

ANTHOPOLOGICAL AND SOCIOLOGICAL BASES OF BEHAVIOUR – Code 800149

Academic Year 2016-17

COURSE INFORMATION

Undergraduate Studies: 0812 – Degree in Psychology (Studies Plan 2009-10)

Type: Basic (Compulsory)

ECTS: 6.0

Module: Basic training

Area: Anthropology

Year: First

Semester: 1

INSTRUCTOR INFORMATION

Name: Dr. Javier de la Cueva González-Cotera

Mail: javierdelacueva@ucm.es

Office number: 3118 Faculty of Trabajo Social.

Office hours: Mondays 11:00-14:00 by appointment only.

SYNOPSIS

COMPETENCIES

General competencies

GC5: Know and understand the main psychosocial principles of the functioning of groups and organizations.

Transversal competencies

TC1: Analysis and synthesis.

TC2: Preparation and defence of properly reasoned arguments.

TC3: Problem solving and decision making in Psychology.

TC5: Looking for information and data interpretation on social, scientific and ethical topics related to the field of Psychology.

TC6: Team work

TC7: Critical thinking and self- analysis.

Specific competencies

SC10: Know how to analyse the context in which individual behaviours and group and organizational processes take place.

SC10.1. To know the social and anthropological dimension of the human being.

SC10.2. Know the sociocultural factors involved in the configuration of subjectivity.

SC10.3. To know the anthropological and sociological analysis models.

SC10.4. Know how to analyse and interpret the cultural sphere, structure and processes of contemporary society.

TEACHING ACTIVITIES

Teaching activity will be developed in two different types of sessions:

- **Theoretical lessons**, aimed to develop the contents of this syllabus (lectures, presentation of topics illustrated through video clips, exercises and group discussions).

- **Practical lessons**, intended to provide an approach to quantitative and qualitative research methods in the Social Sciences. They will promote reflection on some descriptive and holistic techniques by giving students a taste of different works, which exemplify some qualitative findings, which will help them conduct one by themselves. Special attention is paid to two methods: participant observation and in-depth interviews. A final reflection on the ethics concerning these techniques will put an end to the lessons. By then, students will have familiarized with some tools which can help them to develop a deeper interest in the subjective and a better understanding both of human behaviour and social processes.

TEACHING ACTIVITIES	Hours	% of total credits	Attendance
Class theoretical sessions	30	20 %	100%
Class practical sessions	15	10%	100%
Students' work (class assignments)	39	26 %	0%
Tutorials	6	4 %	50%
Readings, viewings	14	14 %	0%
Students' work (final fieldwork written exercise)	44	29,3%	0%
Final exam	2	1,3 %	100%

BRIEF DESCRIPTION:

The course offers an overview of topics and models employed in anthropological and sociological analysis of human behaviour. The sociological and anthropological perspective presented is meant to enable students to understand people's behaviour in their social and cultural contexts, to think critically about the principles and contexts under which individuals, groups and organizations function and to realize that the complex social world is not a given but something to be explored and understood. This is done through the study of different sociological approaches and the analysis of the ideas of some relevant social thinkers.

PRE-REQUISITES

No special prerequisites or skills are needed before taking this course.

OBJECTIVES

As stated in the hereinabove brief description, the course objectives are to enable students:

1. To understand people's behaviour in their social and cultural contexts
2. To think critically about the principles and contexts under which individuals, groups and organizations function
3. To realize that the complex social world is not a given but something to be explored and understood.

TOPICS

1. Introduction to the subject. Models of anthropological and sociological analysis. Anthropology and Sociology as Human Sciences. Qualitative, quantitative, comparative and historical research methods.
2. Nature, culture and behaviour. Social facts, actions and behaviour definitions. Human interaction. Physis and nomos. Cultural pluralism. Politics of culture.
3. Socialization. Enculturation and acculturation processes. Agents of socialization. Rites of passage. Status and role. Taxonomy of values, imaginations and norms. Structure of social action.
4. Economic domain. Preindustrial, industrial and postindustrial societies. Manufacture, interchange and good consumption. Kila. Potlach. The digital era: information as a common pool resource. The four domains of the commons. Communities of knowledge.
5. Social domain. Class and inequality. Theories of class. Habitus. Cultural capital. Intersectionality. Poverty. Family and kinship. Marriage and its historical evolution. Divorce. Marriage criticism. Feminist and queer approach. Law. Constitution: human rights and legal institutions. Separation of powers.
6. Ideological and cognitive domain. Language. Culture as semiotic system. Religion as a cultural System Mass media. Techno as politics. Ethnocentrism and cultural relativism. Social stigma.
7. Conflict. Social conflict and progress. Taxonomy of conflicts. Conflict resolutions.

ASSESSMENT

The students' daily work and their practical exercises will be assessed. They will be asked to:

1. Read and analyse selected video clips and published academic articles.
 2. Make an oral presentation of an article or book chapter.
 3. Conduct in-depth interviews, observe groups in the class and write a research essay on it.
- A final exam will be held. Content subject to exam will be all concepts explained in class theoretical sessions

Evaluation criteria

- Practical sessions: 50%
- Final exam: 50%

A passing grade of the subject requires to pass both theory and practice.

RESOURCES

Barnard, Alan and Spencer, Jonathan (eds.), *The Routledge Encyclopedia of Social and Cultural Anthropology* (2nd ed.), New York, Routledge, 2010.

Bogdan, R.. The Chance of a Lifetime. In R. Bogdan, & S. J. Taylor, *Introduction to Qualitative Research Methods. A Phenomenological Approach to the Social Sciences* (pp. 174-186). New York: John Wiley & Sons, Inc., 1975.

Bogdan, R., & Taylor, S. The judged, not the judges: An insider's view of mental retardation. *American Psychologist*, 31(1), 47-52, 1976, January.

Furst, G. Without Words to Get in the Way: Symbolic Interaction in Prison-Based Animal Programs. *Qualitative Sociology Review*, III, 96-109, 2007.

Geertz, C., *The Interpretation of Cultures*, New York, Basic Books, 1973.

Giddens, A., *Sociology* (7th ed.), Cambridge, Polity Press & Blackwell Publishers, 2013.

Guest, K., *Essentials of Cultural Anthropology, A Toolkit for a Global Age*, New York and London, W. W. Norton & Company, 2016.

Harris, M. and Johnson, O., *Cultural Anthropology* (7th ed.) Boston, Pearson, 2007.

Kottak, C. P., *Cultural Anthropology: Appreciating Cultural Diversity* (14th ed.), Boston, McGraw-Hill, 2011.

Kottak, C. P., *Mirror for Humanity. A Concise Introduction to Cultural Anthropology* (7th ed.), Boston, McGraw-Hill, 2009.

Park, M. A., *Introducing Anthropology. An Integrated Approach* (5th ed.) New York, McGraw-Hill, 2011.

Taylor, S. J. & Bogdan, R. *Introduction to Qualitative Research Methods*. (3rd ed.) New York, John Wiley and Sons, 1998.

Ury, W. R., *The Third Side*. New York, Penguin Books, 2000.