

**Basic Principles of Social and Cultural Anthropology**

Code: 105790  
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	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

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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 Principles 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 Moodle is the space through which fundamental information of the course are notified (mentoring hours, changes of dates in the activities or scheduled deliveries, different incidences, novelties, etc. ). 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 from 14:45 to 16:45 and Fridays (arranged) from 10:15 to 12:15

It is suggested to carry out at least one individual tutorial during the first month of the course.

### About the writing assignments:

#### *Form and Formatting Aspects*

All written works 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.

#### *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.

## **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 activities

#### Activity 1: Commentary (30%)

Delivery of an essay of 500 words linking 3 of the 8 compulsory readings, that are not used to do the Activity 2.

#### 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 participant observation or/and audiovisual material chosen by the students, 2 readings to choose between the options proposed in this teaching guide, composed of a compulsory reading and an additional reading, and one extra reading freely chosen. Each reading option can be chosen by only 1 group of students.

This activity is divided in three deliveries:

- A script of the presentation showing the readings and the audiovisual material or participant observation chosen and the reasons why you chose them (20% of the qualification)
- Power point or prezzi of the oral presentation (10% of the qualification)
- Oral presentation (60% of the qualification divided in 40% grade assigned by the teaching staff and 20% grade assigned by the students through the co-evaluation)

#### Test (40%)

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

### Evaluation normativity

- 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.
- Once the subject has been passed, it cannot be subject to a new evaluation.
- 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 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. UAB documentation about "plagiarism" in: [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).

- 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.

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 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.

Evaluation in case of virtual teaching

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
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

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.

Degenen, C. (2018). *Cross-Cultural Perspectives on Personhood and the Life Course*. New York: Palgrave Macmillan.

- Digby, T. (1998). *Men doing feminism*. New York: Routledge.
- 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 si*. 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.
- Marre, D. (2009). We do not have immigrant children at this school, we just have children adopted from abroad": Flexible Understandings of Children's Origins". In Marre, D. & Briggs, L. (Eds.). *International Adoption: Global Inequalities and the Circulation of Children* (pp. 226-243). New York: New York University Press.
- 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.

#### Recommended 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 korída)*. 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:

Armengou, M. & Belis, R. (2002). Els nens perduts del franquisme. *Trenta minuts* (parte1). Televisió de Catalunya (TV3). <https://www.youtube.com/watch?v=zA3M-k-ckis>



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- Armengou, Montse i Ricard Belis (2012). *Torneu-me el fill!*. TV3.
- Armengou, M. & Belis, R. (2015). Els internats de la por. *Sense Ficció*. Televisió de Catalunya (TV3). <https://www.youtube.com/watch?v=ttAbGa789Hg>
- Armengou, M. & Belis, R. (2016). *Jo també vull sexe!* TV3, 60 min. (documentary)
- Armengou, M., Belis, R. & Elfa, A (2018). Desemparats. Sense ficció. Televisió de Catalunya (TV3). <http://www.ccma.cat/tv3/sense-ficcio/desemparats-miniserie-documental-dinvestigacio-sobre-les-retirades-de-me>
- Artigas et al. (2013) *Ciutat Morta*. <https://www.youtube.com/watch?v=QleFJqt0rqq>
- Carracedo, A. y Bahar, R. (2018). El silencio de los otros. (Espanya, 96').
- Centeno, A. & De la Morena, R. (2015). *Yes, we fuck!* Espanya, 60 min. (documentary)
- Das, V. (2012). *Fair? A documentary on the fair skin in India*: <https://www.youtube.com/watch?v=TT7x1BIEhY0>
- Franco, G. (2013). *Los años robados de Xavi. Una lucha por recuperar la identidad*. (Espanya, 45').
- Gómez, C. (2011). Badajoz, 1936. *Crónicas*. Televisión Española (TVE). (Espanya, 55 min.). <https://www.youtube.com/watch?v=sHIWuLRhFIs>
- Villegas, Ch. (2011). Congreso Internacional AFIN. Barcelona. Una mujer narra su historia sobre un embarazo y una 'donación' en el año 1971. <https://www.youtube.com/watch?v=9Ox361chsYM>