

Basic Principles of Social and Cultural Anthropology

Code: 105790
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Studies of Gender	FB	1	1

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Other comments on languages

Es recomana tenir un nivell de lectura alt

Prerequisites

None

Objectives and Contextualisation

Objective of the course

The objective of the course Basic Principals of Social and Cultural Anthropology is to offer a first approach to Social Anthropology and the anthropological perspective of analysis based on the affirmation of the existence of a shared and varied humanity. It is a general overview of the discipline, including objects of study-analysis of cultures and their diversity-, its historical trajectory, methodology and research techniques-fieldwork-, its main areas of research and some of its applications in the contemporary world. It consists on illustrating ethnographically the human cultural diversity, discussing theoretical concepts and explanations about it, addressing some of the classic and contemporary texts by key authors-and critically reflecting around the scientific study of socio-cultural differences and the construction of inequality, as well as developing critical perspectives for constructing egalitarian coexistence. This course offers, through seven subjects, an introductory vision to anthropology as a discipline and to some of the particular fields in which it is manifested: kinship, economy, politics and religion. Finally, it also aims to approach a way of looking at and analyse the world in a way that respects different cultures and societies.

Competences

- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Incorporate the non-androcentric perspective in the work carried out.
- Interpret and explain the history of gender relations, the significance of differences and the processes of generating inequalities in a context of globalization.
- Interpret gender inequalities in relation to sexuality, class, ethnicity and territory based on the concepts and approaches of sociocultural analysis.

- 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.

Learning Outcomes

1. Apply knowledge of cultural variability and its genesis to avoid ethnocentric projections.
2. Distinguish the effects of the sex and gender variables in the empirical analyzes.
3. Distinguish the various processes of intercultural relationship.
4. Identify the intersection of the different axes of inequality: class, race, sexuality, gender expression and functional diversity.
5. Make an inclusive use of language.
6. 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.
7. Use the basic concepts of social and cultural anthropology to understand the relationships between different societies and cultures.

Content

Contents

The subject Basic Principals of Social and Cultural Anthropology is an initial approach to the study of the human socio-cultural variability, from a comparative perspective. Throughout the semester, the basic concepts and key themes of Social and Cultural Anthropology are presented and developed. We will deal with the classic thematic areas and some of the most recent developments of the discipline will be introduced. Through the study of ethnographic cases that illustrate cultural diversity, and with the support of reading materials, audiovisuals and guest speakers, students will acquire a basic knowledge of anthropological discipline.

Topic 1. What is Anthropology?

- Human diversity and its interpretation.
- The debate between nature and culture.

Topic 2. Historical Approach to Anthropology

- Background: the concept of 'otherness' in Western history.
- The emergence of academic Anthropology.
- Anthropology in the field and social sciences.
- Object, method and anthropological techniques.
- Ethnography and Fieldwork. Emic and Etic Perspectives.

Topic 3. Economy and Exchange

- Modes, forms and relations of production and reproduction.
- Reciprocity, redistribution and exchange.
- Trade, money, market and circulation of goods, services, parts of the body, tissues, fluids and people.
- Bioeconomies.

Topic 4. Families

- Social construction of kinship ties.

- The gaze of classical anthropology towards kinship.
- Introduction of gender perspective in kinship analysis.
- Gender, regulation of sexuality and organization of procreation.
- Anthropology of reproduction and reproductive policies.

Topic 5. Powers

- Political anthropology.
- Types of political organization: bands, tribes, horses, states.
- Authority, legitimacy, symbolism, power and resistance.
- Biopolitics and governance.

Topic 6. Symbolic systems: beliefs and rituals

- Universality of the religious phenomenon.
- The sacred and the profane. Mythology.
- Symbols, rituals and rites of passage.
- New forms of religiosity

Topic 7. What is Anthropology useful for?

- Applied anthropology.
- Research and Dissemination: services to people, communities, states, administrations and public and private organizations.

Methodology

Methodology

-All activities are programmed and the assessment exercises have a deadline of delivery that must be strictly fulfilled, according to the proposed timetable.

-The work of the students consists fundamentally in the investigation and analysis of information, the execution of the readings foreseen, the accomplishment and delivery (sending via virtual campus) of the works and comments and the Participation in the guided debates.

- The readings are also part of the syllabus evaluated through the exam.

-The different exercises will be returned corrected with comments and guidelines for their reformulation, if deemed necessary, and for the following assessment.

-The student must take into account that the Virtual Campus is the space through which fundamental information of the course are notified. Therefore, it is your responsibility to be attentive to the news and information that will be sent.

-The communication will be done through Moodle. In urgent cases, it is suggested resorting to communication Via WhatsApp, FaceBook or Twitter.

About the mentoring:

The mentoring sessions will be held at the following office: to be announced.

Mondays and Wednesdays (arranged) from 13:15-15:15h.

It is suggested to carry out at least one individual tutorial during the first month of the course. To schedule it as of 18/09/2018 there will be a space available in Moodle.

About the writing assignments:

Form and Formatting Aspects

All writtenworks must be submitted:

- Through Moodle
- Identified with the NIU
- In Word format
- With the page number
- Indicating the total number of words In Catalan, Spanish or English
- Without spelling and / or grammatical errors
- With citations, notes, references and bibliography in APA format

Content: See the specific instructions of each assignment.

Correction criteria:

- Quality of the presentation, format, writing and bibliographical references in APA
- Comprehension, amplitude and depth of the analysis of the bibliography, presentations and viewings and their relation with the concepts of the course.
- Presentation of an articulated text through a coherent and academic-based argumentation.
- Linkage of presentations, bibliographies and / or views with ethnographic examples from the press, own experience or ethnographic observation.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Clases teóricas y prácticas	38	1.52	1, 3, 2, 5, 4, 6, 7
Discussion seminars about the compulsory readings	6	0.24	2, 5, 4, 6, 7
Type: Supervised			
Individual and grupal tutorials	4.5	0.18	1, 3, 2, 5, 4, 7
Type: Autonomous			
Readings	12	0.48	2, 5, 4, 6
Readings and written essays	17	0.68	1, 3, 2, 5, 4, 6, 7
Study and personal work	30	1.2	1, 3, 2, 5, 4, 6, 7

Assessment

Evaluation

The evaluation of the subject is understood as a continuous process that extends during the lecture period and is developed through 3 (three) activities.

- The grades used will follow the 0-10 scale with a single decimal.
- To be considered as having passed the subject, you will need to obtain a minimum grade of 5.0 as an average grade resulting from the marks obtained in each of the activities, considering the percentage of each of them in the final grade.
- To pass the subject or to be able to have the option of re-evaluation, all the evaluation activities must be done. The subject will be considered "Non-evaluable" if not all the evaluation activities are submitted.
- Once the subject has been passed, it cannot be subject to a new evaluation.
- The schedule of the evaluation activities cannot be modified after validating and publishing this Teaching Guide unless there is an exceptional and justified reason, in this case a new programming would be proposed within the corresponding teaching period.
- Those who for attendance at meetings of the collegiate bodies of university representation or other reasons provided for in their respective regulations cannot attend programmed evaluation activities at any time, they have the right to be programmed a different day and time for its realization
- Those who participate in the different assessment activities and they need it, they will receive a justification document for this participation.
- The ones who carry out any irregularity that can lead to a significant variation of the qualification of an evaluation activity, this and the whole subject will be qualified with 0, regardless of the disciplinary process that can be instructed.
- The "Non-evaluable" qualification in the final evaluation act implies the exhaustion of the inherent rights to the course's enrolment" although the "Not evaluable" will not be included in the academic record.
- The copy or plagiarism, both in the case of the works and in the case of examinations, constitutes a crime that will be sanctioned with 0 (zero) to the activity, loss of the right to re-evaluate and the entire subject will be failed.

Remember that a work that reproduces all or a part of the work of a partner is considered a "copy". "Plagiarism" is to present all or part of an author's text as its own, without mentioning the sources, either on paper or in digital format.

Current normativity: Normativa vigent: Article 116. Resultats de l'avaluació (Article modificat per Acord de Consell de Govern de 19 de març de 2015)

Scale of qualification:

To what extent have the objectives indicated in the qualification criteria been achieved?

- 0: Out of deadline or Moodle without accredited justification
- 1-4.9: delivery not based on the required analysis materials in each case or based only on a description or summary of the proposed materials
- 5-6.9: delivery based only on the articulation of the required material analysis
- 7-8.9: delivery based on the proposed materials incorporating additional materials or ethnographic examples -experience, press, observation-
- 9-10: delivery based on the proposed materials incorporating additional materials and ethnographic examples -experience, press, observation-

Evaluation activities

Activity 1: Commentary (30%)

80% of participation and delivery the week following the session through Moodle of a 200-word commentary on each of the working sessions/analysis of the mandatory reading texts and guest presentations. There are 12 commentaries: 8 compulsory readings +4 guest speakers.

Activity 2: Presentation in group (30%)

Oral presentation in class of a maximum of 10 minutes in groups of three people of an analysis work of a minimum of 10 hours of audiovisual material chosen by the students and 2 readings to choose between the options proposed in this teaching guide, composed of a compulsory reading and an additional reading. Each reading option can be chosen by only 1 group of students.

Test (40%)

Individual written test in class on the content of lectures, including compulsory readings, presentations and related viewings

About the re-evaluation

They can re-evaluate those who:

- Have obtained an average grade of the 3 (three) activities of at least 3.5
- The re-evaluation will consist of a single test and will take place between January 20 -31 on the day, time and place programmed by the Faculty.
- The mark obtained in the re-evaluation will constitute the final grade of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	40%	18.5	0.74	1, 3, 2, 5, 4, 6, 7
Group presentations: readings and audiovisuals	30%	12	0.48	1, 3, 2, 5, 4, 6, 7
Written comments of the compulsory readings (8) and guest speakers (4)	30%	12	0.48	1, 3, 2, 5, 4, 6, 7

Bibliography

General References

- Barnard, A. (2000). *History and theory in anthropology*. Cambridge: Cambridge University Press.
- Bohannon, P. (1996). *Para raros, nosotros: Introducción a la antropología cultural*. Madrid: Ediciones Akal.
- Bohannon, P. y Glazer, M. (2001). *Antropología. Lecturas*. Madrid: Mc Graw Hill. - Delaney, C. et al (2011). *Investigating Culture: An Experiential Introduction to Anthropology*. Oxford: Wiley-Blackwell. 2 edition.
- Eriksen, T. H. et. al. (2001). *A history of anthropology*. London: Pluto Press. - Eriksen, T. H. [1995] (2001). *Small Places, Large Issues. An Introduction to Social and Cultural Anthropology*. London - Sterling - Virginia: Pluto Press.
- Héritier, F. (1996). *Masculino/Femenino. El pensamiento de la diferencia*. Barcelona: Ariel.
- Lewin, E. (2006). *Feminist Anthropology. A Reader*. Oxford: Blackwell.
- Ingold, T. (1994). *Companion encyclopedia of anthropology*. London-New York: Routledge.
- Kottak, C. P. (2002). *Antropología cultural. Espejo para la humanidad*. Madrid: McGraw-Hill.

Raport, N. [1999] (2014). *Social and Cultural Anthropology. The Key Concepts*. Abingdon-New York: Routledge. 3 edition.

Velasco, H. comp., (2010). *Lecturas de antropología social y cultural. La cultura y las culturas*. Madrid: Trotta.

Comulsory Readings by blocks:

Tema 1: What is Anthropology?

Lavenda, R. y Shultz, R. (2008) What is Anthropology? In *Anthropology: What Does It Mean to Be Human?* (pp. 3-20). Oxford: OxfordUniversity Press.

Ortner, S. (1979). ¿Es la mujer con respecto al hombre lo que la naturaleza con respecto a la cultura? En Harris, Olivia y Kate Young, comp., *Antropología y feminismo* (p. 109-131).

Tema 2: Historical Approach to Anthropology

Malinowski, B. [1922] (1972). Introducción: objeto, método y finalidad de esta investigación. En *Los argonautas del Pacífico occidental. Comercio y aventura entre los indígenas de la Nueva Guinea Melanésica*. Barcelona: Península, 37-54.

Tema 3: Economy and Exchange

Mauss, M. [1924] (2009). Los dones intercambiados. En *Ensayo sobre el don: forma y función del intercambio en las sociedades arcaicas* (pp. 81-106). Buenos Aires: Katz.

Tema 4: Families

Ginsburg, F. & Rapp, R. (1991). The politics of reproduction. *Annual Review of Anthropology*, 20, 311-43.

Tema 5: Powers

Foucault, M. [1976] (2009). Derecho de muerte y poder sobre la vida. En *La voluntad del saber* (pp. 143-169). Madrid: Siglo XXI

Tema 6: Tema 6: Symbolic systems: beliefs and rituals

Douglas, M. [1969] (2007). La impureza secular. En *Pureza y peligro. Un análisis de los conceptos de contaminación y tabú*. Buenos Aires: Siglo XXI.

Tema 7: What is Anthropology useful for?

Godelier, M. (2016). En el mundo de hoy, la antropología es más importante que nunca, *AIBR Revista de Antropología Iberoamericana*, 10(3): 59-77.

<http://www.aibr.org/antropologia/netesp/numeros/1101/110104.pdf>

References grouping to choose to do Activity 2:

Option 1: What is Anthropology?

Carsten, J. (2007) How do we know who we are? In Astuti, R., Parry, J., y Stafford, C. (Eds.). *Questions of anthropology* (pp. 22 -54). Oxford: Berghahn Books.

Lavenda, R. y Shultz, R. (2008) What is Anthropology? In *Anthropology: What Does It Mean to Be Human?* (pp. 3-20). Oxford: Oxford University Press.

Option 2: What is Anthropology?

Durkheim, E. [1895] (2001). ¿Qué es un hecho social? En *Las reglas del método sociológico*. México: FCE, 38-52.

Lavenda, R. y Shultz, R. (2008) What is Anthropology? In *Anthropology: What Does It Mean to Be Human?* (pp. 3-20). Oxford: Oxford University Press.

Option 3: What is Anthropology?

Ortner, S. (1979). ¿Es la mujer con respecto al hombre lo que la naturaleza con respecto a la cultura? En Harris, Olivia y Kate Young, comp., *Antropología y feminismo* (p. 109-131). Barcelona: Anagrama. [Accés online](#).

Stets, J. E. y Burke, P. J. (2000). Feminity/Masculinity. In Borgatta, E. F. and Montgomery, R. J. V. (Eds.), *Encyclopedia of Sociology*, Revised Edition. New York: Macmillan, pp. 997-1005.

Option 4: What is Anthropology?

Héritier, F., (2007). Introducción. Lo femenino vivo. En *Masculino/Femenino II. Disolver la jerarquía*. México: FCE, 11-30.

Ortner, S. (1979). ¿Es la mujer con respecto al hombre lo que la naturaleza con respecto a la cultura? En Harris, Olivia y Kate Young, comp., *Antropología y feminismo* (p. 109-131). Barcelona: Anagrama. [Acceso online](#).

Option 5: Historical Approach to Anthropology

Malinowski, B. [1922] (1972). Introducción: objeto, método y finalidad de esta investigación. En *Los argonautas del Pacífico occidental. Comercio y aventura entre los indígenas de la Nueva Guinea Melanésica*. Barcelona: Península, 37-54.

Mead, M. [1925] (1990). V. La joven en la comunidad. En *Adolescencia y cultura en Samoa* (pp. 101-111). Barcelona: Paidós.

Option 6: Historical Approach to Anthropology

Malinowski, B. [1922] (1972). Introducción: objeto, método y finalidad de esta investigación. En *Los argonautas del Pacífico occidental. Comercio y aventura entre los indígenas de la Nueva Guinea Melanésica*. Barcelona: Península, 37-54.

Marcus, G. [1986] (1991). Problemas de la etnografía contemporánea en el mundo moderno. Marcus G. y Clifford J. [1986] (1991). *Retóricas de la antropología*. Madrid: Júcar. pp. 235-268.

Option 7: Economy and exchange

Mauss, M. [1924] (2009). Los dones intercambiados. En *Ensayo sobre el don: forma y función del intercambio en las sociedades arcaicas* (pp. 81-106). Buenos Aires: Katz.

Marre, D., San Román, B. y Guerra, D. (2018). [On reproductive work in Spain. Transnational adoption, egg donation, surrogacy](#). *Medical Anthropology*, 37(2): 158-173.

Option 8: Economy and exchange

Mauss, M. [1924] (2009). Los dones intercambiados. En *Ensayo sobre el don: forma y función del intercambio en las sociedades arcaicas* (pp. 81-106). Buenos Aires: Katz.

Lafuente, S. (2018). Egg Donation in the Making: Gender, Selection and (In)Visibilities in the Spanish Bioeconomy of Reproduction. En Pavone, V. y Goven, J. (2018). *Bioeconomies: life, technology and capital in the 21st Century* (pp. 253-278). Cham: Palgrave McMillan.

Option 9: Families

Ginsburg, F. & Rapp, R. (1991). The politics of reproduction. *Annual Review of Anthropology*, 20, 311-43.

Marre, D. (2018). El retraso de la maternidad. En Devesa, M., Rodríguez, A., Veiga, A. (eds.), *Ser madre a los 40 (y más allá). Lo que has de saber* (pp. 8-31). Barcelona: Grijalbo / Penguin Random House Grupo Editorial.

Option 10: Families

Ginsburg, F., & Rapp, R. (1991). The politics of reproduction. *Annual Review of Anthropology*, 20, 311-343.

Pichardo, J.I., de Stéfano, M. & Martín-Chiappe, M.L. (2015). (Des)naturalización y elección: emergencias en la parentalidad y el parentesco de lesbianas, gays, bisexuales y transexuales. *Revista Dialectología y Tradiciones Populares*, LXX(1):187-203.

Option 11: Powers

Foucault, M. [1976] (2009). Derecho de muerte y poder sobre la vida. En *La voluntad del saber* (pp. 143-169). Madrid: Siglo XXI

Fassin, D. (2010). El irresistible ascenso del derecho a la vida. Razón humanitaria y justicia social. *Revista de Antropología Social*, 19:191-204.

Option 12: Powers

Foucault, M. [1976] (2009). Derecho de muerte y poder sobre la vida. En *La voluntad del saber* (pp. 143-169). Madrid: Siglo XXI

Wade, P. (2014). Raza, ciencia, sociedad. *Interdisciplina* 2, núm. 4, 35-62.

Option 13: Symbolic systems: beliefs and rituals

Douglas, M. [1969] (2007). La impureza secular. En *Pureza y peligro. Un análisis de los conceptos de contaminación y tabú*. Buenos Aires: Siglo XXI.

Mata-Codesal, D. (2018). El olor del cuerpo migrante en la ciudad desodorizada. Simbolismo olfativo en los procesos de clasificación social. *AIBR*, 13(1): 23-43.

Option 14: What is Anthropology useful for?

Godelier, M. (2016). En el mundo de hoy, la antropología es más importante que nunca, *AIBR Revista de Antropología Iberoamericana*, 10(3): 59-77. <http://www.aibr.org/antropologia/netesp/numeros/1101/110104.pdf>

Trainor, T. (1997). Formulating a Practitioner Identity. *Practicing Anthropology*, 19(2):7-9.

Option 15: What is Anthropology useful for?

Godelier, M. (2016). En el mundo de hoy, la antropología es más importante que nunca, *AIBR Revista de Antropología Iberoamericana*, 10(3): 59-77. <http://www.aibr.org/antropologia/netesp/numeros/1101/110104.pdf>

Hemment, J. (2007). Public Anthropology and the Paradoxes of Participation: Participatory Action Research and Critical Ethnography in Provincial Russia. *Human Organization*, 66(3):301-314.

Option 16: What is Anthropology useful for?

Godelier, M. (2016). En el mundo de hoy, la antropología es más importante que nunca, *AIBR Revista de Antropología Iberoamericana*, 10(3): 59-77. <http://www.aibr.org/antropologia/netesp/numeros/1101/110104.pdf>

Pérez-Escamilla, R.; Garcia, J., y David, S. (2010). Health Care Access Among Hispanic Immigrants: ¿Alguien Está Escuchando?

Recommended references

- Benjamin, W. (1967). Sobre la facultad mimética. En *Ensayos escogidos* (pp. 105-107). Buenos Aires: Ed. Sur.
- Butler, J. [1993] (2002). Los cuerpos que importan. En *Cuerpos que importan: sobre los límites materiales y discursivos del 'sexo'* (pp. 53-94). Buenos Aires: Paidós.
- Conklin, B. & Morgan, L. (1996). Babies, bodies and the production of personhood in North America and a Native Amazonian Society. *Ethos*, 24(4):657-694.
- Degen, C. (2018). *Cross-Cultural Perspectives on Personhood and the Life Course*. New York: Palgrave Macmillan.
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- Douglas, M. (1966a). *External Boundaries. Purity and Danger: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul.
- Douglas, M. (1966b). *Internal Lines. Purity and Danger: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul.
- Douglas, M. (1970). *Natural Symbols: Explorations in Cosmology*. Barrie: The Cresset Press.
- Fernandez-Duque, E., Valeggia, C. R., & Mendoza, S. P. (2009). The Biology of Paternal Care in Human and Nonhuman Primates. *Annual Review of Anthropology*, 38(1):115-130.
- Foucault, M. [1966] (2001). *El nacimiento de la clínica. Una arqueología de la mirada médica*. Buenos Aires: Siglo XXI.
- Foucault, M. [1974-1975] (2000). *Los anormales*. Buenos Aires: FCE.
- Foucault, M. [1976] (1998). *Historia de la sexualidad I. La Voluntad de Saber*. México: Siglo XXI.
- Foucault, M. [1984] (2012). *Historia de la sexualidad. II. El uso de los placeres*. México: Siglo XXI.
- Foucault, M. [1984] (1987). *Historia de la sexualidad III. La inquietud de sí*. México: Siglo XXI.
- Gremillion, H. (2005). the Cultural Politics of Body Size. *Annual Review of Anthropology*, 34(1):13-32.
- Izugbara, C. & Undie, C. (2008). Who Owns the Body?: Indigenous African Discourses of the Body and Contemporary Sexual Rights Rhetoric. *Reproductive Health Matters*, 16:159-167.
- Izza, G. P. (2005). Antonio Gramsci y la antropología médica contemporánea . Hegemonía , " capacidad de actuar " (agency) y transformaciones de la persona. *Revista de Antropología Social*, 15-32.
- Lambeck, M. (2007). How do women give birth? In Astuti, R., Parry, J., & Stafford, C. (Eds.). *Questions of anthropology* (pp. 197-226). Oxford: Berghahn Books.
- Marks, J. (2013). The Nature/Culture of Genetic Facts. *Annual Review of Anthropology*, 42(1):247-267.
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- Marre, D. (2009). Los silencios de la adopción en España. *Revista de Antropología Social*, 19:97-126.
- Miller, N. (2007). Re-reading as a woman: the body practice. In Lock, M., & Farquhar, J. (Eds.). *Beyond the body proper: reading the anthropology of material life* (pp. 297-305). London: Duke University Press.

Morgan, L. M. (1989). When does life begin? A cross-cultural perspective on the personhood of fetuses and young children. In Doerr, E. & Prescott, J. (Eds.). *Abortion and Fetal "Personhood"* (pp. 97-114). Long Beach, CA: Centerline Press.

Rapp, R. (2001). Gender, body, biomedicine: how some feminist concerns dragged reproduction to the center of social theory. *Medical Anthropology Quarterly*, 15(4):466-77.

Reischer, E. & Koo, K. S. (2004). The Body Beautiful: Symbolism and Agency in the Social World. *Annual Review of Anthropology*, 33(1):297-317.

Samuelsen, H. & Steffen, V. (2004). The relevance of Foucault and Bourdieu for medical anthropology: exploring new sites. *Anthropology & Medicine*, 11(1):3-10.

Sennett, R. (1998). *The corrosion of character: the personal consequences of work in the new capitalism*. New York: Norton.

Severi, C. (2002). Memory, reflexivity and belief. Reflections on the ritual use of language. *Social Anthropology*, 10:23-40.

Strathern, M. (2004). The Whole Person and Its Artifacts. *Annual Review of Anthropology*, 33(1):1-19.

Strathern, A. & Pamela, S. (1998). Seeking Personhood: Anthropological Accounts and Local Concepts in Mount Hagen, Papua New Guinea. *Oceania*, nº 86:170-188.

Taylor, A. (1993). 'Remembering to forget: identity, mourning and memory among the Jivaro'. *Man* 28:653-78.

Recomended Audiovisuals

Almodóvar, P. (1997). *Carne trémula*. España, 101 min.

Bayona, J. A. (2012). *Lo imposible (The impossible)*. España, 107 min.

Branagh, K. (1994). *Frankenstein de Mary Shelley*. USA, 123 min.

Boileau, L. (2012). *Piel color miel*. Bélgica, 70 min.

Eastwood, C. (2002). *Deuda de sangre (Blood Work)*. USA, 115 min.

Fabiánová, D. (2010). *La luna en ti*. Eslovenia, 120 min. <http://vimeo.com/40773282> González Iñárritu, A. (2003). *21 gramos*. USA, 125 min.

Hormann, S. (2009). *La flor del desierto (Desert flower)*. UK, 120 min.

Kreuzpaintner, M. (2007). *Trade (El precio de la inocencia)*. USA, 120 min.

Lewin, B. (2012). *The sessions*. USA, 98 min.

Niccol, A. (1997). *Gattaca*. USA, 106 min.

Oshima, N. (1976). *El imperio de los sentidos (Ai no korîda)*. Japón, 100 min.

Pang Chun, O. & Pang, D. (2002). *The eye (Gin Gwai)*. Hong Kong, 98 min.

Stilson, J. (2009). *Good hair*. USA, 95 min.

Takabayashi, Y. (1982). *Irezumi, la mujer tatuada (The spirit of tattoo)*. Japón, 109 min.

TV series:

Ball, A. (2001-2005). *Six feet under*. Tv serie. USA, 5 temporadas de 12/13 episodios.

Fellowes, J. (2010-...). *Downton Abbey*. Tv serie. 2010. UK, 5 temporadas de 10 episodios cada una.

Gervais, R. (2019). *After Life*. Miniserie TV. UK, 1 temporada de 6 episodios.

Weiner, M. (2007-2015). *Mad men*. Tv serie. USA, 7 temporadas de 13 episodios cada una.

Documentals:

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