

**Introduction to the Social and cultural anthropology**

Code: 100010  
ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	FB	1	1
2500240 Musicology	FB	1	1
2500241 Archaeology	FB	1	1
2500246 Philosophy	FB	1	2
2500501 History	FB	1	2
2502758 Humanities	FB	1	2
2503710 Geography, Environmental Management and Spatial Planning	FB	1	2

### Contact

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### Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: Yes

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: Yes

### Teachers

Anna Maria Piella Vila

Lucía Sanjuán Núñez

Clara Rubio Ros

Isidoro Ruíz Haro

Irina Casado Aijón

Isabel Graupera Gargallo

Laia Narciso Pedro

### Prerequisites

This course has no prerequisites.

### Objectives and Contextualisation

The Introduction to Social and Cultural Anthropology (6 ECTS) is a subject considered UAB Basic Training, scheduled for the first year of following undergraduate programs: Archeology, Musicology, History of Art and a group in English - groups 1,2, 3, 4 in the first semester -, and the Degrees of Humanities, Philosophy , History and Geography, Environment and Territorial Planning - groups 5, 6, 7, 8 and 9 in the second semester.

The aim of the course is to provide an introduction to the social and cultural anthropology. This overview of the discipline recaps its main contributions: Analysis of cultures and their diversity, historical development, methodology and research techniques, economy, politics, religion, kinship systems, and some of its applications to the contemporary world.

This overview is illustrated with some ethnographies and key texts that allow students to acquire a relativistic and critical perspective of human cultures.

## **Skills**

### **Art History**

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### **Musicology**

- Que els estudiants hagin demostrat que comprenen i tenen coneixements en una àrea d'estudi que parteix de la base de l'educació secundària general, i se sol trobar a un nivell que, si bé es basa en llibres de text avançats, inclou també alguns aspectes que impliquen coneixements procedents de l'avantguarda d'aquell camp d'estudi.
- Que els estudiants hagin desenvolupat aquelles habilitats d'aprenentatge necessàries per emprendre estudis posteriors amb un alt grau d'autonomia.
- Que els estudiants puguin transmetre informació, idees, problemes i solucions a un públic tant especialitzat com no especialitzat.
- Que els estudiants sàpiguen aplicar els coneixements propis a la seva feina o vocació d'una manera professional i tinguin les competències que se solen demostrar per mitjà de l'elaboració i la defensa d'arguments i la resolució de problemes dins de la seva àrea d'estudi.
- Que els estudiants tinguin la capacitat de reunir i interpretar dades rellevants (normalment dins de la seva àrea d'estudi) per emetre judicis que incloguin una reflexió sobre temes destacats d'índole social, científica o ètica.

### **Archaeology**

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### **Philosophy**

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### **History**

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### **Geography, Environmental Management and Spatial Planning**

- Demonstrate skills of self-analysis and self-criticism
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use the scientific and professional language of the social sciences.

## **Learning outcomes**

1. Analysing a contemporary fact from an anthropological perspective.
2. Analysing current events from an anthropological perspective.
3. Aplicar el coneixement de la variabilitat cultural i de la gènesi daquesta per evitar les projeccions etnocèntriques
4. Applying the basic concepts of Social and Cultural Anthropology to understand relationships between various societies and cultures.
5. Applying the basic concepts of social and cultural anthropology to the understanding of relationships between different societies and cultures.
6. Applying the basic concepts of social and cultural anthropology to understand relationships between different societies and cultures.
7. Applying the knowledge of cultural variability and its genesis in order to avoid ethnocentric projections.
8. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
9. Carrying out a planning for the development of a subject-related work.
10. Carrying out oral presentations using an appropriate academic vocabulary and style.
11. Carrying out oral presentations using appropriate academic vocabulary and style.
12. Demonstrate skills of self-analysis and self-criticism.
13. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
14. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.

15. Enumerating the theories about human species in their relation to society and culture production.
16. Enumerating theories about human species and relating them with the production of society and culture.
17. Establir una planificació per desenvolupar un treball sobre la matèria
18. Expressar-se eficaçment aplicant els procediments argumentatius i textuals en els textos formals i científics
19. Fer presentacions orals utilitzant un vocabulari i un estil acadèmics adequats
20. Fer servir la terminologia adequada en la construcció d'un text acadèmic.
21. Identificar la variabilitat transcultural dels sistemes econòmics, de parentiu, polítics, simbòlics i cognitius, educatius i de gènere, i la teoria antropològica que hi fa referència.
22. Identificar les teories relatives a les accepcions del concepte de cultura
23. Identificar les teories sobre l'espècie humana en la seva relació amb la producció de la societat i la cultura.
24. Identifying the theories about human species in their relation to society and culture production.
25. Identifying the theories about human species.
26. Identifying the theories concerning the different meanings of the concept of culture.
27. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
28. Interpretar la diversitat cultural a través de l'etnografia
29. Interpretar les relacions entre diferents societats i cultures aplicant els conceptes propis de l'antropologia.
30. Interpreting the cultural diversity through ethnography.
31. Interpreting the relationships between different societies and cultures by applying the specific notions of Anthropology.
32. Resoldre problemes de manera autònoma.
33. Solving problems autonomously.
34. Use the scientific and professional language of the social sciences.
35. Using suitable terminology and style when drawing up an academic text.
36. Using suitable terminology when drawing up an academic text.
37. Using the basic concepts of Social and Cultural Anthropology for the understanding of relationships between various societies and cultures.
38. Utilitzar els conceptes bàsics de l'antropologia social i cultural per comprendre les relacions entre diferents societats i cultures

## Content

The course Introduction to Social and Cultural Anthropology is a first approach to the study of human social and cultural variability, from a comparative perspective. Throughout the semester the basic concepts and key issues of Social and Cultural Anthropology are presented and developed. It will cover classic subject areas, anthropological perspectives on difference and inequality and some of the most recent developments in the discipline. Through ethnographic case studies the course will illustrate cultural diversity and highlight the contrasts and similarities with student's own cultural context.

### 1. Introduction. The anthropological discipline.

- Anthropology in the field of humanities and social sciences.
- Brief history of the discipline: some theoretical approaches in anthropology.
- Object, method and techniques of anthropology.
- Ethnography and fieldwork.
- Basic concepts: culture, diversity, ethnocentrism, relativism, difference and inequality.
- Other related concepts.

### 2. Economics and subsistence.

- Modes and relations of production.
- Reciprocity, redistribution and exchange.
- Trade, money market and movement of goods and services.
- Consumption.

### **3. Family and kinship.**

- What is a social relationship?
- Marriage and family structures: types, functions, transformations.
- Networks of parents, relatives and lineages. Territoriality.
- Affiliation and alliance. Incest and exogamy.
- Gender, Sexuality and organization regulation of procreation.

### **4. Power and authority.**

- The political anthropology and the study of social control and regulation systems.
- Type of political organization: bands, tribes, cabdillatges, states.
- Theories on the origin and evolution of the state.
- Authority, legitimacy, symbolism and power.

### **5. Systems of beliefs, symbolism and ritual.**

- Universality of the religious phenomenon.
- Varieties of religious experience: shamanism, magic, witchcraft. Other related concepts.
- The sacred and the profane.
- Mythology.
- Symbols, rituals and rites of passage.

### **6. Anthropological analysis and contemporary societies.**

- Anthropology of contemporary worlds.
- Some recent developments from anthropology.

## **Methodology**

- All activities have a deadline that must be met strictly, according to the proposed schedule.
- Work by students mainly consists in assisting to the lectures, research and analysis of information, assignments (on paper and / or sent via virtual campus) and participation in guided discussions.
- The readings are aimed to enable academic discussion, the monograph essay, and thematic assignments.

- The different exercises will be returned with comments and guidelines for further improvement, if deemed necessary by the professor.

- The student must take into account the news and informations published on the Virtual Campus / Moodle.

- The main tools used in the virtual campus will be: Teaching material (which can be found reading and course materials), News (for various information about the course), Delivery of assignments (to be opened during delivery periods established), and Forum (where you can discuss the issues and where should add comments and reactions to others comments ). Professors will inform if you use other tools are available as well.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Oriented	60	2.4	2, 3, 19, 26, 31, 5
<b>Type: Supervised</b>			
Supervised	7.5	0.3	2, 3, 9, 18, 19, 20, 35, 26, 31, 33, 5
<b>Type: Autonomous</b>			
Self-organized	21.5	0.86	2, 3, 9, 18, 19, 20, 35, 27, 26, 31, 33, 5

## Evaluation

The evaluation system is organized in three modules that each professor will deliver to students the first day of class. This proposal will contain details of the different assessment tasks and the value of each one. Each module may include more than one evaluation activity. The weight assigned to each module must meet the following criteria:

1) ETHNOGRAPHY ESSAY. This module will be assessed based on a monograph or specific bibliography established by each professor. Value ranges between 20% to 40% of the final grade.

2) PARTICIPATION in group discussions and public presentations of work in the classroom. Value ranges between 20% and 40% of the final grade.

3) WRITTEN TEST They can be one or more written tests of different types. Value ranges between 30% and 50% of the final grade.

After each evaluation task professor will inform students about the grade achieved and the re-evaluation activities if they are possible.

Re-evaluation process: the activities that the professor or professor considers to be unrecoverable can be excluded from the re-evaluation process, at a date or moment later than those established to be carried out (for example: oral presentations, group work, tasks related to the daily teaching activity). In this case, the professor responsible will explicitly state in the program those partial evaluation activities that, according to their criteria and depending on their nature, are not recoverable. The total score that can be obtained from the sum of the partial qualifications of the non-recoverable activities can never exceed 50% of the final mark of the subject. The failure to pass an evaluation activity that, by its nature, is not recoverable will not be sufficient reason to prevent the positive evaluation of the subject.

To participate in the re-evaluation process students must have been previously evaluated (does not mean approved) in a set of activities whose weight equals to a minimum of 2/3 parts of the total grade. To participate

in the re-evaluation process, the professor responsible for the subject can demand that they have obtained a minimum grade in the average of the subject. This rating can not exceed in any case 3,5 /10.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Critic essay based on a monography	30-50%	20	0.8	2, 1, 7, 8, 3, 12, 16, 15, 9, 17, 13, 14, 18, 10, 19, 11, 36, 20, 35, 27, 21, 26, 22, 25, 24, 23, 30, 28, 31, 29, 33, 32, 34, 4, 5, 6, 38, 37
Participation, and presentations	10-20%	35	1.4	2, 1, 7, 8, 3, 12, 16, 15, 9, 17, 13, 14, 18, 10, 19, 11, 36, 20, 35, 27, 21, 26, 22, 25, 24, 23, 30, 28, 31, 29, 33, 32, 34, 4, 5, 6, 38, 37
Written tests, and reviews	40-50%	6	0.24	2, 1, 7, 8, 3, 16, 15, 9, 17, 13, 14, 18, 10, 19, 11, 36, 20, 35, 27, 21, 26, 22, 24, 23, 30, 28, 31, 29, 33, 32, 5, 6, 38, 37

## Bibliography

### MANUALS

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DOUGLAS, Mary (1966). *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge.

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### **MONOGRAPHS (In Spanish)**

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