

## COURSE OUTLINE

### (1) GENERAL

|   |   |                              |                |
|---|---|------------------------------|----------------|
| <b>SCHOOL</b>   | SOCIAL SCIENCES   |                              |                |
| <b>ACADEMIC UNIT</b>  | SOCIOLOGY   |                              |                |
| <b>LEVEL OF STUDIES</b>   | UNDERGRADUATE   |                              |                |
| <b>COURSE CODE</b>  | ANØK385   | <b>SEMESTER</b>              | 6, 7, 8        |
| <b>,COURSE TITLE</b>  | SPECIAL TOPICS IN CULTURAL ANTHROPOLOGY: INDIGENOUS CULTURES AND CONTEMPORARY CHALLENGES  |                              |                |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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> |   | <b>WEEKLY TEACHING HOURS</b> | <b>CREDITS</b> |
|   |   | 3                            | 6              |
|   |   |                              |                |
|   |   |                              |                |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>  |   |                              |                |
| <b>COURSE TYPE</b><br><i>general background, special background, specialised general knowledge, skills development</i>  | SKILLS DEVELOPMENT  |                              |                |
| <b>PREREQUISITE COURSES:</b>  | Introduction to Cultural Anthropology   |                              |                |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>  | ENGLISH   |                              |                |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>  | YES   |                              |                |
| <b>COURSE WEBSITE (URL)</b>   | Please check out the module in the course catalogue of the division ( <a href="https://elearn.uoc.gr">https://elearn.uoc.gr</a> ) |                              |                |

### (2) LEARNING OUTCOMES

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| <b>Learning outcomes</b><br><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><br><i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>  |
| <p>Upon successful completion of the course, students:</p> <ul style="list-style-type: none"> <li>- Will critically assess the impacts of colonization on Indigenous peoples;</li> <li>- Will become familiar with the rich diversity of Indigenous cultures;</li> <li>- Will appreciate the resilience of Indigenous people in surviving cultural genocide;</li> <li>- Will examine and compare strategies to address social change and promote self-determination in Indigenous communities;</li> <li>- Will learn key concepts and terms central to Indigenous anthropology including decolonization, treaty rights, reconciliation, assimilation, cultural genocide, resistance, resurgence, community-based and applied Indigenous research methods;</li> <li>- Will understand ethical protocols and collaborative methodologies used in conducting anthropological research with Indigenous communities;</li> </ul> |

- Will learn how to research and write academic essays for anthropology.

### 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...*

*.....*

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Adapting to new situations*
- *Decision making*
- *Working independently*
- *Teamwork*
- *Working in an international environment*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*
- *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*

### (3) SYLLABUS

This seminar provides an interdisciplinary survey of issues affecting Indigenous peoples, from academic and community perspectives. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Taking a global perspective, this course will discuss the role that Indigenous knowledges play in the contemporary world, paying particular attention to Indigenous cultures in the Americas (North and Latin America). We will look at contemporary Indigenous cultures as unique forms of knowledge that may allow us to create a better and more just world for everyone. Finally, students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, Indigenous knowledge and worldview, historical background, socio-political context, social justice, human rights, spirituality, resilience, and indigenous movements.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

|   |   |                          |
|---|---|--------------------------|
| <b>DELIVERY</b><br><i>Face-to-face, Distance learning, etc.</i>   | Face to face  |                          |
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><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.   |                          |
| <b>TEACHING METHODS</b><br><i>The manner and methods of teaching are described in detail.<br/> 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><br><br><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>                                  | <b>Activity</b>   | <b>Semester workload</b> |
|   | Seminars  | 39                       |
|   | Study and analysis of bibliography  | 61                       |
|   | Paper writing   | 50                       |
|   |   |                          |
|   |   |                          |
|   |   |                          |
|   |   |                          |
|   |   |                          |
| <b>STUDENT PERFORMANCE EVALUATION</b><br><i>Description of the evaluation procedure</i><br><br><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><br><br><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | <b>Course total</b> <b>150</b>  |                          |
|   | The assessment of student performance is done through:<br>I. Active participation in the seminars<br>II. Oral presentations<br>III. Research proposal<br>IV. Written final research paper |                          |

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

Brown, Leslie Allison, and Susan Strega. 2005. *Research as Resistance: Critical, Indigenous and Anti-Oppressive Approaches*. Toronto: Canadian Scholars' Press.

Cadena, Marisol de la, and Orin Starn. 2007. *Indigenous Experience Today*. Oxford, England: Berg.

Cajete, Gregory. 2000. *Native Science: Natural Laws of Interdependence*. First edition. Santa Fe, New Mexico: Clear Light Publishers.

Cox, James Leland. 2007. *From Primitive to Indigenous: The Academic Study of Indigenous Religions*. Ashgate Publishing, Ltd.

Deloria, Vine. 1988. *Custer Died for Your Sins: An Indian Manifesto*. Norman, OK: University of Oklahoma Press.

Green, Joyce A., ed. 2017. *Making Space for Indigenous Feminism*. 2nd edition. Halifax: Fernwood Publishing.

Harkin, Michael Eugene, and David Rich Lewis. 2007. *Native Americans and the Environment: Perspectives on the Ecological Indian*. U of Nebraska Press.

Kimmerer, Robin Wall. 2020. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Second hardcover edition. Minneapolis, Minnesota: Milkweed Editions.

Kopenawa, Davi, and Bruce Albert. 2013. *The Falling Sky: Words of a Yanomami Shaman*. Cambridge, Mass.: The Belknap Press of Harvard University Press.

Mihesuah, Devon Abbott, and Angela Cavender Wilson. 2004. *Indigenizing the Academy: Transforming Scholarship and Empowering Communities*. U of Nebraska Press.

Sissons, Jeffrey. 2005. *First Peoples: Indigenous Cultures and Their Futures*. Focus on Contemporary Issues. London: Reaktion Books.

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

### - Related academic journals:

AlterNative: An International Journal of Indigenous Peoples

American Indian Quarterly

Journal of Indigenous Research

Native American and Indigenous Studies Journal