UAB
Universitat Autònoma de Barcelona

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Social Intervention

Code: 43144
ECTS Credits: 15

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

Contact

Name: José Luis Molina González

Email: JoseLuis.Molina@uab.cat

Teachers

Maria Teresa Tapada Berteli

Pepi Soto Marata

Silvia Graciela Álvarez Litben

Lucía Sanjuán Núñez

Adriana Rosa Kaplan Marcusán

Diana Marre

Use of languages

Principal working language: spanish (spa)

Prerequisites

There are no requirements.

Objectives and Contextualisation

This module is part of the specialization E3 "Sociocultural and environmental intervention".

Objectives:

- To know from a historical perspective applications of anthropology and theoretical debates related to these applications.
- To be able to apply anthropological knowledge in the design of projects of social intervention.
- To be able to propose projects of collaboration and intervention, as well as to present the obtained results to different audiences.
- To be able to collaborate interprofesionally in sociocultural intervention programs and programs of 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

- 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.

The module is divided into 6 thematic blocks.

Contents of the blocks:

Lifecycle and cultural practices: people, groups, stages
[Responsible lecturer: Dr. Diana Marre] (8 sessions, 16 hours)

- Construction of the lifecycle stages. Childhood, adolescence, youth and old age in anthropology.
- Person, Body, Family, Community and Society.
- 'Governability', 'discipline' and Rights.

- The social and economic value of different ages.
- Scientific disciplines, Application and intervention.

Education
[Responsible lecturer: Dr. Pepi Soto] (7 sessions, 14 hours)

- Fundamental concepts: education, cultural transmission, acquisition and cultural learning. The educational purpose. Between Spindler and Wolcott.
- Educational processes in non-educational contexts: educational issues to consider when planning interventions for socio-cultural change.
- About ethnographic intent. Reflections on ethnography for sociocultural change in education.
- People, neighborhoods, policies, organizations and educational resources. Some case studies.

Social intervention in the field of space
[Responsible lecturer: Dr. Teresa Tapada] (7 sessions, 14 hours)

- Perspectives from anthropology: the espacialització culture.
- Theoretical principles and basic concepts.
- From the intangible to the tangible: the physical, the experience del'espai and imagined space.
- Forms of appropriation, construction and use of the vernacular space.The vernacular constructions.
- Cultural Diversity in the use of space.
- Processes of adaptation and socio-symbolic meanings of physical space.
- The physical space as projection rules, habits and cultural practices.
- The physical space projection of the social structure.
- The relocation as urban social and spatial 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: case study.
- Conclusions.

Environment
[Responsible lecturer: Dr. Silvia Álvarez] (8 sessions, 16 hours)

- Conceptual clarification: concepts of sustainable and durable environment and development, the environment as a complex system, environmental rationality, relevance of the sociocultural field, plurimethodology for intervention, interdisciplinarity, 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)
[Responsible lecturer: Dr. Adriana Kaplan] (7 sessions, 14 hours)

- 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 theprevention of FGM
- "Observatorio Transnacional de investigación aplicada a la transferencia del conocimiento para la prevención y atención de la MGF"
- Support to Primary Care points

Health
[Responsible lecturer: Dr. Lucía San Juan] (8 sessions, 16 hours)

- General concepts about health, health inequalities and anthropology of health.
- Factors involved in health care in intercultural contexts.
- Applied anthropological 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 / repports.
- Presentation or oral exposition of essays.
- Participation in complementary activities.
- Debates.
- Individual essay.

In the virtual campus, students have 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 repports	187	7.48	1, 9, 5, 6, 10, 2

Evaluation

This section of the Study Guide contains all information related to the process of evaluation of the module.

Assessment of the module:

In order to pass the module, the following aspects are taken into account:

- **Regular assistance and participation:** First, to ensure that the expected learning results are obtained, we consider it fundamental that students assist the classes and participate actively in them. For this reason, students are required to assist at least 80% of each course ("block"). Furthermore, the extent to which they participate in presentations, discussions, training sessions is evaluated. This participation is considered in the final note for each course.
- **Continued assessment of the blocks**: Second, each course or block proposes one or multiple activities that allow a continued assessment of the learning process. The activities can vary from a written test to a presentation in class, a review of a few articles or chapters, or a short essay, among others. Jointly, the evaluations for the different courses that make up the module (30%) and the participation in these courses (20%) constitute 50% of the final grade of the module. The deadlines for these activities are indicated by the lecturers.
  > **Lifecycle and cultural practices: people, groups, stages**: A paper of approx. 1500 words about minimally two readings: One work of the compulsary reading list and one proposed by the student
  > **Education**: Critical comment about some of the required readings
  > **Space**: Review of some of the texts proposed in the literature
  > **Environment**: Reading and elaboration of a critical comment about two theoretical texts proposed in the literature

> > **Female genital mutilation (FGM):** Review of some of the texts proposed in the literature
> > **Health**: Review of some of the texts proposed in the literature
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> - **Evaluation of the final paper for the module:** Last, the grade obtained on a final paper constitutes the remaining 50% of the grade. In the case of the modules that make up the specializations (in particular, E1.1, E1.2, E2.1, E2.2 and E3.1), each student **selects the course that is of major interest for his or her master thesis, from the set of courses that make up the module. The evaluation will be based on this course.** The evaluation can consist of a larger essay of approximately 3,000 / 4,000 words, possibly in the format of an article, a review of a state of the art of a specific theme, or a paper that addresses a specific issue in the discipline on the basis of readings recommended by the lecturer of the course that the student has chosen for evaluation. The deadline for the submission of the final paper is the **10th of February.**
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> > **Lifecycle and cultural practices: people, groups, stages:** Elaboration of a state of the art of 4,000 words max. based on the compulsary and recommended readings as well as literature suggested by the student.
> > **Education:** Essay based on the compulsory and recommended readings that relate to some aspect of the ongoing research project.
> > **Space:** The students can take one of two options: (1) Analytical exposition about the spatial or architectural environment in the Master thesis project of the student. The student must observe the use and practices of space, map them, apply techniques of spatial analysis explained in the course and analyse the collected data;(2) Theoretical exposition of a chosen concept, author, or focus that is of interest for the student.
> > **Environment:** Essay on policies, plans or programs of action in this area based on the basis ofthe 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.

It is essential to respect the deadlines.

Each lecturer determines the way in which papers are to be submitted (through the Campus Virtual, by e-mail or in printed form, in the mailbox of the lecturer). The lecturers communicate the results of the evaluation through the established ways and establish a period of consultation before they communicate the grades to the coordinator of the module. The student can request a tutorial with their lecturers throughout the course if they wish to clarify some point of the contents of the course.

In general, not submitting the documents that are to be evaluated results in the qualification "**Not assessable**". In exceptional, well justified cases, the Committee of the Master Program may propose an alternative procedure for the evaluation.

General norms

Assessment is understood as a **continued process** throughout the term.

The qualifications are made on a **scale from 0-10** with one decimal. To pass the subject, a **minimum final grade of 5.0** is needed, as a result of the assessment procedure explained above. Once the subject is passed, **it cannot be subjected to a new evaluation**.

The programming of assessment activities cannot be modified unless an exceptional and well justified reason exists for this, in which case a new program is proposed during the term.

When a student performs an **irregularity** that can lead to a significant variation of the qualification of an assessable activity, **the activity will be qualified with a 0**, independently of the disciplinary process that might follow.In the case that various irregularities in the assessable activities are performed within the same module, the qualification of the module will be 0.

The qualification **"not assessable"** in the final records of evaluation implies the **exhaustion of rights inherent in the enrolment to the module**, although the "not assessable" module will not figure in the academic transcript.

The **copying or plagiarism of material**, both in the case of papers as in the case of exams, constitutes an **offence** that will be sanctioned with the **qualification 0 on the activities, the loss of the right of reevaluation, and being suspended from the module**. "Copying" a paper refers to a student reproducing the whole or part of a paper of another student. Plagiarism is presenting the whole or a part of the text of another author as if it were the student´s own, without citing the references, on paper or digitally. Please see the documentation of the UAB about plagiarism on:
http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html.

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, 4, 3, 5, 6, 7, 8, 11, 10, 2

Bibliography

Lifecycle and cultural practices: people, groups, stages

- *Burton, A. (1978). Anthropology of the young, Anthropology & Education Quarterly 9(1):54-70.
- Comas d'Argemir, D.; Marre, D.; San Román, B. (2016). La regulación política de la familia. Ideología, desigualdad y género en el Plan Integral de Apoyo a la Familia. Política y Sociedad 53(3).
- *Crampton, A. (2013). Population Aging as the Social Body in Representation and Real Life, Anthropology & Aging Quarterly 34(3):100-112.
- Fetterolf, M. G. (2015). Personhood-Based Dementia Care: Using the Familial Caregiver as a Bridging Model for Professional Caregivers, Anthropology & Aging. Journal of the Association for Anthropology & Gerontology, 36(1): 82-100.
- *Hardman, C. (1973) 'Can There be an Anthropology of Children?', Journal of the Anthropological Society of Oxford IV: 85-99; reprinted in Childhood 8(4), 2001: 501-517.
- Hirschfeld, Lawrence (2002). Why Don't Anthropologists Like Children? American Anthropologist 104(2):611-627.
- Kavedzija, I. (2015). Frail, Independent, involved? Care and the Category of the Elderly in Japan, Anthropology & Aging. Journal of the Association for Anthropology & Gerontology, 36(1):62-81.
- Lesko, N. (1996). Desnaturalizing adolescence. The politics of contemporary representations, Youth & Society 28(2):139-161.
- Marre, D. De infancias, niños y niñas en Llobet, V. Comp. (2014). Pensar la infancia desde América Latina: un estado de la cuestión. Buenos Aires: Consejo Latinoamericano de Ciencias Sociales (CLACSO), pp. 9-25. (Colección Red de Posgrados en Ciencias Sociales). ISBN 978-987-1891-79-5.. ISBN: 978-84-376-2877-6.
- *San Román, B.; Gaggiotti, H. & Marre, D. (2015). "You don't take anything for granted": using anthropology to improve services, practices and policies for adoptive families, Special Issue: The Role of Anthropology in Improving Services for Children and Families, Annals of Anthropological Practice 39(2) 2015-219.

* Compulsory references

Education

Two compulsory readings:

- Giroux, H., & Penna, A. (1990). Educación social en el aula: la dinámica del currículo oculto. Los profesores como intelectuales. Hacia una pedagogía crítica del aprendizaje. España, Paidós.

- 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, especially for those who lack 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 antropologia dela educación y de la etnografía escolar. Madrid: Trotta, pp.205-242.

Space (two readings form the four choices):

- Aguilar, Miguel Angel (2012) "Antropologia urbana y lugar: 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. Universida 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.

Environment (two readings from the nine choices):

- Comas Argemir, Dolors, 1998. Antropología económica. Editorial Ariel Barcelona
- Dourogenní, Axel, 2000. Procedimientos de gestión para el desarrollosustentable. 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, Paidos eds, Barcelona.
- Gudynas, Eduardo, 2009, Seis puntos clave en ambiente y desarrollo, en: El Buen Vivir. Una vía para el desarrollo, A. Acosta yE.Martínez (Comps), Abya-Yala, Quito.
- Leff, Enrique,1998, Prefacio y Cap.1 Globalización, ambiente y sustentabilidaddel 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 Research2009, 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 antropologia aplicada. Experiencias al hilo de una investigación en antropologia de la salud. Revista de Antropología Experimental, 12, 115-135.