

**Socioanthropological Research and Intervention  
Perspectives**

Code: 43141  
ECTS Credits: 15

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

## Contact

Name: Miranda Jessica Lubbers

Email: MirandaJessica.Lubbers@uab.cat

## Teachers

Aurora González Echevarria

Maria Teresa Tapada Berteli

Montserrat Ventura Oller

Pepi Soto Marata

Maria Montserrat Clua Fainé

Jorge Grau Rebollo

Verena Stolcke

Miranda Jessica Lubbers

Diana Marre

Josep Lluís Mateo Dieste

Hugo Valenzuela García

## Use of Languages

Principal working language: spanish (spa)

## External teachers

Alice Van Der Bogaert

Begonya Enguix

Mónica Martínez Mauri

## Prerequisites

There are no prerequisites

## Objectives and Contextualisation

General objectives:

- To orient the investigation towards the understanding of the emerging processes of adaptation of culturally diverse communities.

- To know the epistemological and methodological problems that cross-cultural comparison entails.
- To know the value of ethnographic research for the design of interventions that help improve aspects of social life.

#### Objectives Projects I:

To train students in the logic and meaning of academic research and, specifically, to introduce them to all phases of the research process in social and cultural anthropology based on their research proposals and examples of completed and ongoing projects. The seminar combines work and immediate feedback in the classroom in group and individual tutoring in the middle and at the end of its development, with the aim of having each student complete the preparation of their research proposal.

### Competences

- Carry out ground-breaking, flexible research in anthropology by applying theories and methodologies and using appropriate data collection and analysis techniques.
- Carry out theoretical ethnographic research into anthropological topics linked to identity and transnationality.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- 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.
- Know the methodological and epistemological developments in the fields of anthropology research and social intervention in contexts of cultural diversity.
- 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.
- Work in teams, generating synergies in work environments where different people need to collaborate and coordinate themselves.

### Learning Outcomes

1. Apply the knowledge acquired to problem-solving in new or unfamiliar intervention contexts of applied anthropology.
2. Discern the differential use of cross-cultural ethnographic archives and inventories of codified ethnographic data.
3. Establish relationships and networks between persons in the context of research into diversity.
4. Identify cross-cultural ethnographic archives and their historical and current usefulness in anthropology research.
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 appropriateness of programmes for social intervention and/or cooperation and development in a specific social and cultural context.
7. Identify the dialectic between particularity and comparison that permeates the whole history of anthropology in theoretical ethnographic documents.
8. Identify the research methods used in specific ethnographic research projects.
9. Identify, in the work of an ethnographer, different outlooks corresponding to ethnic, class, gender and age inequalities and identities.
10. In ethnographic monographs, identify differences that correspond to national and ethnic knowledge contexts, from different gender perspectives.

11. Present conclusions from research work in anthropology.
12. Systematically link up concepts, and theories within the discipline that fit in with the specific ethnographic research context.
13. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.
14. Use social networking techniques to compile and analyse ethnographic data.
15. Work in coordination with other team members on the analysis of anthropological studies and on compiling and analysing ethnographic data.

## Content

The module is divided in 7 blocks:

Applied anthropology and public policies

*[Responsible lecturer: Dr. Teresa Tapada] (4 sessions, 8 hours)*

Session 1. General introduction. Basic concepts: applied anthropology, anthropology for the intervention of public policies, anthropology of public orientation and public anthropology

Session 2. Short history of applied anthropology: in Great Britain, in the US, and in Latin America

Session 3. Different areas of intervention: the area of urban policies, policies of ethnic and cultural diversity, international cooperation, fight against social exclusion, and others

Session 4. Conclusions: Can it be avoided? Reflections based on the obliged reading

Gender and classifications

*[Responsible lecturers: Dr. Montserrat Clua, Dr. Josep Lluís Mateo, and Dr. Montserrat Ventura] (10 sessions, 20 hours)*

Introduction to the course and to the systems of classification

Session 1. Feminisms. History of a relationship: social movements and feminist theories

Session 2. From Sodom to Queerland: the persistence of classification

Session 3. "Women are not born, they are made". Cultural representations of gender, sexualized bodies and sexualities

Session 4. Intersections. What does 'race' have to do with sex ... and class?

Session 5. Homo clonicus. "I do not think nature is a fixed thing"

Session 6. Sexual boundaries and the definition of social groups around gender

Session 7. Race, racialism and racism

Session 8. Ethnic categories in population censuses

Session 9. The caste system: the case of India

Session 10. *Mestizaje* and Humanity

Cultural dimensions of globalization

*[Responsible lecturer: Dr. Diana Marre] (7 sessions, 14 hours)*

Session 1: Globalization: key concepts and periods.

Session 2: Globalization: mass media and immigrations / mobilities

Session 3: Globalization: cultural dimensions

Session 4: Globalization, anthropology, culture

Session 5: Globalization, persons and objects

Session 6: Globalization: mobility and transnationalism

Session 7: Globalization: "Intimate Mobilities / Mobile Intimacies"

Work with professionals from other disciplines: nobody said it would be easy.

*[Responsible lecturer: Dr. Pepi Soto] (3 sessions, 6 hours)*

The block has a theoretical session and two sessions oriented to the discussion and analysis of two real cases. It will work with participatory dynamics in working groups for dialogue and reflection as well as for the elaboration of proposals and considerations.

Session 1. Theoretical approaches: Professionals and reflective specialists; the work in multidisciplinary teams from approaches oriented to the confluence of interests; sociocultural relations in professional contexts

Session 2. Case study 1. Presentation, discussion and analysis in working groups. Preparation of first considerations.

Session 3. Case study 2. Presentation, discussion and analysis in working groups. Preparation of proposals and final considerations.

Transcultural research and comparison

*[Responsible lecturers: Dr. Aurora González Echevarría and Dr. Jordi Grau Rebollo](5 sessions, 10 hours)*

Session 1. Classical hologeistic procedures

Session 2. Current hologeistic comparison

Session 3. From inductivism to heuristics

Session 4. (participative)

Session 5. Successive comparison

Ethnographies of urban poverty

*[Responsible lecturers: Dr. Hugo Valenzuela and Dr. Miranda Lubbers] (6 sessions, 12 hours)*

Theme 1. Concepts and theories about poverty in anthropology and the social sciences.

Theme 2. Ethnographies of poverty: Poverty as a polymorphic phenomenon.

Theme 3. Methodological and ethical reflections.

Theme 4. Readings and discussions - fragments of modern ethnographies of poverty.

Projects I: Design

*[Responsible lecturer: Dr. Miranda Lubbers] (10 sessions, 20 hours)*

Introduction. Types of research, models of projects and examples of processes of elaboration of proposals.

Preliminary phases I. From interests and intuitions to the formulation of research questions/hypotheses and the construction of research problems.

Preliminary phases II. Documentation, comparison and reflections based on multiple sources. From experience and personal equation to the justification of the proposal. Clarity, relevance and viability.

The formal phases of the elaboration of a proposal I: Positioning the proposal in a thematic area and the search for a perspective of research. The initial revision of the literature that justifies the concrete research proposal.

The formal phases of the elaboration of a proposal II: Setting realistic goals and initial methodological decisions. The choice of units of analysis and observation. Possible difficulties and limitations.

The formal phases of the elaboration of a proposal III: The review, assessment and selection of the techniques of data collection and analysis.

The formal phases of the elaboration of a proposal IV: The internal consistency between objectives, questions / hypotheses and methodology. Programming and complete revision of the proposal.

The formal phases of the elaboration of a proposal V: Identification and defense of the expected contribution and the scientific and social implications. Identification, formulation and resolution of ethical dilemmas of the research proposal. Recapitulation.

## **Methodology**

General characteristics:

- Lectures / master classes
  
- Reading and analysis of articles / reports of interest
  
- Presentation / oral exposition of assignments
  
- Individual tutorials
  
- Personal study
  
- Elaboration of assignments

Projects I:

Continuous work in the classroom in workshop format in which the individual project is being developed, combine

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures / master classes	93.75	3.75	5, 10, 7
Type: Supervised			
Individual tutorials	33.75	1.35	4, 8, 6
Presentation / Oral exposition of assignments	10	0.4	15, 13
Type: Autonomous			
Elaboration of assignments	50	2	1, 3, 14, 9, 15
Personal study	62.5	2.5	2, 8, 10, 12
Readings and analysis of articles/reports of interest	75	3	5, 8, 10, 6

## Assessment

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 students are required to assist at least 80% of each course 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 present module (Common Module 1), the general evaluation consists of a mandatory exposition for all students, the elaboration of a research design that forms the first step of the elaboration of the Master Thesis (TFM), following the indication explained in Projects I. The extent to which a student has acquired the competence to (1) propose a relevant and pertinent research problem; (2) conduct a search for bibliographical sources and use it appropriately; (3) define the object of study and the objectives of the investigation; (4) define a theoretical orientation within the discipline; (5) define a theoretical framework in function of the object and objectives; (6) delimit the studied group, define the unit of analysis and the units of observation; (7) explain the adopted method of case selection or sampling (if the type of work requires it); (8) propose and justify the techniques for the collection

and analysis of data adapted to the object and objectives of study. The deadline for the submission of the final paper is the 10th of February.

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 - delivered in person or 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 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)

### **Assessment Activities**

Title	Weighting	Hours	ECTS	Learning Outcomes
Assistance and active participation in class	20%	10	0.4	5, 4, 8, 9, 10, 6, 7, 12
Individual paper	50%	25	1	11, 13, 12
Submission of reports / assignments	30%	15	0.6	1, 2, 3, 14, 15, 12

## Bibliography

Applied anthropology and public policies

### Compulsory readings:

1. San Román T. (2006) ¿Acaso es evitable? El impacto de la Antropología en las relaciones e imágenes sociales. *Revista de Antropología Social*, 15, 373- 410 2.

One article to choose from:

- Sánchez Molina R. (2009) Introducción. Del colonialismo al transnacionalismo: contextos y aplicaciones de la Etnografía en la Antropología social y cultural, a Sánchez Molina, R. (ed.) *La Etnografía y sus aplicaciones. Lecturas desde la Antropología social y cultural*, Madrid, Editorial universitaria Ramón Areces, pp. 13- 54
- Shore C. (2010) "La antropología y el estudio de la política pública: reflexiones sobre la "formulación" de las políticas. *Antípoda, Revista de Antropología y Arqueología*, núm.10, enero- junio, 21- 49.

### Recommended readings:

- Benedict B. (1967) The Significance of Applied Anthropology for Anthropological Theory. *Man*, New series, 2, 4, December, 584- 592.
- Borofsky R. (2000) Public anthropology: where to, what next? *Anthropology News* 45: 9-10.
- Breese J. R, Richmond D. (2002) Applied Sociology and Service Learning: The Marriage of Two Movements. *Sociological Practice: A Journal of Clinical and Applied Sociology*, 4, 1, 5- 13.
- Bulmer M. (1985) Applied Sociology- There Are More Strings to Your Bow Than This. *Contemporary Sociology*, 14, 3, May, 304- 306.
- Cernea M. M. & Guggenheim, S. eds (1993) *Anthropological Approaches to Resettlement. Policy, Practice, and Theory*. USA: Westview Press.
- Chambers E. (1989) *Applied Anthropology: A Practical Guide*. Illinois: Waveland Press.
- Eddy E. M., Partridge W. L., eds. (1987) *Applied Anthropology in America*. New York, Columbia University Press.
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- Giménez, C. (ed.) (1999) *Antropología más allá de la academia: aplicaciones, contribuciones, prácticas e intervención social*. Santiago de Compostela: Federación de Asociaciones de Antropología del Estado Español FAAEE.
- Goldschmidt W. (ed.) (1979) *The Uses of Anthropology*. Washington, D.C., American Anthropological Association.
- Gouldner A. W. (1957) Theoretical Requirements of the Applied Social Sciences. *American Sociological Review*, 22, 1, February, 95- 102.
- Jabardo M., Monreal, P. & Palenzuela, P. (eds.) (2008) *Antropología de orientación pública: visibilización y compromiso de la antropología*. XI Congreso de Antropología de la FAAEE, Donostia, Ankulegi Antropologia Elkartea [en línea] . [Acceso 2- 7- 2014]
- Kuper A. (1973 [1973]) *Antropología y colonialismo*. En: *Antropología y antropólogos. La escuela británica 1922- 1972*. Barcelona, Anagrama, 123- 147.
- Leclerc G. (1973 [1972]) *Antropología y Colonialismo*. Madrid, Alberto Corazón.
- Monreal P. (1998) Los antecedentes históricos de la Escuela de Chicago. En: *Antropología y pobreza urbana*. Madrid, La Catarata, 19- 27.
- Okongwu, A. F. & Mencher, J.P. (2000) The anthropology of public policy: shifting terrains. En: *Annual Review of Anthropology*. Vol.29: 107- 124. - Rossi PH. (1980) The Presidential Address: The Challenge and Opportunities of Applied Social Research. *American Sociological Review*, 45, December, 889- 904.



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Gender and classifications

General bibliography:

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Butler, Judith. *Lenguaje, poder e identidad*. Madrid: Editorial Síntesis.

Descola, Philippe. 2005. *Par-delà nature et culture*. Paris: Gallimard.

Douglas, Mary. 1973 [1966]. *Pureza y peligro. Un análisis de los conceptos de contaminación y tabú*. Madrid: Siglo XXI.

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Pouillon, Jean. 1998. "Appartenance et identité". *Le genre humain*, 2, pp. 112-122.

Stolcke, V., *Sexualidad y racismo en la Cuba colonial. Intersecciones*. Barcelona: Edicions Bellaterra, 2017 (1era ed. 1992).

Ventura, M.; Mateo, J.L.; Clua, M. 2018. *Humanidad. Categoría o condición. Un viaje antropológico*. Barcelona: Edicions Bellaterra.

Ventura, Montserrat & Surrallés, Alexandre & Ojeda, Maite & Mateo, Josep Lluís & Martínez, Mónica & Kradolfer, Sabine & Domínguez, Pablo & Coello, Alexandre & Clua, Montserrat & Van den Bogaert, Alice & Stolcke, Verena. 2014. "Métissages: étude comparative des systèmes de classification sociale et politique", *Anthropologie et Sociétés*, 38:2, pp. 229-246.

Recommended readings:

Celigueta, G. "¿Mayanización, indigeneidad o mestizaje? Clasificaciones étnicas y diversidad en Guatemala". *Revista de Dialectología y Tradiciones Populares*, Vol 70, No 1 (2015) <http://rdtp.revistas.csic.es/index.php/rdtp/article/view/468/473>

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Patil, Prachi (2016), "Understanding sexual violence as a form of caste violence", *Journal of Social Inclusion*, Vol.7, nº1 (2016).

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Stolcke, Verena. "La mujer es puro cuento: la cultura del género," *Quaderns de l'Institut Català d'Antropologia*, sèrie monogràfics: A propòsit de cultura, nº. 19, (2003).

Cultural dimensions of globalization

#### Compulsory Readings:

1. Appadurai, A. 1996. *Modernity at Large. Cultural Dimensions of Globalization*. Minneapolis: Public World, Chapter 1: Here and now, p. 1-27. (Versión en castellano: Appadurai, A. [1996] 2001. *La modernidad desbordada. Dimensiones Culturales de la Globalización*. Buenos Aires: Fondo de Cultura Económica, Capítulo 1: Aquí y ahora, p. 17-41).

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2. Kopytoff, I. 1986. The cultural biography of things: commoditization as process, Appadurai, A. (ed.). *The social life of things. Commodities in cultural perspectives*. Cambridge: Cambridge University Press, p. 64-95. (Versión en castellano. Appadurai, A. [1986] 1991. *La vida social de las cosas. Perspectiva cultural de las mercancías*. México: Grijalbo, p. 89-125.

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3. Han, Byung-Chul (2018 [2005]). *Hiperculturalidad. Cultura y Globalización*. Barcelona: Herder.

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#### Recommended Readings:

- Appadurai, A. 1996. *Modernity at Large. Cultural Dimensions of Globalization*. Minneapolis: Public World.

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