

ANTHROPOLOGICAL AND SOCIOLOGICAL BASES OF BEHAVIOUR – Code 800149

Academic Year 2019-20

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

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Office hours: Mondays 09:00-10:00 and 12:00-14:00 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 above 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. 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.
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. Conflict. Social conflict and progress. Taxonomy of conflicts. Conflict resolutions.
6. Economic domain. Preindustrial, industrial and postindustrial societies. Manufacture, interchange and good consumption. Classic anthropological interchange institutions: Kila. Potlach. The digital age: information as a common pool resource. The four domains of the commons. Sharing in the digital age: Communities of knowledge.

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.

OTHER INFORMATION

Please pay attention to the following information applicable for a good lecture standing.

1. Attending to lectures: In order to avoid distractions, please arrive on time. Students arriving more than 5 minutes late will not be allowed to enter into the classroom. Do not leave the classroom during the lecture.
2. Electronic devices: Cellular phones usage is not allowed during the lecture and should be kept inside pockets or bags. Notebooks will be allowed only for academic purposes.
3. Side conversations are a sign of bad respect to your colleagues and to the teacher, as they interrupt and change the attention focus. If you have a question, do not ask your side colleague but raise your hand and make it public or approach the teacher after class.

Electronic communications with the professor.

1. All emails are a formal communication between the student and the professor. Thus, an email must contain an accurate subject line, an appropriate salutation, it must use formal language and include a proper closing. Emails that do not comply with these requirements will be absolutely disregarded.
2. Questions related to the content of the subject will not be answered by email but in a tutoring session.
3. Professor is not available 24 hours a day, 7 days a week through electronic means. Do not expect an immediate response. Emails sent during late afternoon, night or during the weekend will not receive attention until week working hours.

RESOURCES

General books

- Andreatta, Susan and Ferraro, Gary. (2013). *Elements of Culture: An Applied Perspective*. Belmont (USA): Wadsworth.
- Atkinson, Sam. (2015). *The Sociology Book. Big Ideas Simple Explained*. New York: Dorking Kindersley Limited.
- Barnard, Alan. (2008). *History and Theory in Anthropology*. Cambridge: Cambridge University Press.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Giddens, Anthony. (2009). *Sociology*. Cambridge: Polity Press.
- Guest, Kenneth J. (2016). *Essentials of Cultural Anthropology. A Toolkit for a Global Age*. New York, London: W. W. Norton & Company.
- Guthrie, W. K. C. (1977). *The Sophists*. London, New York: Cambridge University Press.
- Harris, Marvin (1968). *The Rise of Anthropological Theory. A History of Theories of Culture*. New York: Thomas Y. Crowell & Co.
- Harris, Marvin (1999). *Theories of Culture in Postmodern Times*. London, New Delhi: Walnut Creek.
- Haviland, W.; Prins, H.; Walrath, D. & McBride, B. (2007). *The Essence of Anthropology*. Belmont (USA): Thomson Wadsworth.
- Kottak, Conrad Phillip (2015). *Cultural Anthropology: Appreciating Cultural Diversity*. New York: McGraw-Hill Education.
- Lewellen, Ted C. (2003). *Political Anthropology. An Introduction*. Westport, London: Praeger.
- Lewellen, Ted C. (2002). *The Anthropology of Globalization. Cultural Anthropology Enters the 21st Century*. Westport, Connecticut, London: Bergin & Garvey.

- Macionis, John J. (2017). *Sociology*. Boston: Pearson.
- Park, Michael Alan. (2011). *Introducing Anthropology. An Integrated Approach*. New York: McGraw-Hill.
- Parsons, Talcott (1982). *On Institutions and Social Evolution*. Chicago and London: The University of Chicago Press.
- Ritzer, George. (2011). *Sociological Theory*. New York: McGraw-Hill.
- Wallace, Ruth A. and Wolf, Alison. (1995). *Contemporary Sociological Theory. Continuing the Classical Tradition*. New Jersey: Prentice Hall.

Reference books

- Barnard, Alan and Spencer, Jonathan. (2010) *The Routledge Encyclopedia of Social and Cultural Anthropology*. New York: Routledge.
- Bruce, Steve and Yearley, Steven. (2006). *The Sage Dictionary of Sociology*. London, Thousand Oaks, New Delhi: SAGE Publications.
- Rapport, Nigel and Overing, Joanna (2000). *Social and Cultural Anthropology: The Key Concepts*. London and New York: Routledge.
- Ritzer, George. (2012). *The Wiley-Blackwell Companion to Sociology*. Malden (USA) and Oxford: Wiley-Blackwell.
- Truner, Bryan S. (2006). *The Cambridge Dictionary of Sociology*. Cambridge: Cambridge University Press.

Articles

- Boas, Franz (1896). The Limitations of the Comparative Method of Anthropology. *Science*, 4(103), 901-908. Retrieved from <http://www.jstor.org/stable/1623004>
- Bock, Kenneth E. (1966). The Comparative Method of Anthropology. *Comparative Studies in Society and History*, 8(3), 269-280. Retrieved from <http://www.jstor.org/stable/177566>
- Fabian, Johannes (2001). Interpretation in Anthropology. *International Encyclopedia of the Social & Behavioral Sciences*. Amsterdam: Elsevier.
- Gingrich, Andre (2015). Comparative Method in Anthropology. *International Encyclopedia of the Social & Behavioral Sciences*. Amsterdam: Elsevier.
- Ibbotson, Pau & Tomasello, Michael (2016, September 7th), Evidence Rebuts Chomsky's Theory of Language Learning *Scientific American*, Nov. 2016.
- Jones, Christopher & Shao, Binhui (2011). The Net Generation and Digital Natives. Implications for Higher Education. A literature review commissioned by the Higher Education Academy. Retrieved from: http://oro.open.ac.uk/30014/1/Jones_and_Shao-Final.pdf
- Kirschner, Paul A. & De Bruyckere, Pedro. (2017). The myths of the digital native and the multitasker. *Teaching and Teacher Education*, 67. Retrieved from <http://dx.doi.org/10.1016/j.tate.2017.06.001>
- Kymlicka, Will (2015). Solidarity in diverse societies: beyond neoliberal multiculturalism and welfare chauvinism. *Comparative Migration Studies*, (3:17). <http://dx.doi.org/10.1186/s40878-015-0017-4>
- Prensky, Marc. (2001a). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5), 1-6. Retrieved from <https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Prensky, Marc. (2001b). Digital Natives, Digital Immigrants, part 2: Do they really think differently? *On the Horizon*, 9(6), 6. Retrieved from <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part2.pdf>

- Prensky, Marc. (2009). H. Sapiens Digital: From Digital Immigrants and Digital Natives to Digital Wisdom. *Innovate: Journal of Online Education*, 5(3). Retrieved from <http://nsuworks.nova.edu/innovate/vol5/iss3/1>
- Radcliffe-Brown, Alfred R. (1951). The Comparative Method in Social Anthropology. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 81(1/2). Retrieved from <https://is.muni.cz/el/1423/jaro2007/SAN206/um/Radcliffe-Brown-Comparative-Method.pdf>
- Shakya, Holly B. & Christakis, Nicholas A. (2017) Association of Facebook Use With Compromised Well-Being: A Longitudinal Study. *American Journal of Epidemiology*. <https://sci-hub.cc/https://doi.org/10.1093/aje/kww189>
- Song, Sarah. (2016). Multiculturalism. *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/archives/spr2017/entries/multiculturalism/>

Other references

- United States (2015). *Obergefell v. Hodges*. United States Supreme Court. Retrieved from https://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf