

## Syllabus Course description

<b>Course title:</b>	Anthropological research for socio-educational interventions
<b>Course year:</b>	2nd
<b>Semester:</b>	1st
<b>Course code:</b>	64174
<b>Scientific sector:</b>	M-DEA/01
<b>Lecturer:</b>	Zinn Dorothy Louise <a href="mailto:dorothy.zinn@unibz.it">dorothy.zinn@unibz.it</a> DAN 3.15b, 0472.014220
<b>Module:</b>	no
<b>Lecturer other module:</b>	/
<b>Credits:</b>	6
<b>Total lecturing hours:</b>	45
<b>Total Hours of availability for students and tutoring:</b>	18
<b>Office hours:</b>	from Monday to Friday on request
<b>Attendance:</b>	according to the regulation
<b>Teaching language:</b>	English
<b>Propaedeutic course:</b>	none
<b>Course description:</b>	For effective intervention, social educators must be aware of and sensitive to socio-cultural dynamics. Anthropology is the discipline par excellence that has dealt with questions of culture and has promoted an appreciation of human similarity and diversity. The course will offer students a general introduction to anthropological concepts and research methods, and it will apply these with regard to specific themes of interest in social education.
<b>Specific educational objectives:</b>	Type of course: "di base".  The course aims to integrate anthropological perspectives and research tools into the professional practice of social education. Students will develop new awareness through critical and cross-cultural reflection on concepts such as person, family, group/collectivity, multicultural society, gender, exchange (reciprocity) and questions of power. They will apply these concepts and anthropological research approaches to selected topics in social education, and they will conduct a small fieldwork exercise. Additionally, the course will encourage students to critically engage scientific texts and enhance their academic research and writing skills.
<b>List of topics covered:</b>	Cultural relativism, culture, ethnography, kinship, gender, embodiment, medical systems, belief systems, "race", identity, ethnic and religious diversity; selected topics in social education issues.
<b>Teaching format:</b>	Through the use of TEAMS and the OLE platforms: lectures, discussions, group work, research exercise, active audiovisual viewing.
<b>Learning outcomes:</b>	Knowledge and understanding

	<ul style="list-style-type: none"> <li>• Knowledge of basic concepts in the anthropological study of culture.</li> <li>• Knowledge of basic anthropological research methods.</li> <li>• Acquisition of appropriate scientific languages for the description and analysis of social-cultural phenomena.</li> </ul> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Ability to apply anthropological approaches and concepts to the analysis of concrete social education contexts.</li> <li>• Ability to apply anthropological approaches and concepts in engaging scientific and cultural products.</li> <li>• Ability to apply anthropological methods to the exploration and investigation of empirical social education contexts.</li> </ul> <p>Making judgements</p> <ul style="list-style-type: none"> <li>• Development of critical and independent thinking regarding social-cultural dynamics in intercultural social education contexts.</li> <li>• Development of reflexive self-awareness in intercultural settings.</li> <li>• Development of abilities to make ethical judgements in social education settings and in research</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>• Ability to recognize the fundamental elements of scientific writing.</li> <li>• Ability to develop a correctly structured short scientific presentation.</li> <li>• Ability to participate in scientifically grounded discussions and express an informed opinion.</li> <li>• Ability to communicate with appropriate sensitivity in intercultural contexts.</li> <li>• Ability to communicate appropriately in a research setting</li> </ul> <p>Learning skills</p> <ul style="list-style-type: none"> <li>• Ability to autonomously extend the knowledge acquired during the course in dealing with various types of cultural products (scientific, journalistic, film, literary) and social education settings.</li> <li>• Ability to acquire new concepts and information consistent with the analysis of changing social-cultural dynamics.</li> </ul>
<p><b>Assessment:</b></p>	<p><b>Attending students</b> will present a written report of the research exercise, to be discussed at the final exam. The oral exam will also deal with selected topics from the class lectures and readings. More detailed instructions for the report and the oral exam will be provided during the lessons.</p> <p><b>Non-attending students</b> will be responsible for all of the reading and viewing material assigned to them through the course's OLE platform. Their marks will be based entirely on a written exam OR (ONLY WITH INSTRUCTOR'S APPROVAL) a combination of a written exam and a research report. More detailed instructions will be provided through the OLE platform.</p>

<p><b>Evaluation criteria and criteria for awarding marks:</b></p>	<p>Evaluation will be weighed as follows:</p> <p><b>Attending students:</b>  Research exercise report - 4/6 final mark  Oral examination on selected classroom topics - 2/6 final mark</p> <p><b>Non-attending students:</b>  Assessment via written exam 100%  OR  <b>(ONLY with instructor's approval)</b>  Written exam: 50%  Research exercise report: 50%</p> <p>Criteria for the evaluation of all work will consider the ability to accurately apply course concepts and instruments, the formulation of original opinions and analyses, and the logical structure of exposition and argumentation.</p>
<p><b>Required readings:</b></p>	<p>Lassiter, L.E., Karchner E.I., and D.E. Powell <i>The New Invitation to Anthropology</i> (5th ed.) Rowman and Littlefield (<b>required for non-attending students</b>)</p> <p>(Attending AND non-attending students: selected readings Bourgois, P. and J. Schonberg (2009) <i>Righteous Dopefiend</i>. Berkeley: University of California Press.</p> <p>Campbell, E. and L.E. Lassiter, <i>Doing Ethnography Today</i>. New York: Wiley-Blackwell.</p> <p>Frank, G. (2000) <i>Venus on Wheels</i>. Berkeley: University of California Press.</p> <p>Moretti, C. (2015) <i>Milanese Encounters</i>. Toronto: Univeristy of Tornonto Press.</p> <p>Zinn, D. (2018) <i>Migrants as Metaphor: Institutions and Integration in South Tyrol's Divided Society</i>. Rome: CISU.</p>
<p><b>Supplementary readings:</b></p>	<p>Various journal articles, to be announced during lessons, dealing with specific topics relevant to social education.</p>