

Ethnological Approach to Cultural Diversity

Code: 101279
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Josep Lluís Mateo Dieste
Email: JosepLluis.Mateo@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Jospe Lluís Mateo Dieste
Alice Marie-Sophie van den Bogaert

Prerequisites

There are no prerequisites

Objectives and Contextualisation

CONTEXTUALIZATION AND TRAINING OBJECTIVES OF THE SUBJECT

This is a first year course that develops the basic training to study Social and Cultural Anthropology and that corresponds to the basic subject 'basic concepts and fields of Anthropology'.

Introduction to the classic fields of Anthropology (economics, politics, kinship, religion) through specific ethnographic cases and a monograph, in order to provide a holistic approach to cultural diversity and to contrast with our sociocultural context and with other ethnographic examples.

Group 1. Ethnographic approach to cultural diversity. Maghreb

Professor. Josep Lluís Mateo Dieste

TRAINING OBJECTIVES:

Students will have to recognize and identify the complex and changing reality of the Maghreb populations, from the recent past to the current social situation, marked by processes of modernization, globalization and diaspora, and will receive the tools to deconstruct stereotypes on the otherness and its political uses. Students should be able to detect and analyze the central socio-cultural dimensions as well as the main changes and continuities of Maghreb societies in their main fields: economic and ecological, political and social organization, kinship relations, and symbolic, religious and ritual varieties. From here, ethnographic case studies will be presented, especially in the northern area of Morocco, and tools will be offered to analyze this area from a

dynamic point of view, considering the conflict over power, the construction of sexual inequalities and the impact of modernization processes (colonization, urbanization, emigration), in order to be able to interpret contemporary phenomena.

Group 2. Ethnographic approach to cultural diversity. South Asia and the Himalayas

Professor. Alice Van den Bogaert

TRAINING OBJECTIVES:

We will address cultural diversity and the role of ethnography in the study of human beings, discovering major issues of anthropology (kinship, religion, economics, politics, person and body) with concrete examples and in-depth case studies from South Asia and the Himalayas. This area of the world presents an immense linguistic, religious, political, and cultural diversity, which will allow us to delve into ethnography from classical and contemporary themes such as castes, Hinduism, shamanism, debt slavery, indigenous struggles or contemporary feminisms, among others.

Competences

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Respecting the diversity and plurality of ideas, people and situations.
- 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 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.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

Learning Outcomes

1. Analysing a contemporary fact from an anthropological perspective.
2. Applying the basic concepts of Social and Cultural Anthropology to the understanding of relationships between various societies and cultures.
3. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
4. Apprehending cultural diversity through ethnography.
5. Engaging in debates about historical and contemporary facts and respecting the other participants' opinions.
6. Identifying the sociocultural variability through ethnographic texts and audiovisual resources.
7. Interpreting the cultural diversity through ethnography.
8. Knowing and assessing the various processes of intercultural relationship.
9. Theoretically analysing ethnographic examples of cultural diversity in the fields of kinship, economy, politics and religion.
10. Using the basic concepts of Social and Cultural Anthropology for the understanding of relationships between various societies and cultures.
11. Using the ethnographic corpus in the cultural critique.

Content

Group 1. Ethnographic approach to cultural diversity. Maghreb

Professor. Josep Lluís Mateo Dieste

1. Introduction

Ethnocentrism and otherness.

Diversities: ethnicity, religion, class.

Doing Ethnography in the Maghreb

2. Economic relations and social organization

Agricultural and livestock systems in transition.

Exchange forms

The informal economy of the border

3. Power, kinship and social organization

The power of genealogy: state and tribe

Patrons and clients

Powers and counterpowers

4. Kinship and gender relations

Dimensions of kinship

Marriage and alliance

Notions of person and gender

5. Islam, text and popular religion

Religion, magic and symbolic systems

Popular Islam

Revitalization movements

Group 2. Ethnographic approach to cultural diversity. South Asia and the Himalayas

Professor: Alice Van den Bogaert

Introduction

The anthropological perspective and ethnographic techniques

Unity and diversity: the classifications and the construction of the other.

Compare: how and why. Ethnocentrism, universalism, relativism.

A brief socio-cultural introduction to South Asia and the Himalaya.

Economic systems

Agriculture, pastoralism, nomadism and other forms of economic systems.

Gift economies.

Socio-economic transformations: rural exodus, *green revolution*, tourism, cooperativism and development

Debt slavery (*Jajmani*, *begar*)

Migrant workers and diaspora

Political systems

Ideology of castes

Movements of the untouchables

Anti-caste movements

Indigenous tribes and struggles

Kinship systems

Construction of the person: embryology, body, fluids, food

Forms of marriage, dowry and bride price

Forms of family: monogamy, polygyny, polyandry, group marriage, Joint family

Rites of passage

Funeral rites and links to ancestors

Religion and beliefs systems

Hinduism, Islam, Jainism, Sikhism, Buddhism and Parsis.

Possession, animism and shamanism

Indian culture of multi-religiosity: Secularism versus secularism

Symbolic systems: Body, Gender, sexuality

Images of the body in the Hindu world

Relationships between humans and non-humans.

Gender in India: Third Sex, Traditional Images of Women in India, Indian Feminisms

Methodology

Teaching methodology:

Master classes with the support of the new information and communication technologies (NTIC).

Viewing and discussion of ethnographic documentaries.

Guidelines for the autonomous search of information.

Preparation of essays and text comments on bibliographic and audiovisual material (individual or group).

Training Activities:

Theoretical classes and discussion sessions oriented to audio-visual and written documents. Presentation and discussion of ethnographic cases and explanation of key concepts.

Ethnographic observation in small groups.

Comprehensive reading and discussion of texts, and analysis of audio-visual products

Individual study and discussion in a team prior to the presentation of work.

Elaboration of essays.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates on Audiovisual and texts	10	0.4	1, 3, 6, 7, 5
Master classes	40	1.6	9, 1, 3, 2, 8, 6, 7, 5, 4, 11, 10
Type: Supervised			
Individual and collective tutorials	10	0.4	3, 2, 6, 7
Type: Autonomous			
Preparation and presentation of essays	30	1.2	1, 3, 2, 6, 7, 5, 11, 10
Study and personal work	52	2.08	9, 8, 6, 7, 4, 10

Assessment

At the beginning of the course, a schedule will be presented with the dates of the evaluation tests and the specific content of the exercises. This information will be available in the respective Moodle group 1 and group 2. Regularly consultation of Moodle is required.

EVALUATION*

40%	Delivery of essays
20%	Presentations and participation
40%	Theoretical exams

- At the time of carrying out each assessment activity, the teacher will inform the students of the procedure and date of review of the qualifications.

- The student will receive the qualification of Non-evaluable if he/she has not submitted more than 30% of the assessment activities.

- In order to participate in re-assessment, students must have been previously evaluated in activities whose weight is equivalent to a minimum of 2/3 of the final qualification. And in order to qualify for the recovery of a failed exercise, a minimum grade of 2 must have been obtained.

- Activities excluded from re-assessment: non-presence during a visit, practice or presentation cannot be recovered.

- PLAGIARISM: In accordance with current regulations: In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given

a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

- In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of essays	40%	0	0	9, 1, 3, 2, 8, 6, 7, 4, 11, 10
Presentations and active participation in the classroom	20%	6	0.24	1, 2, 6, 7, 5, 10
theoretical exams	40%	2	0.08	9, 1, 3, 2, 6, 7, 11, 10

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Molina, José Luis, Valenzuela, Hugo. 2007. *Invitación a la antropología económica*, Barcelona, Edicions Bellaterra.

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San Román, Teresa. 1996. *Los muros de la separación. Ensayo sobre alterofobia y filantropía*, Madrid, Tecnos.

Group 1. Ethnographic approach to cultural diversity. The case of the Maghreb

Professor: Josep Lluís Mateo Dieste

- Monograph required to be read during the academic year: Rosander, Eva Evers. 2004 [1991]. *Mujeres en la frontera. Tradición e identidad musulmanas en Ceuta*. Barcelona, Edicions Bellaterra.

Basic Bibliography about Magreb

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(*General Work of reference recommended)

Group 2. Ethnographic approach to cultural diversity. South Asia and the Himalayas

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