

**Comparative Research**

Code: 43149  
ECTS Credits: 12

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

**Contact**

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**Use of languages**

Principal working language: spanish (spa)

**Teachers**

Aurora González Echevarria  
Anna Maria Piella Vila  
Montserrat Ventura Oller  
José Luis Molina González  
Virginia Fons Renaudón  
Pablo Dominguez Gregorio  
Miranda Jessica Lubbers  
Hugo Valenzuela García

**Prerequisites**

There are no previous requirements.

**Objectives and Contextualisation**

This module is part of the specialization E1 "Ethnographic and Transcultural Research" and it comprises both semesters.

**Goals:**

- To understand the dialectics between particularism and comparison that reflects the development of the history of Anthropology
- To identify the most relevant theoretical debates concerning the concepts of personhood, body and identity, both from the perspective of a group (collective ethnic identities) as from the person's viewpoint, in order to apply them to specific ethnographic studies and delimited comparisons.
- To be familiar with the classical theories of kinship, as well as the proposed alternatives, both particularist and comparative.
- To understand how to apply ethnographic research in different research areas.

**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.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Make cross-cultural comparisons using the various procedures in anthropology.
- 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 particular ethnographic contexts.
2. Choose comparable units of analysis in cross-cultural research.
3. Choose the most appropriate form of comparison for the investigation of a social and cultural problem.
4. Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
5. Identify important elements in institutional documents and/or scientific texts that help to formulate judgments and reflect on social and ethical responsibilities in anthropology.
6. Identify the forms of cross-cultural comparison used in the formulation and development of anthropological theories.
7. Integrate primary and secondary ethnographic data from varying sources.
8. Present conclusions and intervention proposals in the context of research
9. Show mastery of the dialectic between particularity and universality in the themata that appear in different societies in relation to the concepts of body, person and identity.
10. Systematically link up concepts, and theories within the discipline that fit in with the specific ethnographic research context.
11. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.

## Content

The module is divided in five thematic blocks:

### 1. Research and cross-cultural comparison.

[Responsible lecturers: Dr. José Luis Molina and Dr. Aurora González] (4 sessions, 8 hours)

1.1. Delimited forms of comparison.

1.2. A recent proposal of cross-cultural delimited comparison.

1.3. Successive comparison and the development of research programs.

1.4. Cross-cultural comparison based on the selection of cases from multiple cultural groups. The application of mixed methods.

### 2. Identity, personhood and group in Africa, America and Australia.

[Responsible lecturers: Dr. Anna Piella, Dr. Virginia Fons and Dr. Montserrat Ventura] (9 sessions, 18 hours)

2.1. General theory on the notion of personhood / corporality. The notion of personhood and group in Central Africa. The Ndowe case.

2.2. Person and individual in Tropical America. Personhood in the Tsachila case. Ethnic identity: a general and a Tsachila overview.

2.3. Identity, personhood and group in Aboriginal Australia. The Djirbal case.

### **3. Kinship and ethnographic research.**

[Responsible lecturer: Dr. Jordi Grau] (9 sessions, 18 hours)

3.1. Theoretical references and presentation of the proposal.

3.2. Ethnographic models.

3.3. Analysis and criticism of concepts.

### **4. People, territories and environments.**

[Responsible lecturers: Dra. Montserrat Ventura and Dr. Pablo Domínguez] (7 sessions, 14 hours)

4.1. Society and environment: + current debates about the eco-ethnographic Ait Ikis of Morocco.

4.2. Mar kuna. Representation and sea resources in Kuna Yala (Panama).

4.3. Cultural maps in the Venezuelan Amazon: Yanomami ethno-geography.

4.4. Space, times, cartography and symbolic boundaries of Indian territory: the Tsachila of Ecuador + Course Discussion.

### **5. Ethnographies of urban poverty.**

[Responsible lecturers: Dr. Hugo Valenzuela and Dr. Miranda Lubbers] (7 sessions, 14 hours)

5.1. Concepts and theories about poverty in the social sciences and anthropology.

5.2. Ethnographies of poverty: Poverty as a polymorphic phenomenon.

5.3. Methodological reflections.

5.4. Micro-research about local poverty - an analysis of the situation of socioeconomic vulnerability from an immediate context.

## **Methodology**

- Lectures and master classes
- Reading and analysis of academic articles / reports.
- Analysis of ethnographic and audiovisual documentation.
- Presentation / oral expositions
- Personal study
- Tutoring
- Essay preparation and writing.

## **Activities**

Title	Hours	ECTS	Learning outcomes
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<b>Type: Directed</b>			
Analysis of ethnographic and audiovisual documentation.	7	0.28	6, 11
Lectures and master classes	68	2.72	3, 6, 10
Personal study	60	2.4	6, 7
<b>Type: Supervised</b>			
Analysis of academic articles / reports.	36	1.44	1
Presentation / oral expositions	15	0.6	4, 7
Tutoring	24	0.96	5
<b>Type: Autonomous</b>			
Essay preparation and writing	40	1.6	1, 7
Reading and analysis of academic articles / reports	50	2	3, 6, 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, computer lab assignments, 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.
- **Evaluation of the final paper for the module:** Last, the grade obtained on a final paper constitutes the remaining 50% of the final grade for the module. 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 **19th of April**.

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 criteria

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](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

### Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance and active participation in the classroom	20%	0	0	9, 3, 6
Essay writing	50%	0	0	1, 8, 7, 11, 2
Submission of reports / short essays	30%	0	0	1, 4, 5, 7, 10

### Bibliography

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