

**Subject: Cultural Anthropology**

**Grade: 4th**

**School year: 2017**

**Teacher: Gastón Perazzo**

### **AN INTRODUCTION TO ANTHROPOLOGY:**

Social and Cultural Anthropology is the discipline responsible for studying the human being as a whole, its different life forms and the different types of societies throughout History.

With this in mind, the subject will aim at introducing to the knowledge of the Anthropological Sciences, in what makes its object of study, of analysis and main theoretical-methodological orientations, analyzing the contributions of Cultural Anthropology to the world of Social Sciences and its relationship with other related disciplines.

In this sense, the subject is a discipline that provides students with basic conceptual-methodological tools for reading and critical understanding of the socio-historical, cultural and political context in which they develop their present practices and future professional ones.

### **SYNTHESIS OF THE SUBJECT**

The subject also aims at analyzing certain theoretical notions, for example, Racism, Incest, Nature versus Culture, Otherness, among other topics, and provide conceptual and methodological tools for the analysis of social reality, not only by developing a critical eye on it but also by understanding it as something dynamic and changing.

All this considered, one of the objectives that will be sought at the end of the school year is that students can articulate, to a lesser or greater extent, their daily reality with those elements that are taught in class and manage to understand that, as social actors, they are active subjects with agency, that is to say, with capacity of changing the environment in which they live.

### **GENERAL OBJECTIVES OF THE SUBJECT:**

Students are expected:

- To understand the political and social processes that led to the establishment of dominant Cultures, and the social actors and speeches that intervened.

- To identify different cultural productions and heritages as equally important to the one in which they are immersed, and develop a broad sense of Interculturality.
- To recognize the existence of different types of societies in space and time, and understand their linguistic, political and economic variations.
- To think on the coercive role that society has over the behaviors, bodies and ideologies of individuals, and develop a critical view of the active and transforming role they have as social subjects.

### **GENERAL COMPETENCES AND PURPOSES:**

Students will be able:

- To participate in the instances of debate and elaboration of knowledge.
- To analyze current cultural products from an anthropological perspective.
- To base their opinions and arguments on the basis of the theoretical frameworks worked, or others.
- To develop their critical and collaborative capacity on everyday issues.

### **SUBJECT'S AXIS**

#### **Axis 1: Social Anthropology as a scientific discipline**

**Key concepts:** Social science. Four fields approach. Cultural clash. Otherness and Alterity. Culture. Enculturation. Knowledge learned and imposed. Cultural Determinism. Holism and Relativism

**Objectives:** Students will be able to:

- Recognize the origins of Anthropology and its subdisciplines.
- Define what Culture is and what the Enculturation process is like.
- Differentiate between what's biologically and socially determined.

#### **Core 1: Introduction to Anthropology and its origins.**

- Characterization of Anthropology as a science and its 4 main subdisciplines. The historical context of the discipline's origins. Identity, and otherness. Approaches to anthropological research.

#### **Core 2: The Cultural and the Natural in Anthropology.**

- The concept of Culture in Anthropology: something learned, shared and imposed. Elements of Cultural Knowledge. Enculturation and Transculturation processes. Behaviors: inherited or learned? Cultural Determinism. Film analysis: *The Village* and *Black Mirror* (series). Cultural Universals.

The cultural construction of Races.

## **Axis 2: Culture and Language**

**Key concepts:** Language. System of signs. Meaning and Significance. Non-verbal communication and Metacommunication. Language and differential perceptions of reality.

**Specific objectives:** The student will be able to:

- Identify the component parts of Language and name its characteristics.
- Explain how Language works and how do we learn it.
- Define Language as a cultural construct and at the same time as an element that shapes the perception of reality.

### **Core 3: Language, communication and worldview.**

- Language properties. Communication and social behavior. Language as a reflection of culture and cultural perceptions as a reflection of language. Disappearance of languages as an acculturation process.

## **Axis 3: Main Currents in Anthropology**

**Key concepts:** Unilinear Evolutionism and historical Particularism. Ethnocentrism. Synchronous Functional Analysis. Field work.

**Objectives:** It is expected that the student will be able to:

- Identify and define the main currents of Anthropology, its main thinkers and their confrontations.
- Explain its work methodology and its variations.

### **Core 4: Main anthropological currents and its methodology**

- Main theoretical currents in Anthropology: Evolutionism vs Historical Particularism. Ethnocentrism and the analysis of cultural diversity. Functionalism and synchronous analysis. Analysis of the film *The Ethnographer*.
- Methodology of anthropology: Ethnography, Ethnohistory and Comparison of cultural systems.

## **Axis 4: Reciprocity and kinship in traditional societies**

**Key Concepts:** Reciprocity. General reciprocity, balanced and negative. Exchanges. Triple obligation: give, receive and return. Nuclear Family. Incest as a universal taboo. Marriage.

**Objectives:** Students will be able to:

- Differentiate between Traditional Economies and Globalized market economies.
- Name the characteristics of an exchange economy and its regulations.
- Define Marriage and the Family as institutions that shape society.
- Recognize Marriage variations from culture to culture and its different functions.

**Core 5: Structure of traditional economies: Reciprocity.**

- Forms of exchange in traditional societies. Different types of Reciprocity. The Gift and the triple social obligation. Impact of globalized markets and the implementation of money in traditional communities.

**Core 6: Family and Marriage: Institutions that create and organize the Society.**

- Nuclear family and the importance of kinship as an organizing principle of society. The taboo of Incest and the hypotheses of why it is a cultural Universal.  
Marriage as a social institution: functions, rules and different types.

**BIBLIOGRAPHY:**

During the course of the curricular year, students will work with different units from the following textbook:

- **Humanity: An Introduction to Cultural Anthropology, Ninth edition.** By James People & Garrick Bailey. 2012

In addition, some core content will have associated reference material or a recommended bibliography, which will not be tested, but will help the student better understand some of the contents of the subject.

**COMPLEMENTARY BIBLIOGRAPHY**

- Core 2: **Harris, Marvin. Antropología Cultural. 1997** Chapter 1. Pp. 4 a 6.
- Core 3: **Harris, Marvin. Antropología Cultural.1997** Chapter 3. Pp. 21 a 29.
- Core 4: **Rockwell Elise. El proceso etnográfico.1984/2009**
- Core 5: **Harris, Marvin. Antropología Cultural.1997** Chapter 6. Pp. 48 a 54.
- Core 6: **Harris, Marvin. Antropología Cultural.1997** Chapter 7. Pp. 60 a 67.

**ANALYSIS MATERIAL**

- Film **The Village**, from M.N. Shyamalan.
- Documentary film **El Etnógrafo**, from Ulises Rosell
- Series **Black Mirror**, Season 3, episode 1

**LINKS OF INTEREST**

- A definition of Anthropologist's perspective:  
<https://www.udemy.com/cultural-anthropology/#curriculum>
- An Introduction to Franz Boas's Race, Language and Culture:  
<https://www.youtube.com/watch?v=gdk9vBi6VRl>
- An Introduction to Marcel Mauss's The Gift  
<https://www.youtube.com/watch?v=vTBg9RB1bNE>

### **PROCEDURAL CONTENTS:**

- Understand texts of academic content.
- Develop synthesis, summary tables and debates.
- Write papers and exams using an academic language and correct use of specific vocabulary.
- Work in groups and individually, make presentations and, if necessary, defend their papers
- Critically analyze situations of reality in the light of the content seen in the subject.

### **TIC PROYECT:**

The Edmodo platform will be permanently used as a communication channel, sending materials and tasks.

### **WORK METHODOLOGY**

- Oral presentation of the teacher and note taking by students.
- Resolution of assignments, research guides and presentations in the classroom.
- Development of research and group work.
- Stimulation of tasks with materials from other subjects.
- Growth of students' critical capacity and understanding of objective reality.

### **EVALUATION AND PROMOTION::**

I understand evaluation as an instance of learning, which not only includes the evaluation instrument in itself, but also a continuous formative evaluation, which takes into account the whole process of knowledge construction that is carried out by the students throughout the course

In order to act according to the objectives previously set, throughout the course we will seek to evaluate:

- The use of specific vocabulary related to the subject.
- Class work and participation.
- Commitment to tasks.
- Written exams and correct drafting.
- The ability to elaborate foundations with relational concepts and their correct understanding.
- Complete folder.

## **SCHEDULE**

1st Term: 02/03/2017 to 31/05/2017

2nd Term: 01/06/2017 to 01/09/2017

3rd Term: 04/09/2017 to 24/11/2017