Syllabus

Course Description

Course Title	Didactics of Anthropology
Course Code	82093
Course Title Additional	
Scientific-Disciplinary Sector	SDEA-01/A
Language	Italian
Degree Course	University course for initial training of secondary school teachers in the Italian language - 60CP
Other Degree Courses (Loaned)	Training course 30 CP - Italian section
Lecturers	Prof. Daniela Salvucci, Daniela.Salvucci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38071
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	2
Teaching Hours	12
Lab Hours	0
Individual Study Hours	38
Planned Office Hours	0
Contents Summary	The course provides theoretical and practical tools for teaching sociocultural anthropology (or themes of sociocultural anthropology) at school. During the lectures the key concepts of the discipline, its main theoretical and methodological approaches, as well as some specific topics of the discipline, will be presented and discussed in relation to different possible teaching methods.
Course Topics	1. Key concepts of sociocultural anthropology, which is conceived of as the study of the social, relational, environmental, material and symbolic dimensions of human beings (ecological-cultural

	process of hominization, cultural relativism and critique of ethnocentrism, culture as dwelling and as representation, power relations, connections between local and global dynamics). 2. Main theoretical-methodological approaches of the discipline (synchronic and diachronic approaches, ethnographic method and participant observation, interpretation, critical reflexivity, anthropology "at home", applied anthropology). 3. Main themes of socio-cultural anthropology (cosmologies and ontologies, rituals, body, gender, kinship, community, migration, colonialism, globalisation, power, intersectionality).
Keywords	sociocultural environments, ethnography, educational processes
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures and in-class discussions
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The aim of the course is to train teachers of sociocultural anthropology for schools who are able to explain and discuss the key concepts, the main theoretical-methodological approaches and the main themes of the discipline through different teaching methods, encouraging dialogue and critical reflection in the classroom. Expected learning outcomes: - Knowledge and ability to understand and discuss the key concepts, the theoretical-methodological approaches and the main themes of sociocultural anthropology, as well as to apply this knowledge to the teaching of the discipline at school. - Autonomy of judgement and ability to critically reflect on course contents. - Communication skills and ability to use appropriate and scientifically grounded vocabulary for teaching sociocultural anthropology (or of themes of sociocultural anthropology) at school. - Ability to learn, autonomously, additional disciplinary perspectives and contents.
Specific Educational Objectives and Learning Outcomes (additional info.)	

Assessment	Written exam on the contents of the course
Evaluation Criteria	Understanding of the topics covered during the lessons. Ability to develop critical thinking on the topics covered. Ability to adapt the contents of a scientific essay (to be read, chosen from the compulsory bibliography) to the design of a socio-cultural anthropology lesson for schools, establishing connections with at least one of the topics covered in class.
Required Readings	Appadurai, Arjun, 2001 (1996), Etnorami globali: appunti e questioni per un'antropologia transnazionale, in Appadurai, Modernità in polvere, Meltemi, pp. 71-92.

Boos, Tobias, 2024, Play and Playgrounds of a Traditional Urban Festivity. The Case of the Palio di Siena in Italy, Ethnologia Europaea: Journal of European Ethnology, SIEF, 54, 1, pp. 67–87.

Busoni, Mila, 2000, Genere, sesso, cultura. Uno sguardo antropologico, Carocci editore, pp. 41-63.

Cole, John, e Wolf, Eric, 1993 (1974), La frontiera nascosta. Ecologia e etnicità fra Trentino e Sudtirolo, Carocci editore, Museo degli Usi e Costumi della Gente Trentina, pp. 275-301.

Csordas, Thomas J., 2003 (1999), Incorporazione e fenomenologia culturale, in Antropologia n. 3, pp. 19-42

Descola, Philippe, 2020 (2017). Dalla natura universale alle nature singolari. Quali lezioni per l'analisi delle culture. InCircolo, 9, pp. 16-29.

Della Rocca, Marina, 2024, Ambivalenze, possibilità e impossibilità di un'etnografia «at home» in un centro antiviolenza. L'Uomo, vol. XIV, n. 2, pp. 47-68

Gallo, Ester, 2025, Uomini in equilibrio. Migranti, rimesse e mascolinità tra India e Italia, ANUAC 14 (1), pp. 51-78.

Geertz, Clifford, 2003 (1973), Verso una teoria interpretativa della cultura, in Geertz, Interpretazione di culture, il Mulino, pp. 9-42.

Grilli, Simonetta, 2019, Antropologia delle famiglie contemporanee, Carocci editore, pp. 21-44.

Guerzoni, Corinna S. e Viviana L. Toro Matuk, 2022,

Profili e (s)-oggettività della generazione Z. Etnografia di TikTok. RAC-Rivista di antropologia contemporanea, pp. 119-138.

Ingold, Tim, 2001 (2000), Abitare o costruire: come uomini e animali fanno del mondo la propria casa, in Ingold (a cura di |

Grasseni e Ronzon) Ecologia della cultura, Meltemi, pp. 111-139.

Malinowski, Bronislaw, 2004 (1922), Argonauti del Pacifico occidentale. Introduzione, Bollati Boringhieri, pp. 9-34.

Marcus, George E., 2009 (1995) L'etnografia nel/del sistema-mondo. L'affermarsi dell'etnografia multi-situata, in Cappelletto F., Vivere l'etnografia, SEID.

Remotti, Francesco, 2011, Il concetto di cultura, in Allovio, Ciabarri, Mangiameli, Antropologia culturale. I temi fondamentali, Raffaello Cortina editore, pp. 6-38.

Ribeiro Corossacz, Valeria, 2013, L'intersezione di razzismo e sessismo. Strumenti teorici per un'analisi della violenza maschile contro le donne nel discorso pubblico sulle migrazioni, Antropologia n. 15, pp. 109-129.

Salvucci, Daniela 2022, Incanto e malattia. Esperienze del corpo-persona nell'Argentina andina, DADA-Rivista di Antropologia post-globale, n. 1, pp. 83-106.

Turner, Victor, 2004 (1982), Dramma e riti di passaggio, lo svago e il lavoro. Saggio di simbologia comparata, in Turner, Dal rito al teatro, il Mulino, pp. 49-115.

Viveiros de Castro, Eduardo, (1998) 2015, I pronomi cosmologici e il prospettivismo amerindio. Liberazioni – Rivista di critica antispecista n. 22, pp. 4-32.

Zinn, Dorothy L., 2017, Migrant Incorporation in South Tyrol and Essentialized Local Identities, in Decimo F., A. Gribaldo (eds.), Boundaries within: Nation, Kinship and Identity among Migrants and Minorities, Springer International Publishing, pp. 93-114.

* During the first lesson, specific information will be given on the requested bibliography for attending students

Supplementary Readings	Further readings will be indicated during the lessons.
Further Information	
Sustainable Development Goals (SDGs)	Quality education