

Updated On	2024/02/20																																
Curricular Year / Period	2023/24 / S2																																
Course	Social Service																																
Curricular Unit	Social and Cultural Anthropology																																
Language(s) of Instruction	Português Inglês (nomeadamente para alunos Erasmus).																																
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>125</td> <td>0</td> <td>54</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	5	125	0	54	0	0	0	0	0	0	6	0
ECTS	Total			Horas de contacto semestral																													
		T	TP	PL	S	TC	E	O	OT	EC																							
5	125	0	54	0	0	0	0	0	0	6	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Carlos Manuel Barbas Do Rosário / carosario@ippportalegre.pt																																
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable																																
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ul style="list-style-type: none"> - Know and understand the specificity of anthropology in the knowledge of sociocultural realities; - Know references and specific approaches in the field of anthropology (themes, objects, concepts); - Know how to analyze and understand the sociocultural diversity of social practices of individuals, families, groups and communities; - Based on the problematization (related to social work situations) of contemporary sociocultural realities and problems, to develop capacities and attitudes that allow them to interact and intervene in multicultural contexts in a comprehensive and inclusive manner. 																																
Sustainable Development Goals																																	
Syllabus	<ol style="list-style-type: none"> 1. Social and Cultural Anthropology and social work <ol style="list-style-type: none"> 1.1. The specificity of anthropology in the field of social sciences 1.2. The field and approach of anthropology: concepts, objects and methods 1.3. The Specificity of Social and Cultural Anthropology 1.4. The relevance of anthropology in the knowledge and practice of social work professionals 2. Society and Culture <ol style="list-style-type: none"> 2.1. The debate around the concept of culture 2.2. From ethnocentrism to cultural relativism 2.3. The debate on the throne of the limits of cultural relativism 3. Realities and contemporary sociocultural problems (Approach related to social work practice and situations) <ol style="list-style-type: none"> 3.1. Religion (beliefs, rites and rituals) 3.2. Cultural identities, multiculturalism and cultural relativism 3.3. Citizenship (s): inclusion / exclusion 																																
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The methodology follows three main intentions:</p> <ul style="list-style-type: none"> - Mobilize the students' experiences, experiences and acquired, whether in the classroom discussions, elaborating critical and original products, as well as problematizing situations object of study in the UC; - Try to establish connections with learning done in their academic career, in particular with knowledge from different areas of intervention; - Prioritize strategies that redirect the role of the teacher, placing him as the organizer of information, reconciling exposure and systematization of knowledge with documentation analysis in various media. Thus, the following working modalities will be used: - Systematization of information by teachers; 																																

Curricular Unit Form (Document waiting approval from Course Commission)

	<p>- Individual and small group activities; - Moments of methodological orientation.</p> <p>2 - Period assessment The assessment is made through an individual written text (in two parts).</p> <p>3 - Examination assesement Applies to students who have not scored at least 9.5 in the individual written test.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status Identical to Frequency Rating</p> <p>2 - Examination assesement - Students with special status Identical to Exam Assessment</p>