COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences
ACADEMIC UNIT	Department of Social Anthropology and History
LEVEL OF STUDIES	Undergraduate
COURSE CODE	W/S-001

		SEMESTER	G

COURSE TITLE	Aspects of Personhood (Africa, Melanesia)

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	6
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*	Specialised general knowledge
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/SA174/

(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 seminar introduces the students to a fundamental analytical category of social anthropology, which draws its heuristic power from the fact that it intrinsically related to other – equally fundamental – anthropological analytical categories like: gender, kinship, ritual, body, etc.
Students come to realize – and, ideally, become familiar with – the fact that the ideas they hold about the self are not inherent to 'human nature' but are – to a great extent – products of culture, society and history.
Through this cross-cultural gaze, students acquire the tools which will allow them to stand critically against the assumptions that shape their worldview(s) and the ideas and practices which follow from this. Finally, participants acquire knowledge of the epistemological issues raised by the practice of social anthropology.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

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*
	Showing social, professional and ethical responsibility and

Working independently	*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...*
	......

Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The seminar consists of five thematic sections.

Section 1: 'Person', 'self', and 'individual'. Definitions and analytical distinctions.
The first section offers definitions of 'personhood', 'self' and 'individual'. Its aim is, first: to outline a coherent terminology out of the plethora of definitions and analytical distinctions of/between these three terms/concepts found in most of the anthropological writings about the subject; second: to underline the fact that these concepts are – to a great extent – socially, culturally and historically determined.

Section 2: Personhood, kinship, and gender.

The analytical category of personhood has this has been used by social anthropologists have led to a renewal of kinship studies. Thus, for example, the focus upon the ways personhood is conceptualized and constituted in different societies triggered a shift from a static, normative view of kinship to a approaches underlying the practices of kinship and its processal nature. Conversely, the focus on gender and exchange transformed our view of personhood and self in so-called 'primitive societies'.

Section 3: Personhood, ritual/exchange, and gender.
This section is a sequel to the section 2, with gender as their common denominator. It examines how the ritual of initiation and exchanges constitute the gendered self in both sub-Saharan and Melanesian societies so as to pinpoint the similarities and the differences between a Melanesian and an African variety of personhood. This gives us the opportunity to juxtapose two anthropological approaches of ritual and show that the theoretical perspective adopted by anthropologists greatly influences the way he defines his topic.

Section 4: Cultural encounters: the 'person', the 'self' and the 'individual' in their historical contexts.

Fourth section places personhood and its derivatives ('self' and 'individual') into their wider historical contexts so as to examine how they transformed through the historical experiences of the slave-trade, forced labor (under colonialism), and the market economy all of which have afflicted and still afflict Europe's African and Melanesian ex-colonies.

Section 5: Personhood, humanity and Animality: toward a reassessment of the nature/culture divide.

Section 5 investigates the interrelations between personhood, humanity and animality. More specifically it examines cases in which the distinction between humans and animals is blurred. Under what circumstances and to what extent can a human substitute for an animal and can animals be vested with attributes of personhood and, therefore, humanity? How does this blurring impinge upon the nature/culture divide? We will draw on ethnographic work from South America, North America and Siberia.

(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*	Extensive use of the open e-class platform (webpage of the course)

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***
	Sessions (13)	39
	Paper presentation	30
	Paper abstracts	30
	Final essay	60
	Course total	**159**

| **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. | Each section comprises of four, five or six articles. Students attending the course will present the articles of each section in two sessions (3 + 3 hours). This will be followed by a discussion of each article presented and, at the end of the second session, of the issues raised in the section overall.
 By the completion of each section, students submit the abstracts of the corresponding section.
 In the middle of the semester each student shall pick a topic from a list. Students are encouraged to choose a topic of their own, provided it is compatible with the seminar's orientations. Students submit the essay (3000-5000 words) at the end of the semester.

 Evaluation is conducted according to:
 - the presentation of the articles
 - participation to the discussions
 - the easy submitted at the end of the semester |

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Carrithers, M., Collins, S. and S. Lukes (eds.), 1985, The category of the person. Anthropology, philosophy, history. Cambridge – London – New York: Cambridge University Press.

Bastide, R and G. Dieterlen (eds.). 1973. *La notion de personne en Afrique Noire*. Paris: Centre National de la Recherche Scientifique.

Clifford, J. 1992. *Person and Myth. Maurice Leenhardt in the Melanesian World*. Duke University Press.

Rosaldo, Michelle Zimbalist. 1980. *Knowledge and Passion: Ilongot Notions of Self and Social Life*. Cambridge: Cambridge University Press.

Strathern, M. 1988. *The Gender of the Gift: Problems with Women and Problems with Society in Melanesia*. Berkeley: University of California Press.

- Related academic journals: