COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Social Anthropology and History		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SA-100	SEMESTER	A
COURSE TITLE	Introduction to Social Anthropology		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course's aim is to familiarize students with the topics, perspective and methodology of Social Anthropology and develop their capacity to use its basic concepts for the study of culture and society.

More specifically, students are aimed to:

Recognize «ours», culturally constructed, and ethnocentric ways of interpretation.

Recognize the importance of cultural diversity for the formation of Social Anthropology.

Delineate different anthropological approaches to culture and society and the historical context of their development.

Recognize different forms and expressions of ethnocentrism and racism and their relationship with anthropology.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

The course aims to:
- Search for analysis and synthesis of data and information with the use of the necessary technology
- Respect for difference and multiculturalism
-Social, professional and ethical responsibility and sensitivity to gender issues.
-Criticism and self-criticism

(3) SYLLABUS

The course explores the basic concepts of the discipline of Social Anthropology, its history within Greece and abroad, and its relation to other social sciences and humanities. We will proceed to a presentation of the most important theoretical approaches to the study of societies and cultures, their differences and their political and historical context, as well as a detailed account of the methodological particularities of social anthropology in terms of research, interpretation and writing. During the course we shall examine questions of cultural difference as the object of anthropology and discuss how they are related with issues of "race" and racism. Based on ethnographic examples with emphasis on uses of tools and symbols, including language, rituals and myths and on cultural dimensions of the concept of person and time, the students will be acquainted with various ways in which members of different societies perceive and classify the world around them.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and in communication with students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures	25
	Practice during the lecture	25
	Educational trip	10
	Individual study of bibliography	65
	Course total	***125***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek Final Exam, Summative and/or conclusive

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Eriksen, Thomas Hylland. 2007. *Μικροί τόποι, μεγάλα ζητήματα. Μια εισαγωγή στην κοινωνική και πολιτισμική ανθρωπολογία*. Αθήνα: Κριτική.

Hendry, Joy. 2011. *Οι κόσμοι που μοιραζόμαστε: Εισαγωγή στην πολιτισμική και κοινωνική ανθρωπολογία.* Αθήνα: Κριτική.

Colleyn, Jean-Paul. 2005 [1998]. *Στοιχεία Κοινωνικής και πολιτισμικής Ανθρωπολογίας*. Αθήνα: Πλέθρον.

Geertz, Clifford. 2003 [1973]. *Η ερμηνεία των πολιτισμών*. Αθήνα: Αλεξάνδρεια [«Πρόσωπο, χρόνος και συμπεριφορά στο Μπαλί»], σελ. 358-377.

van Gennep, A. 1997. «Διαβατήριες τελετές κατά τη γέννηση και την παιδική ηλικία». Στο *Παιδική ηλικία*. Μακρυνιώτη, Δ. (επιμ.). Αθήνα: Εκδόσεις νήσος, σ. 358-368.

Leach, R. Edmund. 1961 «Χρόνος και ψεύτικες μύτες» (μετάφραση δακτυλογραφημένη). Στο *Rethinking anthropology*, Πανεπιστήμιο του Σικάγου.

Παραδέλλης, Θόδωρος «Πρόλογος του επιμελητή» στο Mary Douglas. 2006 [1966]. *Καθαρότητα και Κίνδυνος: Μια ανάλυση των εννοιών της μιαρότητας και του ταμπού*. Αθήνα: Πολύτροπον, σ. 9-27

Douglas, Mary. 2006 [1966]. *Καθαρότητα και Κίνδυνος: μια ανάλυση των εννοιών της μιαρότητας και του ταμπού*. Αθήνα: Πολύτροπον, [«Εξωτερικά όρια»], σ. 215-239.

Λέβι-Στρως, Κλωντ. 1987. *Φυλή και ιστορία. Φυλή και Πολιτισμός* Αθήνα: Πατάκης.

- Related academic journals:
The Journal of the Royal Anthropological Institute (JRAI)
L'Homme
Εθνολογία
Σύγχρονα Θέματα