

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AN0K242	SEMESTER	5, 6, 7, 8
COURSE TITLE	ANTHROPOLOGY, COLONIALISM, RACISM		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		Special background	
PREREQUISITE COURSES:		None	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		Yes, with bibliography in English	
COURSE WEBSITE (URL)		Please check out the module in the course catalogue of the division (https://elearn.uoc.gr)	

(2) LEARNING OUTCOMES

Learning outcomes <i>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.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> - Recognition of the differentiation of human societies as a result of historical processes in which the colonial practices of the West play a central role. - Understanding the extent to which and the ways in which the imaginative construction of modern society is influenced by myths of the 'primitive past'. - Familiarization with the concepts of colonialism and racism as well as other central concepts in the discipline of anthropology. - Understanding the different historical and political contexts through which colonial control mechanisms emerged and operated and the entanglement of anthropology with them. - Understanding the politics of the representation of the 'Other' and the counter-dialogue it articulates and the power relations that are formed in colonial contexts.

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Criticism and self-criticism
- Working independently
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Respect for difference and multiculturalism

(3) SYLLABUS

- 1 – Introduction to the course – The issue of the “Other”
- 2 – European Expansion and Colonialism
- 3 – Colonialism and Imperialism
- 4 – Colonialism and Indigenous Cultures
- 5 – Anthropology and Colonialism
- 6 – Race, Racism and Neo-racism
- 7 – The Idea of Primitive Society
- 8 – Ancient Society and Evolution
- 9 – Decolonization and Post-colonial Critique
- 10 – Orientalism
- 11 – Europe and The People Without History
- 12 – The Return of the “Native”
- 13 – Anthropology and Post-Colonial Studies

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the eLearn platform, PowerPoint and video delivery in classroom. Communication through eLearn and email.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Independent Study	83
	Final Exam	3
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total 125	
	<p>Students will be evaluated based on:</p> <ul style="list-style-type: none"> - Final exam (in Greek) <p>or</p> <ul style="list-style-type: none"> - Final paper (in English for Erasmus students who do not write in Greek). 	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Asad, Talal. 2011. Anthropology and the Colonial Encounter. New York: Humanity Books.</p> <p>Deloria, Vine. 1988. Custer Died for Your Sins: An Indian Manifesto. Norman, OK: University of Oklahoma Press.</p> <p>— — —. 1997. Red Earth, White Lies: Native Americans and the Myth of Scientific Fact. Golden, Colorado: Fulcrum Publishing.</p> <p>Fanon, Frantz. 2004. The Wretched of the Earth. Translated by Richard Philcox. New York: Grove Press.</p> <p>Harrison, Faye Venetia. 2010. Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation. Arlington, Va.: Association of Black Anthropologists, American Anthropological Association.</p> <p>Kuper, Adam. 2005. The Reinvention of Primitive Society: Transformations of a Myth. Milton Park, Abingdon, Oxon: Routledge.</p>

Sahlins, Marshall David. 1976. *The Use and Abuse of Biology: An Anthropological Critique of Sociobiology*. Ann Arbor, MI: University of Michigan Press.

Said, Edward W. 1978. *Orientalism*. New York: Pantheon Books.

Said, Edward W. 1994. *Culture and Imperialism*. First Vintage books edition. New York: Vintage Books.

Smith, Linda Tuhiwai. 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed.

Spivak, Gayatri Chakravorty. 2010. *Can the Subaltern Speak?: Reflections on the History of an Idea*. New York: Columbia University Press.

Todorov, Tzvetan. 1987. *The Conquest of America: The Question of the Other*. Harper Torchbooks. New York: Harper & Row.

Wade, Peter. 2002. *Race, Nature and Culture: An Anthropological Perspective*. Pluto Press.

Wallerstein, Immanuel Maurice, Etienne Balibar. 1991. *Race, Nation, Class: Ambiguous Identities*. Verso.

Wolf, Eric R., Thomas Hylland Eriksen. 2010. *Europe and the People Without History*. University of California Press.

Young, Robert J. C. 2016. *Postcolonialism: An Historical Introduction*. Chichester: John Wiley & Sons, Ltd.

- *Related academic journals:*