symbolic meaning of food and identity construction</li> <li>9. Health, medicine, and culture</li> <li>10. Museums, cultural heritage, and tourism</li> <li>11. Ethnicity, nationalism, and cultural identity</li> </ol>
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<p><u>Lecture:</u>  This course will be delivered to cover the major concepts and development of anthropology, incorporating with basic anthropological theories. Lectures are used to provide students with the basic and necessary knowledge on topics listed in the syllabus. To overcome the didactical nature of traditional ways of lecturing, the lectures in this subject are conducted in a more dialogical and interactive manner, and students are encouraged to raise any question or initiate a discussion during the lectures. Students are encouraged to relate the lecture materials with their daily life and prepare to discuss in lectures.</p> <p><u>Final paper and quiz:</u>  Students will be assessed by end-of-term quiz, and by a final project that requires them to use anthropological research methods in data collection, and to apply anthropological concepts in critically analyzing a social and cultural phenomenon that they are interested in.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. End-of-term quiz</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Final paper</td> <td>60%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. End-of-term quiz	40%	√	√	√				2. Final paper	60%	√	√	√				Total	100 %						
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1 Students' capacity in understanding the concepts can be assessed through quiz.</li> <li>2. Final paper is in individual format, and can be used to assess student's ability of using anthropological methods in data collection, and to assess their ability of critical thinking and macro analysis by using the anthropological concepts. This assessment component not only requires students to understand the concepts, but it also expects students to apply the concepts in understanding our society by putting off their taken-for granted gaze. Students are encouraged to have cultural reflexivity in this assessment component.</li> </ol>																																							
<b>Student Study Effort Expected</b>	<table border="1"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td>39 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Self-study</td> <td>33 Hrs.</td> </tr> <tr> <td>▪ Final paper presentation</td> <td>33 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td>105 Hrs.</td> </tr> </table>	Class contact:		▪ Lecture	39 Hrs.	Other student study effort:		▪ Self-study	33 Hrs.	▪ Final paper presentation	33 Hrs.	Total student study effort	105 Hrs.																										
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<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Callan, H., Street, B., and Underdown, S. (eds.) (2013). Introductory readings in anthropology. New York: Berghahn.</p> <p>De González, L.T. (2019). Through the Lens of Cultural Anthropology. Toronto: University of Toronto Press.</p> <p>Delaney, C. with Kaspin, D. (2011). Investigating Culture: An Experiential Introduction to Anthropology. Malden: Wiley-Blackwell.</p> <p>Engelke, M. (2017). Think like an anthropologist. London: Pelican.</p> <p>Eriksen, T.H. (2004). What is anthropology? London: Pluto.</p> <p>Eriksen, T.H. (2010). Small places, large issues: An introduction to social and cultural anthropology. London: Pluto Press.</p>																																						

	<p>Lavenda, R., &amp; Schultz, E. (2006). Core concepts in cultural anthropology. New York: McGraw Hill.</p> <p>Monaghan, J., &amp; Just, P. (2000). Social and cultural anthropology: A very short introduction. USA: Oxford University Press.</p> <p><u>Supplementary</u></p> <p>Burawoy, M. (1979). Manufacturing consent. Chicago: University of Chicago Press.</p> <p>Evan, G., &amp; Tam, M. (1997). Hong Kong: The anthropology of a Chinese metropolis. Richmond, U.K. Curzon.</p> <p>Ferraro, G. &amp; Andreatta, S. (2010). Cultural Anthropology: an Applied Perspective. Belmont: Wadsworth.</p> <p>Hendry, J. (1999). An introduction to social anthropology: other people's worlds. Basingstoke: Macmillan.</p> <p>Kenny, M.G., and Smillie, K. (2015). Stories of Culture &amp; Place: An Introduction to Anthropology. Toronto: University of Toronto Press.</p> <p>Leidner, R. (1993). Fast food, fast talk. Berkeley: University of California Press.</p> <p>McGee, R. Jon and Warms, R.L. (2004). Anthropological Theory: an Introductory History. New York: McGraw-Hill.</p> <p>Moore, J.D. (1997). Visions of Culture: an Introduction to Anthropological Theories and Theorists. London: Sage.</p> <p>Peacock, J.L. (2001). The anthropological lens: Harsh light, soft focus. Cambridge: University of Cambridge Press.</p> <p>Rapport, N. &amp; Overing, J. (2007). Social and Cultural Anthropology: the Key Concepts. London and New York: Routledge.</p> <p>Whyte, W.F. (1943). Street corner society. Chicago: University of Chicago Press.</p> <p>Willis, P. (1981). Learning to labour. New York: Columbia University Press.</p> <p>王銘銘（1997）。社會人類學與中國研究。北京：三聯書店。</p> <p>費孝通（1998）。鄉土中國。北京：北京大學出版社。</p>
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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.