LEARNING MODULE DESCRIPTION (SYLLABUS)

1. **General information**
2. Module title **Social** **Mobility, Identity and Power: Anthropology of Making Self, Community and Space**
3. Module code **MIP**
4. Module type **–optional**
5. Programme title – **Ethnology/ social and cultural anthropology**
6. Cycle of studies – **all**
7. Year of studies (where relevant)
8. Terms in which taught - **winter**
9. Type of classes and the number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours) **30 h**
10. Number of ECTS credits **5?**
11. Name, surname, academic degree/title of the module lecturer/other teaching staff

**Dr. Łukasz Kaczmarek, lukaszk@amu.edu.pl**

1. Language of classes - **English**
2. **Detailed information**
3. Module aim (aims)

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| --- | --- |
| A1 | Providing students with knowledge about current theoretical discussion in the field of social mobility, social status and hierarchy, and identity construction from the perspective of anthropology of politics, critical anthropology and cultural studies. |
| A2 | Introducing to students an anthropological outlook on contemporary phenomena and processes in the area of social mobility in European and extra-European societies |
| A3 | Incenting students critical reflection on concepts of race, class, gender, agency, subjectivity, resistance, hegemony, domination, subalternity/subordination, as well as imaginaries (representations) in the context of ethnic/cultural identity constructing process, |
| A4 | Acquainting students with theoretical and practical issues and terminology concerning social mobility in three main aspects:   1. spatial forms of mobility – transnational and domestic migrations, tourism, and distribution of population in reference to socially and politically constructed boundaries and borders and functioning power relations; 2. social forms of mobility – ability (and mechanisms) to change position within social structure and hierarchy; 3. social spaces and their imaginaries (representations): values, convictions, self- and egzorepresentations of individuals and groups concerning position and role of these social actors |
| A5 | Acquainting students with specific cases of the ways of constructing and communicating identity in the context of power to draw and cross visible and invisible borders of social and ethnic groups, Self and the cultural Other, as well as the power to modify,maintain and guard these borders |
| A6 | Developing the skill of assessing critically issues of social mobility, identity and power against the background of the popular notions of “neoliberalism”, “globalization”, “colonialism”, “postcolonialsm”, “postsocialism”, “postmodern identity”, “postpolitical system”(and other “posts”). |

1. Pre-requisites in terms of knowledge, skills and social competences (where relevant)

Willingness to read and discuss (and sometimes write) in English about contemporary world.

1. Module learning outcomes in terms of knowledge, skills and social competences and their reference to programme learning outcomes

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| --- | --- | --- |
| Learning outcomes symbol\* | Upon completion of the course, the student will: | Reference to programme learning outcomes# |
| MIP\_01 | know basic terminology of the cultural anthropology (and related social sciences) concerning social mobility, identity and power relations | EiAK\_W02 |
| MIP\_02 | broaden theoretical and methodological knowledge in the field of cultural anthropology in the area of social mobility, identity and power relations | EiAK\_W03 |
| MIP\_03 | have knowledge in the area of anthropological interpretation of social mobility, identity and power relations | EiAK\_W04 |
| MIP\_04 | have broaden knowledge about theoretical reflection and methodological approaches interrelation between ethnology/cultural anthropology and other human and social sciences in the context of social mobility, identity and power relations | EiAK\_U05 |
| MIP\_05 | have advanced knowledge about the most important socio-cultural problems appearing on the background of social mobility, identity and power relations | EiAK\_U10 |
| MIP\_06 | have a necessary knowledge concerning reasons and results of social mobility, identity and power relations, which is useful in order to resolving social and cultural problems, and is practically applicable in different forms of an activity (e.g. civic, administrative, in local authorities, NGOs, mass media, education) | EiAK\_K08 |

*\* module code, e.g. KHT\_01 (KHT – module code in USOS; stands for Polish “Kataliza Heterogeniczna” /Heterogeneous Catalysis/ )*

*# programme learning outcomes (e.g. K\_W01, K\_U01, … ); first K stands for programme title symbol in Polish, W for “wiedza” (knowledge) in Polish, U – for “umiejętności” (skills) in Polish, K – for “kompetencje społeczne” (social competences) in Polish*

*01, 02… - learning outcome number*

1. Learning content

|  |  |  |
| --- | --- | --- |
| Module title **Social Mobility, Identity and Power: Anthropology of Making Self, Community and Space** | | |
| Learning content symbol\* | Learning content description | Reference to module learning outcomes # |
| TK\_01 | Approaches towards social mobility, identity and power relations in social and human sciences (social and cultural anthropology, migration studies, ethnic studies, social geography, cultural studies: discussion and critique of terminology, discourses and their impact on social imaginaries/ representations (so called public and private discourses) | MIP\_01  MIP\_02  MIP\_03  MIP\_04  MIP\_05  MIP\_06 |
| TK\_02 | Habituses and power relations – social imaginaries and memory; axiological sources of socio-economical and ethno-racial stratification; legitimisation of power and hegemony; regimes of identity – comparative analysis based on ethnographical and historical data, as well as public discourse (e.g. newspapers) deconstruction | MIP\_01  MIP\_02  MIP\_03  MIP\_04  MIP\_05  MIP\_06 |
| TK\_03 | Spatial forms of mobility – transnational and domestic migrations, tourism, and distribution of population in reference to socially and politically constructed boundaries and borders and functioning power relations | MIP\_01  MIP\_02  MIP\_03  MIP\_04  MIP\_05  MIP\_06 |
| TK\_04 | Social forms of mobility – ability (and mechanisms) to change position within social structure and hierarchy. Ethnic and racial segregation, stratification and exclusion in society and space – cases from different countries. | MIP\_01  MIP\_02  MIP\_03  MIP\_04  MIP\_05  MIP\_06 |
| TK\_05 | Social spaces and their imaginaries (representations): values, convictions, self- and egzorepresentations of individuals and groups concerning position and role of these social actors | MIP\_01  MIP\_02  MIP\_03  MIP\_04  MIP\_05  MIP\_06 |
| TK\_06 | The ways of constructing and communicating identity in the context of power to draw and cross visible and invisible borders of social and ethnic groups, Self and the cultural Other, as well as the power to modify and guard these borders | MIP\_01  MIP\_02  MIP\_03  MIP\_04  MIP\_05  MIP\_06 |
| TK\_07 | Conclusion: Tasks of anthropology in the area of multiculturality and social diversification and stratification. Promoting qualitative research methods and bottom-up perspective in science, administration and local activity. | MIP\_01  MIP\_02  MIP\_03  MIP\_04  MIP\_05  MIP\_06 |

*\* e.g. TK\_01, TK\_02, … (TK stands for “treści kształcenia” /learning content/ in Polish)*

*# e.g. KHT\_01 – module code as in Table in II.3*

1. Reading list

Anderson B. (1991) *Imagined Communities. Reflections on Origin and Spread of Nationalism*, London-New York: Verso.

Barth F. (1969) “Introduction.” In Fredrik Barth, ed., *Ethnic Groups and Boundaries. The Social Organization of Culture Difference.* Oslo: Universitetsforlaget (Scandinavian University Press).

Basch L., Glick Schiller N., Szanton-Blanc C. (1994)*, Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States*, New York: Gordon & Breach.

Clifford J. (1988), “Identity in Mashpee”, in : J. Clifford *Predicament of Culture: Twentieth Century Ethnography, Literature and Art,* Harvard University Press

Cohen A. (1974), *Two-Dimensional Man: An Essay on the Anthropology of Power and Symbolizm in Complex Society*, London: Routledge & Kegan Paul.

Eriksen T.H., (2002) *Ethnicity and Nationalism*, London-Sterling, Virginia: Pluto Press.

Gupta A., Ferguson J. (1992) *Beyond "Culture": Space, Identity, and the Politics of Difference*, “Cultural Anthropology” *Vol. 7, No. 1,* (Feb., 1992), pp. 6-23

Hall S. (1994), “Cultural Identity and Diaspora”, in Patrick Williams and Chrisman (ed.) *Colonial Discourse and Post-colonial Theory: a Reader,* London: Harvester Wheatsheaf, pp. 392-401.

Hanson A. (1989), *The making of the Maori: Culture Invention and Its Logic*. “American Anthropologist”, New Series, Vol. 91, No. 4 (Dec., 1989)

Khosravi S. (2010) *‘Illegal’ Traveller: An Auto-Ethnography of Borders,* Basingstoke and New York, Palgrave Macmillan.

Said E. (2003) *Orientalism: Western Concepts of the Orient.* London: Penguin

Sibley D. *1995*, *Geographies of Exclusion: society and difference in the west* Routledge: London;

Vertovec S. (2009), *Transanationalism,* Routledge: London and New York

1. Information on the use of blended-learning (if relevant)
2. Information on where to find course materials

Since most of the materials (and especially readings) are not available in the AMU libraries, they will be provided and additionally specified by the lecturer.

1. **Additional information**
2. Reference of learning outcomes and learning content to teaching and learning methods and assessment methods

|  |  |  |  |
| --- | --- | --- | --- |
| Module title | | | |
| Symbol of module learning outcome\* | Symbol of module learning content# | Methods of teaching and learning | Assessment methods of LO achievement& |
| MIP\_01 | TK\_01-TK\_06 | discussion based on readings, introduced by the short, preliminary lecture | Assessment of participation: level of preparation to take part in discussion/final exam |
| MIP\_02 | TK\_01-TK\_06 | discussion based on readings, introduced by the short, preliminary lecture | participation: level of preparation to take part in discussion/final exam |
| MIP\_03 | TK\_01-TK\_06 | discussion based on readings, introduced by the short, preliminary lecture | participation: level of preparation to take part in discussion/final exam |
| MIP\_04 | TK\_01-TK\_06 | discussion based on readings, introduced by the short, preliminary lecture | participation: level of preparation to take part in discussion/final exam |
| MIP\_05 | TK\_01-TK\_06 | discussion based on readings, introduced by the short, preliminary lecture and movie | participation: level of preparation to take part in discussion/final exam |
| MIP\_06 | TK\_01-TK\_06 | discussion based on readings, introduced by the short, preliminary lecture | participation: level of preparation to take part in discussion/final exam |

*\* e.g. KHT\_01 – module code as in Table in II.3 and II.4*

*# e.g. TK\_01 – learning content symbol as in II.4*

*& Please include both formative (F) and summative (S) assessment*

It is advisable to include assessment tasks (questions).

1. Student workload (ECTS credits)

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| --- | --- |
| Module title: | |
| Activity types | Mean number of hours*\**  spent on each activity type |
| Contact hours with the teacher as specified in the programme | 30 |
| Reading assignment | 60 |
| Preparation for discussion (or presentation) | 20 |
| Exam preparation | 20 |
| Total hours | 130 |
| Total ECTS credits for the module | 5 |

*\* Class hours – 1 hour means 45 minutes*

#*Independent study – examples of activity types: (1) preparation for classes, (2) data analysis, (3) library-based work, (4)writing a class report, (5) exam preparation, etc.*

1. Assessment criteria

5.0 –  excellent knowledge, skills and social competences  
4.5 –  very good knowledge, skills and social competences  
4.0 –  good knowledge, skills and social competences  
3.5 – satisfactory knowledge, skills and social competences, but with significant inadequacies  
3.0 –  satisfactory knowledge, skills and social competences, but with numerous errors  
2.0 – unsatisfactory knowledge, skills and social competences