

**Identity, Difference and Inequality**

Code: 105808  
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OB	2	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: Maria Bruna Alvarez Mora  
Email: MariaBruna.Alvarez@uab.cat

### Use of Languages

Principal working language: catalan (cat)  
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 Identity, Diversity and Inequality is to offer a deep 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 specific overview of the discipline that analyzes: how diversity becomes inequality, its main areas of research and some of its applications in the contemporary world. It consists in 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 five subjects, a deep vision to anthropology as a discipline. Finally, it also aims to approach a way of looking at and analyzing 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.
- Formulate, argue and discuss your own and others' ideas in a respectful, critical and reasoned way.
- 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.

- Proposing corrective actions of the violences that trigger the types and degrees of discrimination on the basis of sex, gender and sexual orientation.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

## Learning Outcomes

1. Analyze theoretically ethnographic examples of cultural diversity in the fields of education, gender and inclusion-exclusion systems.
2. Compare the different theoretical approaches on the social structure with a gender perspective.
3. Define the concepts necessary to understand the social structure in terms of gender.
4. Distinguish the effects of the sex and gender variables in the empirical analyzes.
5. Identify situations of gender inequality in different areas (legal, labor, educational, family) and provide proposals for action to combat them.
6. Identify the mechanisms of gender inequality and its reproduction in non-western societies.
7. Identify the transcultural variability of the economic, kinship, political, symbolic and cognitive, educational and gender systems, and the anthropological theory to which they refer.
8. Make an inclusive use of language.
9. Prepare an organized and correct speech, orally and in writing, in the corresponding language.
10. Relate the most current debates around the different gender approaches with the social and historical context in which they arise.
11. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
12. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
13. Use the specific technical vocabulary and own interpretation of the required disciplines.

## Content

### Contents

The subject Identity, Diversity and Inequality is a deep approach to the study of the human socio-cultural variability, from a comparative perspective. Throughout the semester, the concepts identity, diversity and inequality will be analysed deeply: where they come from, how they become the main research area in Anthropology, and research and dissemination tools. 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. The concept of the person: us and the others

- The definition of a person
- Alterity in the Western History
- Emic / Etic perspective
- Performativity
- The influence of sex and sexuality at the concept of the person

Tema 2. Identity

- gaining identity: being born: the beginning of life

- "identity" lost / "identity" preservation: fertility preservation, gamete donation and reception.
- "identity lost": individual and social death

Topic 3: Normalities and abnormalities: the difference pathologized

- Normalities and abnormalities
- Sexual diversity
- Disable worlds
- Family Diversities
- Body Diversities
- Enhancement technologies of the body

Tema 4: Social organization of the diversities and inequalities

- biopolitics, governance and the politics of life itself
- stratification reproduction
- circulation of bodies and its parts

Topic 5: the dissemination of the anthropological research: tools for a better world

- Applied Anthropology
- Applied Anthropology in Reproduction: genetic and blood identities
- Applied Anthropology in Educative Communities: Sexuality, Childhood and Family Diversity

## **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 (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			
Discussion seminars about the compulsory readings	10	0.4	1, 2, 3, 4, 9, 8, 6, 7, 5, 12, 11, 10, 13
Lectures and practice	40	1.6	1, 2, 3, 4, 9, 8, 6, 7, 5, 12, 11, 10, 13
Readings	15	0.6	1, 2, 3, 6, 7, 12, 11, 10
Readings and written essays	20	0.8	1, 2, 3, 4, 9, 8, 6, 7, 5, 11, 10, 13
Type: Supervised			

Individual and grupal tutorials	2.5	0.1	2, 3, 12, 11
Type: Autonomous			
Study and personal work	20	0.8	1, 2, 3, 4, 9, 8, 6, 7, 5, 12, 11, 10, 13

## 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
Comments about compulsory readings (8) and guest speakers (4)	30%	12	0.48	1, 2, 3, 4, 9, 8, 6, 7, 5, 12, 11, 10, 13
Final exam	40%	18.5	0.74	1, 2, 3, 4, 9, 8, 6, 7, 5, 12, 11, 10, 13
Group presentations: readings and audiovisuals	30%	12	0.48	1, 2, 3, 4, 9, 8, 6, 7, 5, 12, 11, 10, 13

## Bibliography

### General References

- Bohannon, P. (1996). *Para raros, nosotros: Introducción a la antropología cultural*. Madrid: Ediciones Akal.
- Carrithers, M., Collins, S. & Lukes, S. (1985) (Eds.). *The category of the person. Anthropology, philosophy, history*. Cambridge: Cambridge University Press.
- Foucault, M. [1965] (2001). *El nacimiento de la clínica*. Madrid: Siglo XXI.
- Le Breton, D. [1990] (2002). *Antropología del Cuerpo y Modernidad*. Buenos Aires: Nueva Vision.
- Lewin, E. (2006). *Feminist Anthropology. A Reader*. Oxford: Blackwell.
- Lock, M., & Farquhar, J. (2007). *Beyond the body proper. Reading the anthropology of material life*. London: Duke University Press.

Moreras, J. (2019). *Socio-antropología de la muerte: Nuevos enfoques en el estudio de la muerte*. Tarragona: Publicacions URV. Disponible online:

Robben, A. (Eds.) (2018). *A Companion to the Anthropology of Death*. New Jersey: Wiley Blackwell.

#### Compulsory Reading by blocks:

Topic 1. The concept of the person: us and the others

Mauss, M. [1936] (1959). Sobre una categoría del espíritu humano: la noción de persona y la noción del 'yo'. En *Sociología y Antropología* (pp. 311-333). Madrid: Tecnos.

Foucault, M. [1981] (1990). Tecnologías del yo. En *Tecnologías del yo y otros textos afines* (pp. 45-95). Buenos Aires: Paidós.

Topic 2. Identity

Kaufman, S. R. & Morgan, L. M. (2005). The Anthropology of the Beginnings and End of Life. *Annual Review of Anthropology*, 34, 317-341.

Marre, D. (2014). Displaced children and stolen babies. State of exception, fear and public secrets in contemporary Spain. *American Anthropological Association Annual Meeting: Producing an anthropology of displaced childhoods*. Washington, 3 - 7 December 2014. Conference paper. Available at: [https://www.researchgate.net/publication/281104922\\_Displaced\\_children\\_and\\_stolen\\_babies\\_State\\_of\\_exceptio](https://www.researchgate.net/publication/281104922_Displaced_children_and_stolen_babies_State_of_exceptio)

Topic 3: Normalities and abnormalities: the difference pathologized

Goffman, E. (1963). Estigma e identidad social. En *Estigma. La identidad deteriorada* (pp. 11-55). Buenos Aires: Amorrortu.

Foucault, M. [1974-1975] (2000). Clase 19 de marzo de 1975. En *Los anormales* (pp. 269-297). Buenos Aires: FCE.

Topic 4: Social organization of diversity and inequality

Fassin, D. (2010). El irresistible ascenso del derecho a la vida. razón humanitaria y justicia social. *Revista de Antropología Social*, 19(1), 191-204.

Topic 5: the dissemination of the anthropological research: tools for a better world

San Román, B.; Gaggiotti, H. and Marre, D. (2015). ["You don't take anything for granted": using anthropology to improve services, practices and policies for adoptive families](#). *Annals of Anthropological Practices* 39(2): 205-220.

#### References grouping to choose to do Activity 2

**Option 1:** Topic 1. The concept of the person: us and the others

Mauss, M. [1936] (1959). Sobre una categoría del espíritu humano: la noción de persona y la noción del 'yo'. En *Sociología y Antropología* (pp. 311-333). Madrid: Tecnos.

Surallés, A. (2002). De la percepción en antropología. Algunas reflexiones sobre la noción de persona desde los estudios amazónicos. *Indiana*, 19-20: 59-72.

**Option 2:** Topic 1. The concept of the person: us and the others

Mauss, M. [1936] (1959). Sobre una categoría del espíritu humano: la noción de persona y la noción del 'yo'. En *Sociología y Antropología* (pp. 311-333). Madrid: Tecnos.

Irving, A. (2017). Detours and puzzles in the land of the living. Toward and imperiled anthropology. En *The Art of Life and Death. Radical Aesthetics and Ethnographic Practice* (pp. 69-102). Chicago: Hau Books.

**Option 3:** Topic 1. The concept of the person: us and the others

Foucault, M. [1981] (1990). Tecnologías del yo. En *Tecnologías del yo y otros textos afines* (pp. 45-95). Buenos Aires: Paidós.

Strathern, M. (2016). Sex and the concept of the person. En *Before and After Gender* (pp. 175-244). Chicago: Hau Books.

**Option 4:** Topic 1. The concept of the person: us and the others

Foucault, M. [1981] (1990). Tecnologías del yo. En *Tecnologías del yo y otros textos afines* (pp. 45-95). Buenos Aires: Paidós.

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

**Option 5:** Topic 2. Identity

Kaufman, S. R. & Morgan, L. M. (2005). The Anthropology of the Beginnings and End of Life. *Annual Review of Anthropology*, 34, 317-341.

Strathern, M. [1996] (2003). ¿Habilitar la identidad? Biología, elección y nuevas tecnologías reproductivas. En Hall, S. (Eds.), *Cultura e identidad cultural* (pp. 69-93). Buenos Aires: Amorrortu.

**Option 6:** Topic 2. Identity

Marre, D. (2014). Displaced children and stolen babies. State of exception, fear and public secrets in contemporary Spain. *American Anthropological Association Annual Meeting: Producing an anthropology of displaced childhoods*. Washington, 3 - 7 December 2014. Conference paper. Available at: [https://www.researchgate.net/publication/281104922\\_Displaced\\_children\\_and\\_stolen\\_babies\\_State\\_of\\_exceptio](https://www.researchgate.net/publication/281104922_Displaced_children_and_stolen_babies_State_of_exceptio)

Saidel, M. (2013). Más allá de la persona: lo impersonal en el pensamiento de Roberto Esposito y Giorgio Agamben. *Eikasia*, 51: 159-176.

**Option 7:** Topic 2. Identity

Marre, D. (2014). Displaced children and stolen babies. State of exception, fear and public secrets in contemporary Spain. *American Anthropological Association Annual Meeting: Producing an anthropology of displaced childhoods*. Washington, 3 - 7 December 2014. Conference paper. Available at: [https://www.researchgate.net/publication/281104922\\_Displaced\\_children\\_and\\_stolen\\_babies\\_State\\_of\\_exceptio](https://www.researchgate.net/publication/281104922_Displaced_children_and_stolen_babies_State_of_exceptio)

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

**Option 8:** Topic 3: Normalities and abnormalities: the difference pathologized

Goffman, E. (1963). Estigma e identidad social. En *Estigma. La identidad deteriorada* (pp. 11-55). Buenos Aires: Amorrortu.

San Román, B. (2015). De la dificultad de pensar la construcción de la identidad sin anclajes: la adopción transnacional en España. *Scripta Nova: Revista electrónica de Geografía y Ciencias Sociales*, 19(510-5): 741-798.

**Option 9:** Topic 3: Normalities and abnormalities: the difference pathologized

Foucault, M. [1974-1975] (2000). Clase 19 de marzo de 1975. En *Los anormales* (pp. 269-297). Buenos Aires: FCE.

Fassin, D. (2013). Discrimination. En *Enforcing Order: An Ethnography of Urban Policing*. (pp. 144-173).



**Option 10:** Topic 3: Normalities and abnormalities: the difference pathologized

Foucault, M. [1974-1975] (2000). Clase 19 de marzo de 1975. En *Los anormales* (pp. 269-297). Buenos Aires: FCE.

Russo, M.T. (2018). Belleza, naturaleza y artificio. Las utopías del cuerpo post-natural. *Sociología y Tecnociencia*, 8(1): 17-26.

**Option 11:** Topic 4. Social organization of diversity and inequality

Fassin, D. (2010). El irresistible ascenso del derecho a la vida. razón humanitaria y justicia social. *Revista de Antropología Social*, 19(1), 191-204.

Scheper-Hughes, N. (2005). El comercio infame: capitalismo milenarista, valores humanos y justicia global en el tráfico de órganos. *Revista de Antropología Social*, 14: 195-236.

**Option 12:** Topic 4. Social organization of diversity and inequality

Fassin, D. (2010). El irresistible ascenso del derecho a la vida. razón humanitaria y justicia social. *Revista de Antropología Social*, 19(1), 191-204.

Gremillion, H. (2005). The cultural politics of Body Size. *Annual Review of Anthropology*, 34: 13-32.

**Option 13:** Topic 4. Social organization of diversity and inequality

Fassin, D. (2010). El irresistible ascenso del derecho a la vida. razón humanitaria y justicia social. *Revista de Antropología Social*, 19(1), 191-204.

Rapp, R. (2013). Disability Worlds. *Annual Review of Anthropology*, 42: 53-68.

**Option 14:** Topic 4. Social organization of diversity and inequality

Fassin, D. (2010). El irresistible ascenso del derecho a la vida. razón humanitaria y justicia social. *Revista de Antropología Social*, 19(1), 191-204.

Martin, E. (1991). The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs*, 16(3): 485-501.

**Option 15:** Topic 5. The dissemination of the anthropological research: tools for a better world

Fassin, D. (2013). Conclusion. Democracy. En *Enforcing Order: An Ethnography of Urban Policing*. (pp. 215-223).

San Román, B.; Gaggiotti, H. and Marre, D. (2015). ["You don't take anything for granted": using anthropology to improve services, practices and policies for adoptive families.](#) *Annals of Anthropological Practices* 39(2): 205-220.

**Option 16:** Topic 5. The dissemination of the anthropological research: tools for a better world

López, M. (1999). La contribución de la Antropología al estudio de los desastres: el caso del Huracán Mitch en Honduras y Nicaragua.

San Román, B.; Gaggiotti, H. and Marre, D. (2015). ["You don't take anything for granted": using anthropology to improve services, practices and policies for adoptive families.](#) *Annals of Anthropological Practices* 39(2): 205-220.

**Option 17: Topic 5. The dissemination of the anthropological research: tools for a better world**

Carrasco, S.; Narciso, L.; Bertran, M. (2015). ¿Qué pueden hacer los centros públicos ante el abandono escolar prematuro? Las medidas de apoyo al alumnado a través de dos estudios de caso en Cataluña, *Profesorado. Revista de currículum y formación del profesorado*, 19 (3), 76-92.

San Román, B.; Gaggiotti, H. and Marre, D. (2015). ["You don't take anything for granted": using anthropology to improve services, practices and policies for adoptive families.](#) *Annals of Anthropological Practices* 39(2): 205-220.

#### 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.

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.

Hall, S. [1996] (2003). Introducción: ¿quién necesita identidad. En Hall, S. (Eds.), *Cultura e identidad cultural* (pp. 13-39). Buenos Aires: Amorrortu.

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.

Samuelson, 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 working 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.

#### Recommended audiovisuals

Almodóvar, P. (1997). *Carnetrémula*. 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.

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