Introduction to Anthropology, Psychology, and Sociology, Grade 11

University Preparation **HSP3U**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 *academic* course in English, or the Grade 10 *academic* history course (Canadian and world studies)

A. RESEARCH AND INQUIRY SKILLS

OVERALL EXPECTATIONS

Throughout this course, students will:

A1. **Exploring:** explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;

A2. **Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

A3. **Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;

A4. **Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

SPECIFIC EXPECTATIONS

A1. Exploring

Throughout this course, students will:

A1.1 explore a variety of topics related to anthropology, psychology, and sociology *(e.g., rites of passage, identity development, effects of social networking)* to identify topics for research and inquiry

A1.2 identify key concepts *(e.g., through discussion, brainstorming, use of visual organizers)* related to their selected topics

Teacher prompt: "A team of social scientists is studying the causes and effects of homelessness. In this study, which key concepts would be most important to the anthropologist, the psychologist, and the sociologist?"

A1.3 formulate effective questions to guide their research and inquiry

Teacher prompt: "You are interested in studying the effects on young children of stereotypes in advertising. What further questions would guide your research if you were approaching this question from a psychological perspective? An anthropological perspective? A sociological perspective? What are the limitations of each perspective in addressing this research question?"

A2. Investigating

Throughout this course, students will:

A2.1 create appropriate research plans to investigate their selected topics *(e.g., outline purpose and method; identify sources of information; develop research tools such as surveys or questionnaires)*, ensuring that their plans follow guidelines for ethical research

Teacher prompts: "What are some ways to locate reliable sources of information?" "For which purposes might websites such as Wikipedia be adequate sources of information? What are the risks of relying on websites such as Wikipedia?" "What methods would you use to ensure that you are following ethical guidelines when you develop surveys or interviews?" "What is the Tri-council Policy Statement on Ethical Conduct for Research Involving Humans? What does this policy statement say about doing research in Aboriginal communities?"

A2.2 locate and select information relevant to their investigations from a variety of primary sources *(e.g., interviews, observations, surveys, questionnaires, original documents in print or other media – film, photographs)* and/or secondary sources *(e.g., textbooks, literature reviews, research reports, newspaper and magazine articles)*

Teacher prompts: "What is the difference between primary and secondary sources in social sciences?" "Why is it important to base your research on a variety of sources rather than just one or two?"

A2.3 based on preliminary research, for each investigation formulate a hypothesis, thesis statement, or research question, and use it to focus their research

A3. Processing Information

Throughout this course, students will:

A3.1 assess various aspects of information gathered from primary and secondary sources *(e.g., accuracy, relevance, reliability, inherent values and bias, voice)*

Teacher prompts: "Can you generalize the findings of your survey to a wider population?" "What strategies can you use to determine the relevance of the information you have gathered?" "If two information sources contradict each other, how might you determine which is more reliable?" "What values are embedded in the information source?" "Whose voices are represented and whose are absent?" "Whose interests are advanced if you believe the message of this source?"

A3.2 record and organize information and key ideas using a variety of formats *(e.g., notes, graphic organizers, summaries, audio/digital records)*

A3.3 analyse and interpret research information *(e.g., compare information gathered from primary and secondary sources; determine whether similar information is found in different sources)*

A3.4 demonstrate academic honesty by documenting the sources of all information generated through research

A3.5 synthesize findings and formulate conclusions *(e.g., determine whether their results support or contradict their hypothesis; weigh and connect information to determine the answer to their research questions; assess the extent to which their results may be affected by factors not included in their research design)*

A4. Communicating and Reflecting

Throughout this course, students will:

A4.1 use an appropriate format *(e.g., oral presentation, poster, written research report, multimedia presentation, seminar, web page)* to communicate the results of their research and inquiry effectively for a specific purpose and audience

A4.2 use terms relating to anthropology, psychology, and sociology correctly *(e.g., functionalism, structuralism, feminism, culture, socialization, ethnography, survey, archaeology, temperament)*

A4.3 clearly communicate the results of their inquiries *(e.g., write clearly, organize ideas logically, use language conventions properly)*, and follow APA conventions for acknowledging sources *(e.g., generate a reference list in APA style, use in-text author-date citations)*

A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills

Teacher prompts: "How might the research methods you used have affected the results you obtained?" "What steps might you take to enhance your research/inquiry skills?"

B. ANTHROPOLOGY

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. **Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in anthropology;

B2. **Explaining Human Behaviour and Culture:** use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;

B3. **Socialization:** use a cultural anthropology perspective to explain patterns of human socialization.

SPECIFIC EXPECTATIONS

B1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

B1.1 explain the significance of contributions of influential anthropologists *(e.g., Noam Chomsky, Charles Darwin, Jane Goodall, the Leakeys, Margaret Mead, Edward Sapir, Marvin Harris, Richard Lee, Biruté Galdikas, Sherry Ortner)*

B1.2 outline the key ideas of the major anthropological schools of thought *(e.g., functionalism, structuralism, cultural materialism, feminist anthropology, postmodern or postcolonial anthropology)* and explain how they can be used to analyse features of cultural systems

Teacher prompts: "What are some important differences between a feminist and a structuralist approach to studying culture?" "How would a feminist and a structuralist differ in their explanation of the causes of the under-representation of women in politics?" "How would a positivist ethnographer and an ethnographer committed to decolonizing methodologies differ in their approaches? Why are different approaches necessary? What possibilities and limitations does each approach offer? How do you select the appropriate approach for any given research project?"

B1.3 explain significant issues in different areas of anthropology *(e.g., linguistic anthropology, physical anthropology, cultural anthropology, forensic anthropology, primatology)*

Teacher prompts: "How does language relate to self-perceptions of identity and others' perceptions of identity?" "How do the findings of physical anthropologists relate to various theories about the development of human civilization?" "Can observers from one culture avoid bias in studying another culture? How is 'bias' different from 'subject position'? How might a researcher's subject position inform his or her research and broaden or limit its scope?" "What is cultural relativism, and why is it central to cultural anthropology?" "Are there any cultural universals or universal taboos?" "How does the study of the behaviour of non-human primates relate to various theories about human behaviour?" "How do the findings of forensic anthropology support or enhance the work of physical and cultural anthropologists?" "How do social media affect culture?"

B1.4 explain the main research methods used for conducting anthropological research *(e.g., participant observation, oral history, semi-structured interview, ethnography, genealogy, archaeological excavation, decolonizing research methods)*, and assess critiques of the various methods

Teacher prompts: "Why are surveys and experiments rarely used in anthropological research?" "What is an artefact and why are artefacts so important in anthropological research?" "What is meant by the term *Western gaze*, and why is it a central concept in critiques of anthropological research?"

B2. Explaining Human Behaviour and Culture

By the end of this course, students will:

B2.1 explain, from an anthropological perspective, how various factors (*e.g., physical environment, globalization, pandemics*) influence and shape human behaviour and culture (*e.g., technology, language, social structures, law, politics, religion and ritual, art*)

Teacher prompts: "What features of Bedouin culture reflect the people's response to environmental conditions such as geographic location and climate?" "What are some ways in which geographic location has influenced the development of Inuit cultures?"

B2.2 describe, from an anthropological perspective, the effects that diffusion, assimilation, and multiculturalism have on culture

Teacher prompt: "What are some ways in which minority cultural groups resist assimilation by a dominant culture (e.g., dress, food, language, religious practices, community associations)?"

B2.3 explain how studying cultural systems of different times, places, and groups helps anthropologists understand human behaviour and culture in the present

Teacher prompts: "What is the value of doing ethnographies of 'Western' subcultures such as professional communities of information technology specialists or elite athletes?" "How

might an anthropologist study our school culture? How might the results differ if the anthropologist were an outsider to the school rather than an insider?"

B3. Socialization

By the end of this course, students will:

B3.1 explain how culture produces diverse forms of human behaviour (*e.g., explain variations in rites of passage, language, family roles, or political practices from one culture to another*)

Teacher prompts: "How does language shape individual or group awareness and understanding?" "What are some likely effects of eradicating languages?" "How and why has English come to dominate the globe, and what is the impact of this domination?" "How does a culture's relationship with the land influence the environmental values of its people?"

B3.2 explain ways in which culture is an agent of socialization (*e.g., in communicating and upholding such things as kinship rights and obligations, social customs, religious practices*)

Teacher prompts: "How are cultural norms passed along from generation to generation? What may be the costs for any one individual of going against one's cultural norms?" "How are the transmission lines of culture from generation to generation different in multicultural and multi-ethnic communities?"

C. PSYCHOLOGY

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. **Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in psychology;

C2. **Explaining Human Mental Processes and Behaviour:** use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;

C3. **Socialization:** use a psychological perspective to analyse patterns of socialization.

SPECIFIC EXPECTATIONS

C1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

C1.1 explain the significance of contributions of influential psychologists *(e.g., Erik Erikson, Sigmund Freud, Carl Jung, Abraham Maslow, Ivan Pavlov, Carl Rogers, B. F. Skinner, Thomas Bouchard, Mary Ainsworth, Leta Stetter Hollingworth, Carol Gilligan)*

C1.2 summarize the key ideas of major psychological theories *(e.g., psychodynamic theory, behaviourism, cognitive theory, humanistic theory, feminist psychology theory)*, and explain how they can be used to understand human behaviour

Teacher prompts: "How would a humanist therapist and a behaviourist therapist treat depression? What ideas influence their different approaches?" "If you were a school principal, how might Skinner's theory of operant conditioning help you devise a strategy to decrease the number of students skipping class? How would this strategy differ from one based on Maslow's theory?"

C1.3 explain the contribution to understanding human behaviour of various psychological approaches *(e.g., clinical, experimental, personality, abnormal, and developmental psychology)*

Teacher prompts: "What are the similarities and differences between clinical and experimental psychology? How do the fields of clinical and experimental psychology inform one another?"

"What is developmental psychology? Why would it be important for a clinical psychologist to have a good understanding of developmental psychology?"

C1.4 compare the major research methods used for conducting psychological research *(e.g., experiments, surveys, observations)*, and assess critiques of the various methods

Teacher prompts: "If the double-blind experiment is considered by many to be the gold standard in research, why do psychologists also use surveys, observations, and questionnaires?" "Why has psychology been criticized for maintaining the status quo? In what ways have psychological research methods been especially implicated in such critiques?"

C2. Explaining Human Mental Processes and Behaviour

By the end of this course, students will:

C2.1 explain, from a psychological perspective, how various influences *(e.g., heredity, environment, personality, identity, developmental stage, attachment)* contribute to an individual's psychological development

Teacher prompts: "According to psychology, how might nature and nurture influence a person's addictive behaviours?" "In what ways is the teenage brain not fully developed? How might this affect an adolescent's ability to make wise decisions?"

C2.2 explain, from a psychological perspective, ways in which context and the influence of other individuals can affect people's emotional and

behavioural responses (e.g., at work, within a family, in sports groups/clubs, in crowds, in urban versus rural areas, among bystanders)

Teacher prompt: "In the case of Kitty Genovese, how might the outcome have differed if the incident had occurred in a close-knit community?"

C2.3 explain how diverse psychological factors (e.g., motivation, perception, attitudes, mental health, temperament) influence individual behaviour

Teacher prompt: "How does an individual's mental health affect his or her learning, employment, and relationships?"

C3. Socialization

By the end of this course, students will:

C3.1 identify and describe the role of socialization in the psychological development of the individual (e.g., effects of social isolation on language development, effects of group play experiences on emotional development)

Teacher prompts: "What does the example of feral children teach us about the effect of isolation on language, intellectual, and emotional development?" "What do we know about the effects on social skills of substituting virtual social experiences (e.g., through television or computer games) for face-to-face social experiences with peers?"

C3.2 assess how diverse personality traits (e.g., introversion, openness to experience, perfectionism) shape human behaviour and interaction in a variety of environments

Teacher prompts: "Why might a college or employer ask questions to determine personality type in considering a person's suitability for a specific career?" "How would a student who is a perfectionist behave in group assignments? What are some differences between leadership and controlling behaviour?"

C3.3 analyse the procedures of and ethical problems associated with major psychological experiments in socialization (e.g., Zimbardo's Stanford prison experiment, Asch's conformity experiment, Milgram's obedience-to-authority experiment, Elliot's "Blue-Eyed/Brown-Eyed" experiment)

Teacher prompts: "In Zimbardo's prison experiment, what roles did the guards and inmates play?" "How might the results of Zimbardo's prison experiment differ if the study were conducted today?" "How would you design and implement an ethical social psychology experiment to show conformity?"

D. SOCIOLOGY

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Theories, Perspectives, and Methodologies: demonstrate an understanding of major theories, perspectives, and research methods in sociology;

D2. Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;

D3. Socialization: use a sociological perspective to explain patterns of socialization.

SPECIFIC EXPECTATIONS

D1. Theories, Perspectives, and Methodologies

By the end of this course, students will:

D1.1 explain the significance of contributions of various theorists to the field of sociology (*e.g., Emile Durkheim, Karl Marx, Edward Said, Max Weber, Dorothy Smith, Charles Wright-Mills, Reginald Bibby, Gordon Allport, George Dei, Ibn Khaldun*)

D1.2 summarize the key ideas of the major sociological schools of thought (*e.g., structural functionalism, symbolic interactionism, conflict theory, feminist perspective*), and explain how they can be used to analyse social behaviour

Teacher prompts: "How might a structural functionalist and a symbolic interactionist differ in their explanations for low voter turnout during an election?" "Why is the 'sociological imagination' important for understanding individual problems that are affected by social institutions?"

D1.3 identify and explain the main research methods that are used for conducting sociological research (*e.g., surveys, case studies, observations, secondary analysis of statistical results, content analysis, focus groups*), and assess critiques of the various methods

Teacher prompt: "For which types of research questions would observation be a more appropriate research method than a survey? What possibilities and limitations does each method offer?"

D2. Explaining Social Behaviour

By the end of this course, students will:

D2.1 explain, from a sociological perspective, how diverse factors (*e.g., social norms and expectations, social structures, social distinctions, socio-economic status, geographic location, physical environment, media coverage*) influence and shape individual and group behaviour

Teacher prompt: "Which influence is most significant in fostering deviance: media, peers, or socio-economic status?"

D2.2 explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination (*e.g., on the basis of gender, race, socio-economic status, sexual orientation, ability, religion, age, appearance*), and describe their impacts on individuals and society

Teacher prompts: "What is the impact of heterosexism on individuals in our society?" "How are stereotypes portrayed in the media and reinforced in individual behaviour?" "How could you identify examples of racism or sexism or classism in your school using a survey or participant observation?"

D2.3 explain, from a sociological perspective, how diverse influences (*e.g., culture, religion, economics, media, technology*) shape social behaviour (*e.g., dating and courtship, social networking, bullying, following trends and fads*)

Teacher prompts: "How do new digital technologies affect teens' social behaviours?" "What factors might contribute to changes

in social attitudes regarding, for example, drinking and driving or environmentally responsible behaviour?"

D3. Socialization

By the end of this course, students will:

D3.1 explain how structural changes take place in social institutions *(e.g., family; religious institutions; legal, political, educational, and health systems; the military)* in response to diverse influences *(e.g., demographic or economic change, introduction of the Canadian Charter of Rights and Freedoms, social movements)*

Teacher prompts: "How has awareness of Aboriginal sentencing circles influenced the Canadian justice system?" "How have Ontario schools changed over the past few decades in response to increased ethnocultural diversity in the province?"

D3.2 explain the ways in which social structures *(e.g., economy, family, class, race, gender)* affect individual and group behaviour

Teacher prompts: "Why do more thirty- and forty-year-olds return to school during economic downturns?" "Why might some progressive, egalitarian couples fall back on stereotypical gender roles when they become new parents?" "How do institutions use racial profiling, and what is the impact on individuals and groups?"

D3.3 evaluate the relative influence of primary agents of socialization *(e.g., family, peers)* and secondary agents of socialization *(e.g., media, religion)* on the socialization of the individual

Teacher prompt: "Between family and peers, which has the greater influence on the behaviour of four-year-olds? Ten-year-olds? Sixteen-year-olds?"