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	APSS114 / APSS1A09
Subject Title	Introduction to Anthropology
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods			

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Ongoing assessment	25%	
2. Attendance and participation / group-work		25%
3. Reflection paper	50 %	--

For ongoing assessment, each week / class, students should make a 200-300 word report to summarize, develop and apply the points discussed. This should be submitted as one document in the final week.

For group work, groups will be given materials to record and self-assess their own engagement with the course. Individual effort will be considered. In short, although typically group members will be awarded the same grade, positive contributions by individual students will be rewarded, and negative contributions (and absences) will be penalized.

For written assignments, students are required to construct an academic paper reflecting on issues explored on the course.

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 the specific component(s) (standard of passing) if he/she is to pass the subject.

Objectives

This course provides an introduction to the study of anthropology, with particular focus on social, cultural and linguistic aspects. It is hoped that this course stimulates students to think of anthropology as an exciting, non-abstract and practical subject which can enable students to understand issues in today's cultural and social world; including students' own lives, roles, thoughts, feelings and experiences. Specifically, we will establish the scope of anthropological engagement with the social and cultural world, develop an "anthropological outlook", and engage with relevant theories, concepts and methods in order to understand certain "taken-for-granted" and "familiar" issues in today's cultures and societies. Students are encouraged to connect

	theoretical issues with real-life situations.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will: (a) Possess some familiarity with theories, concepts and paradigms essential to the study of culture and society. (b) Understand issues within the field of anthropology, e.g. structure and agency. (c) Be able to apply critical/theoretical ideas to the cities/cultures/societies in which students live. (d) Have critically engaged with theories and have developed the ability to communicate viewpoints both orally and in written form. (e) Be able to analyse social and cultural phenomena from various theoretical perspectives.

Subject Synopsis/ Indicative Syllabus
 	
(Note 2)
	1: What is Anthropology and how and why to do it? Course administration
	
	2: How to do anthropology 1: How can one begin to think like an anthropologist?
	
	3: How to do anthropology 2: an Introduction to theories / anthropological theories
	
	4: Student-led discussions on Anthropological theories and Application of Anthropological theories: case study on Hong Kong education
	
	5: How to do anthropology 3: an introduction to anthropological research methods; reflexivity; ethics & responsibilities to informants; simulation / evaluation of data generation techniques
	
	6: Application of anthropological research methods: studying 'public' space and life
	
	7: How "free" are we? An introduction to the structure & agency debate
	
	8: What is Language and what might an understanding of it reveal about humans, cultures and societies? Focus: ethnography of speaking; exploring relationships of power and status in local American dialects
	
	9: Can classical social theories be usefully applied to contemporary life?
	
	[Submit outline for assignment]
	
	10: Postmodernity, postmodernism and postmodern anthropology
	
	11 (12): Workshops on 1/2 of the following topics, depending on student interest:
	    ● Family and Kinship
	    ● Media
	    ● Food-ways
	    ● Symbols: Rituals and Rites of Passage
	    ● Education
	    ● Contemporary Beliefs: Magic, Superstition, Religion & Science
	    ● Reciprocity, gift-giving, exchange and relatedness
	
	13: Submit assignments and conclude course: what is the role and importance of anthropology in the world today? Student presentations: review (and teach concept)

Teaching/Learning Methodology *(Note 3)*	Class time will contain both lecture and discussion/seminar/tutorial. Lectures will introduce students to the main ideas related to each topic. Much time will also be devoted to in-depth discussions and debates on theoretical issues and practical applications. Discussion and debate is encouraged, but respect for others' viewpoints is required. Multi-media learning will sometimes be used in tutorial sessions as a way of stimulating more productive and interesting discussion, including documentary and film showing. As well as placing emphasis on discussion, time will be spent providing clarification about reading, debate and application of 'abstract' ideas to specific situations and problems, both in Hong Kong, elsewhere in China and the world.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Ongoing assessment	25 %	✓	✓	✓	✓	✓	
2. Attendance and participation / group-work	25%	✓	✓	✓	✓	✓	
3. Reflection paper	50 %	✓	✓	✓	✓	✓	
Total	100 %						

Student Study Effort Expected	Class contact:	
	▪ Lecture/tutorial	39 Hrs.
	Other student study effort:	
	▪ Self-study	40 Hrs.
	▪ Preparation of written assignment and report	50 Hrs.
	Total student study effort	129 Hrs.

Medium of Instruction	English

Medium of Assessment	English

| **Reading List and References** | Barnard, A. & Spencer, J. (2010). The Routledge Encyclopedia of Social and Cultural Anthropology. London and New York: Routledge.

Ericksen, P.A. and Murphy, L.D. (2010) Readings for a History of Anthropological Theory. Ontario: University of Toronto Press. |
|---|---|

	Eriksen, T.H. (2001). Small places, large issues: an introduction to social and cultural anthropology. London: Pluto Press.
	Eriksen, T.H. (2004). What is Anthropology? London: Pluto Press.
	Eriksen, T.H. & Nielsen, F.S. (2001). A History of Anthropology. London: Pluto Press.
	Ferraro, G. & Andreatta, S. (2010). Cultural Anthropology: an Applied Perspective. Belmont: Wadsworth.
	Hendry, J. (1999). An introduction to social anthropology: other people's worlds. Basingstoke: Macmillan.
	Lassiter, L.E. (2009). Invitation to Anthropology. Oxford: Altamira Press.
	Lavenda, R.H. and Schultz, E.A. (2015) Anthropology: what does it mean to be human? Oxford: Oxford University Press.
	McGee, R. Jon and Warms, R.L. (2004). Anthropological Theory: an Introductory History. New York: McGraw-Hill.
	Moore, J.D. (1997). Visions of Culture: an Introduction to Anthropological Theories and Theorists. London: Sage.
	Morris, M. (ed.) (2012) Concise dictionary of social and cultural anthropology. Oxford: Blackwell.
	Rapport, N. & Overing, J. (2000). Social and Cultural Anthropology: the Key Concepts. London and New York: Routledge.

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.