

Social Intervention

2015/2016

Code: 43144

ECTS Credits: 15

Degree	Type	Year	Semester
4313769 Anthropology: Advanced Research and Social Intervention	OT	0	1

Contact

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Use of languages

Principal working language: spanish (spa)

Teachers

Maria Teresa Tapada Berteli

Aurelio Díaz Fernández

Pepi Soto Marata

Silvia Graciela Álvarez Litben

Adriana Rosa Kaplan Marcusán

External teachers

Lucía San Juan

Prerequisites

There are no previous requirements.

Objectives and Contextualisation

This module is part of the E3 specialty *Intervention sociocultural and environmental*

Ojectives:

- To know the historical perspective applications of anthropology and the related theoretical debates.
- To be able to apply anthropological knowledge in the design of social intervention projects.
- To be able to propose collaborative projects and intervention, as well as present the results to different audiences.
- To be able to collaborate interprofesionalmente intervention programs and sociocultural cooperation and development.

Skills

- Carry out ground-breaking, flexible research in anthropology by applying theories and methodologies and using appropriate data collection and analysis techniques.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.

- Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
- Design programmes of social intervention and cooperation and development and analyse their cultural appropriateness.
- Identify, in ethnographic fieldwork, different outlooks corresponding to ethnic, class, gender and age inequalities and identities.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Make interpretations and relational explanations to assist in understanding specific ethnographic contexts.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Systematically link up concepts, and theories within the discipline so as to analyse specific ethnographic contexts.
- Use information and communication technologies efficiently to acquire, create and spread knowledge.

Learning outcomes

1. Apply the knowledge acquired to problem-solving in new or unfamiliar intervention contexts of applied anthropology.
2. Choose research methods that fit the aim of understanding the population being studied and the social and cultural problems to be solved.
3. Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
4. Discern the type of comparative ethnographic studies to be made before the design of social intervention policies.
5. Identify associations, organisations and/or local leaders and assess their importance in intervention programmes.
6. Identify important elements in an interview, or in a particular ethnographic observation, that help to formulate judgments and reflect on social and ethical responsibilities in anthropology.
7. Identify the consequences of an intervention in the social and cultural systems of differentiation and stratification.
8. Integrate primary and secondary ethnographic data from varying sources.
9. Present conclusions and intervention proposals in the context of research
10. Systematically link up concepts, and theories within the discipline that fit in with the specific ethnographic context of an intervention.
11. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.

Content

Module Contents:

- Analysis of the various proposals on theoretical and methodological guidelines in applied anthropology. Discussions on the various forms of intervention and its ethical implications.
- Specific training in social intervention in the areas of community, educational, socio, socio-environmental and social problems specific populations and intervention.
- Analysis of specific ethnographies that can offer guidance or models proposed in social interventions.

Contents of the blocks:

Drugs

- Conceptual clarification: drugs, effects and consequences.
- A historical approach.
- Major intervention models.
- The relevance of the social and cultural aspects.

- A critical view of drug policies.

Education

- Fundamental concepts: education, cultural transmission, acquisition and cultural learning. The educational purpose.
- Not educational processes in educational contexts: educational issues to consider when interventions to the socio-cultural change.
- About ethnographic intent. Reflections on ethnography for cultural change in education.
- People, neighborhoods, political organizations and educational resources. Some case studies.

Space

- Perspectives from anthropology: the spatialization of culture.
- Theoretical principles and basic concepts.
- From the tangible to the intangible: the physical space, the experience of space and imagined space.
- Forms of ownership, vernacular construction and use of space.
- The vernacular buildings.
- Cultural diversity in the use of space.
- Adaptation processes and socio-symbolic meanings of the physical space.
- The physical space as a projection of rules, habits and cultural practices.
- The physical space as a projection of the social structure.
- Urban relocation as spatial and social experience.
- The social construction of the built environment.
- The social construction of inhabited space.
- Scales of analysis: housing block, inter-block, street, neighborhood, city.
- Proposed applicability of the anthropological perspective: a case study.
- Conclusions. On the applicability of the anthropology of space

Environment

- Conceptual clarification: concept of sustainable and environment and sustainable development, the environment as a complex system, environmental soundness, relevance of sociocultural field, plurimetodología for intervention, interdisciplinary, action research.
- Models and instruments of intervention. Social actors, power relations, governance, participatory planning and social participation in environmental management.
- A critical view of environmental intervention programs in the case of Ecuador. Reappropriation of the public sphere to new dynamics of action through alternative policy instruments.

Female genital mutilation (FGM)

- Definition, context, geography, type and prevalence
- Life cycle and rites of passage. "Initiation without Mutilation"
- Debate between identity, health and human rights
- Methodological proposals for the prevention of FGM
- Bridges transnational cooperation
- Approach from Primary Care

Health

- General concepts about health, health inequalities and health anthropology.
- Factors involved in health care in intercultural contexts.
- Applied anthropology research in the field of health. Criticisms and proposals.
- Social health intervention. Criticisms and proposals

Methodology

The methodology is as follows:

- Lectures.
- Reading and analyses of papers / reports.
- Presentation or oral exposition of essays.
- Participation in complementary activities.
- Debates.
- Individual essay

In the virtual campus students could access to the whole documentation of each part of the course: teaching materials, programs, general bibliography and complementary information.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures, activities in small groups	93.5	3.74	1, 4, 7, 10, 2
Type: Supervised			
Tutorial activities	93.5	3.74	9, 3, 8, 11, 2
Type: Autonomous			
Individual study, elaboration of essays. Reading and analyses of reports	187	7.48	1, 9, 5, 6, 10, 2

Evaluation

General evaluation criteria:

- Attendance and active participation in class: 20%
- Delivery of reports / work blocks: 30%
- Module individual essay: 50%

To be evaluated, the student must attend a minimum of 80% of the sessions and deliver all the work, reports, individual essay and measurable evidence required. To pass the module, the individual essay should be approved with a minimum grade of 5/10. The final grade will result from the weighting module set for each such evidence. In general, failure of any of them will score as "Absent". In duly justified cases, the master program committee may decide an alternative assessment procedure.

Evaluation of the blocks:

- **Drugs:** review of newspaper articles or preventive campaigns.
- **Education:** critical about some of the required reading reviews.
- **Space:** overview of some of the texts proposed in the literature
- **Environment:** a critical review of some of the texts proposed in the literature
- **FGM:** review of some of the texts proposed in the literature
- **Health:** review of some of the texts proposed in the literature

Assessment of the module:

Official date of valuation as of module: visit the webpage for updated information.

Drugs

- Essay on drug policy, plans and programs of intervention in this area.

Education

- Performing a system based on compulsory and recommended readings that relate to some aspect of the research project ongoing trial.

Space

Two options to choose one:

- Analytical development of a spatial architectural environment of the Masters research project chosen by the student. It must be stated observing customs and practices in space; mapping the same, application of spatial analysis techniques explained in the course and analysis of data collected.
- Development of a theoretical concept, author focus of interest for the student.

Environment

- Essay on policies, plans or programs of action in this area based on the required and recommended readings.

Female genital mutilation (FGM)

- Essay on the treatment of FGM in the media.

Health

- Elaboration of a health intervention based on the cases discussed during the class.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Blocks assignments	30%	0	0	1, 9, 6, 11, 10, 2
Class attendance	20%	0	0	1, 3, 10
Individual essay	50%	1	0.04	1, 9, 6, 11, 10, 2

Bibliography

Compulsory references

Drugs

- Fundación de Ayuda contra la Drogadicción, FAD, ed. (2006) *Pensando en nuestro futuro. Reflexiones tras 20 años de trabajo en la prevención de los consumos de drogas (1986-2006)*. Madrid, FAD
- Romaní O. (2008) Políticas de drogas: prevención, participación y reducción del daño. *Salud colectiva*, 4, 3, 301-318.

Education

Two compulsory readings:

- Giroux, Henry & Penna, Anthony (1990 [1988]). Educación social en el aula: la dinámica del currículum oculto, en *Los profesores como intelectuales. Hacia una pedagogía crítica del aprendizaje* (pp. 63-86). Barcelona: Paidós Educación.
- Wolcott, Harry (1993 [1985]). Sobre la intención etnográfica, en Honorio M. Velasco Maíllo, F. Javier García Castaño y Ángel Díaz de Rada (Eds.). *Lecturas de antropología para educadores. El ámbito de la antropología de la educación y de la etnografía escolar* (pp. 127-144). Madrid: Trotta.

Two key readings, specially for those that lack of an Anthropological background:

- Díaz de Rada, Ángel (2010) *Cultura, antropología y otras tonterías*. Madrid: Trotta.
- Spindler, George (1993 [1987]) "La transmisión de la cultura" a Velasco Maillo, H.M., García Castaño, F.J., Díaz de Rada, Á., (eds.) *Lecturas de antropología para educadores. El ámbito de la antropología de la educación y de la etnografía escolar*. Madrid: Trotta, pp.205-242.

Space (two readings from the four choices):

- Aguilar, Miguel Angel (2012) "Antropología urbanaylugar: Recorridos conceptuales" en Angela Giglia & Amalia Signorelli (Eds) *Nuevas topografías de la cultura*. México: Universidad Autónoma Metropolitana. Juan Pablos Editor.
- Giglia, Angela (2012) "Habitar; orden cultura y tipos de hábitats" en *El Habitar y la cultura. Perspectivas teóricas y de investigación*. Barcelona; Anthropos. Universidad Autónoma Metropolitana de México. Unidad Iztapalapa.
- Giglia, Angela (2012) "Sentido de pertenencia y *cultura local*" en la metrópoli global" en Angela Giglia & Amalia Signorelli (Eds) *Nuevas topografías de la cultura*. México: Universidad Autónoma Metropolitana. Juan Pablos Editor.
- Low, Setha M. & Lawrence-Zúñiga, Denise (2003) "Locating culture", en Setha M. Low & Denise Lawrence-Zúñiga (Eds) *The anthropology of space and place. Locating culture*. UK: Blackwell.

Natural environment (two readings from the nine choices):

- Comas Argemir, Dolors, 1998. *Antropología económica*. Editorial Ariel Barcelona
- Dourogenní, Axel, 2000. *Procedimientos de gestión para el desarrollo sustentable*. Editorial de la CEPAL. Chile.
- Escobar, Arturo, 1999, *El final del salvaje. Naturaleza, cultura y política en la antropología contemporánea*, CEREC-INCAN, Bogota.
- Escobar, Arturo 2000 *El lugar de la naturaleza y la naturaleza del lugar: globalización o posdesarrollo*, en: Andreu Viola (comp.) *Antropología del Desarrollo. Teorías y estudios etnográficos en America Latina*, Paidós eds, Barcelona.
- Gudynas, Eduardo, 2009, *Seis puntos clave en ambiente y desarrollo*, en: *El Buen Vivir. Una vía para el desarrollo*, A. Acosta y E. Martínez (Comps), Abya-Yala, Quito.
- Leff, Enrique, 1998, Prefacio y Cap.1 *Globalización, ambiente y sustentabilidad del desarrollo*, Deuda financiera, deuda ecológica, deuda de la razón, en: *Saber Ambiental. Sustentabilidad, racionalidad, complejidad, poder*, Siglo XXI editores, PNUMA, Madrid, Págs. 9-29.
- Leff, Enrique, Conferencia Central "Política y Educación Ambiental: el proceso educativo y la construcción de sustentabilidad" VI Congreso Iberoamericano de Educación Ambiental, San Clemente del Tuyú - Prov. de Buenos Aires - Argentina http://www.dailymotion.com/video/xbomsm_enrique-leff_webcam
- Martínez Allier, 1998. *Curso de Economía ecológica. Textos básicos para la formación ambiental*, Editorial. Programa de las Naciones Unidas para el Medio Ambiente.
- Quintero, Rafael, 2009, *Las innovaciones conceptuales de la Constitución de 2008 y el Sumak Kawsay*, en: *El Buen Vivir. Una vía para el desarrollo*, A. Acosta y E. Martínez (Comps), Abya-Yala, Quito, Págs. 75-91.

Female genital mutilation (two readings from the six choices):

- Gage AJ, Van Rossem R: Attitudes toward the discontinuation of female genital cutting among men and women in Guinea. *Int J Gynecol Obstet* 2006, 92(1):92-96.
- Kaplan A, Hechavarría, Martín M, Bonhourel: Health consequences of female genital mutilation/cutting in the Gambia, evidence into action. *Reproductive Health* 2011, 8:26.
- Kaplan A, Moreno J, Pérez-Jarauta MJ: Mutilación Genital Femenina, Manual para Profesionales de Atención Primaria. PUAB 2010
- Kaplan-Marcusan A, Torán-Monserrat P, Moreno-Navarro J, Castany Fàbregas MJ, Muñoz-Ortiz L: Perception of primary health professionals about female genital mutilation: from healthcare to intercultural competence. *BMC Health Services Research* 2009, 9:11.
- Simpson J, Robinson K, Creighton SM, Hodes D: Female genital mutilation: the role of health professionals in prevention, assessment, and management. *British Medical Journal* 2012, 14: 344.

- United Nations Children's Fund: *The Dynamics of Social Change Towards the Abandonment of Female Genital Mutilation/Cutting in Five African Countries. Innocenti Digest*. Florence: UNICEF Innocenti Research Centre; 2010. [http://www.unicef-irc.org/publications/pdf/fgm_insight_eng.pdf].

Health

- Martínez A. (1996) Antropología de la salud. Una aproximación genealógica. En: Martínez A, Prat J. (1996) *Ensayos de antropología cultural. Homenaje a Claudio Esteva-Fabregat*. Barcelona, Ariel, 369-381.
- San Román, et al. (2012) Reflexiones en torno a la antropología aplicada. Experiencias al hilo de una investigación en antropología de la salud. *Revista de Antropología Experimental*, 12, 115-135.