

**Socioanthropological Research and Intervention  
Perspectives**

Code: 43141  
ECTS Credits: 15

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

### Teachers

Aurora González Echevarria  
Maria Teresa Tapada Berteli  
Pepi Soto Marata  
Maria Montserrat Clua Fainé  
Jorge Grau Rebollo  
Verena Stolcke  
Miranda Jessica Lubbers  
Clara Rubio Ros  
Claudio Milano  
Josep Lluís Mateo Dieste  
Hugo Valenzuela García

### External teachers

Alice Van Der Bogaert  
Begonya Enguix

### 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] (5 sessions, 10 hours)*

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

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

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

Theme 4. Conclusions: Can it be avoided? Reflections based on the compulsory reading

Gender and systems of classification

*[Responsible lecturers: Dr. Montserrat Clua, Dr. Josep Lluís Mateo, with the participation of Dra. Verena Stolcke, Dra. Alice van den Bogaert, Dra. Clara Rubio, Dra. Begonya Enguix] (10 sessions, 20 hours)*

1. Introduction to the course and to the systems of classification
2. Feminisms. History of a relationship: social movements and feminist theories
3. "Women are not born, they are made". Cultural representations of gender, sexualized bodies and sexualities
4. Intersections. What does 'race' have to do with sex ... and class?
5. Homo clonicus. "I do not think nature is a fixed thing"
6. From Sodom to Queerland: the persistence of classification
7. Sexual boundaries and the definition of social groups around gender
8. Youth, gender, migrations
9. Race, racialism and racism
10. The caste system: the case of India

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

*[Responsible lecturer: Dr. Pepi Soto] (5 sessions, 10 hours)*

The block will be developed over five sessions focused on debates, which will combine theoretical reflection and analysis of real cases.

Participatory dynamics will be proposed for dialogue and reflection as well as for the elaboration of descriptions, proposals and considerations.

Topics:

- Professionals, cultural subjects.
- Professionals, reflective specialists.
- Professionals in anthropology. Representations and practices.
- Multidisciplinarity, interdisciplinarity, transdisciplinarity.
- Working in multidisciplinary teams from approaches oriented to the confluence of interests.

Transcultural research and comparison

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

Unit 1. From the philosophy of science of the twenty-first century to the structural conception of theories

Unit 2. Hermeneutics as an ontology and as a methodology. Procedures of interpretation

Unit 3. Ethnographies as structural predicates that integrate relations between sociocultural structures, processes and meanings

Unit 4. Epistemological critique on anthropological knowledge

Submission of a guide for the individual reading and analysis of groups of texts that will be discussed collectively

Unit 5. Discussion of the following texts:

- Fragments of the article of A. González Echevarría, "Epistemología y métodos en Antropología: integración de métodos científicos y hermenéuticos y crítica epistemológica". *Revista de Antropología*, Universidad Nacional Mayor de San Marcos, Lima. Cuarta Época, año IV, nº 4, diciembre 2006: 11-40

- Fragments of the article of Boaventura de Sousa Santos, 2011, "Epistemologías del Sur", *Utopía y Praxis Latinoamericana* / Año 16. Nº 54 (Julio-Septiembre, 2011) Pp. 17 - 39. Universidad del Zulia. Maracaibo-Venezuela [This article exposes the principals epistemological theses of his book *Descolonizar el saber, reinventar el poder*, Uruguay, Ediciones Trilce, 2010. Both texts can be found via Google]

Ethnographies of urban poverty

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

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

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

Unit 3. Methodological and ethical reflections.

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

Anthropology of tourism

*[Responsible lecturer: Dr. Claudio Milano](4 sessions, 8 hours)*

Unit 1. Tourism as a field of study and anthropological research

Unit 2. Methodological and ethical reflections: the anthropologist as a tourist

Unit 3. Concepts, categories and theories in anthropology of tourism

Unit 4. The ethnography of tourism. From pilgrimage to contemporary tourist mobility practices

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 ideas, interests and intuitions to the formulation of research questions/hypotheses and the construction of research problems.

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

II: Setting realistic goals and initial methodological decisions. The choice of units of analysis and observation. Possible difficulties and limitations.

III: The review, assessment and selection of the techniques of case selection, data collection and analysis. Ensuring data quality.

IV: The internal consistency between objectives, questions / hypotheses and methodology. Programming and complete revision of the 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. Positionality. 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, combined with readings and exercises outside the classroom.

## 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, the extent to which students participate in classes, 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 indications explained in Projects I. It is evaluated to what extent each student has acquired the competence to (1) propose a relevant and pertinent research problem; (2) conduct a search for bibliographical sources and use them 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 5th of February.

Each lecturer determines the way in which papers are to be submitted (through the Campus Virtual, by e-mail) and informs students in the beginning of their block regarding the procedure and date of revision of grades. 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 tutor meeting with their lecturers throughout the course if they wish to clarify some point of the contents of the course.

It is essential to respect the deadlines.

General criteria: Following the evaluation regulations of studies at the UAB, the final qualification will be graded at a 0-10 scale with a single decimal. To pass the course, a minimum final grade of 5.0 is needed, as a result of the assessment procedure explained above. Students will receive the qualification "Not evaluable" if they have submitted less than 30% of the activities of evaluation. In exceptional, well justified cases, the Committee of the Master Program may propose an alternative procedure for the evaluation. 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. Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject. Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e., without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised. 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).

Evaluation in case of face-to-face evaluation is not possible: In the event that tests or exams cannot be taken on site, 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
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.
- Embree J. F. (1945) Applied Anthropology and Its Relationship to Anthropology. American Anthropologist, New Series, 47, 4, October - December, 635- 637.
- Ervin A. M. (2000) Applied Anthropology. Tools and perspectives for contemporary practice. USA: Allyn & Bacon.
- Fantova F. (2007) Repensando la intervención social. Documentación social, 147, 183- 198. Perspectives de Recerca i Intervenció Socioantropològica 2015 - 2016 6
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- Fox K. J. (1996) The Margins of Underdog Sociology: Implications for the «West Coast AIDS Project». Social Problems, 43, 4, Nov, 363- 386.
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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.
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Gender and systems of classification

General bibliography:

Amselle, Jean-Loup. 1999 [1990]. *Logiques métisses. Anthropologie de l'identité en Afrique et ailleurs*. Paris: Payot.

Butler, Judith. 1997. *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.

Douglas, Mary (comp.). 2013 [1973]. *Rules and meanings. The anthropology of everyday knowledge*. New York: Routledge.

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Mauss, Marcel; Durkheim, Émile. 1903. "De quelques formes primitives de classification. Contribution à l'étude des représentations collectives", *Année Sociologique*, nº 6, pp. 1-72.

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

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Ventura, Montserrat.; Mateo, Josep.Lluís.; Clua, Montserrat. 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:

Descola, Philippe. 2010. "Más allá de naturaleza y cultura", Bogotá: Jardín Botánico de Bogotá José Celestino Mutis, pp. 75-96.

Feixa, Carles. 1996. "Antropología de las edades", en Prat, J., A. Martínez (editores). *Ensayos de antropología cultural*. Barcelona: Editorial Ariel S.A.

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Mateo, Josep Lluís. 2006. "Amores prohibidos. Fronteras sexuales y uniones mixtas en el Marruecos colonial", Ana Planet (ed.), *Relaciones hispano-marroquíes. Una vecindad en construcción*, Madrid, Ediciones del Oriente y del Mediterráneo, pp. 128-159.

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

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

#### *Compulsory readings:*

Soto Marata, Pepi. (2014). Entre la profesión y la vida. Sujetos culturales, [docentes] y profesionales de la inmigración, en Blanco, C. (ed.) (2014) *Movilidad humana y diversidad social en un contexto de crisis económica internacional*. Madrid: Trotta, pp.213-233.

#### *Recommended readings:*

Andreu, Agustí; Bodoque, Yolanda et al. (eds.) (2014). *Periferias, fronteras y diálogos. Una lectura antropológica de los retos de la sociedad actual*. Tarragona: Publicacions URV.

Antona Rodríguez, Alfonso. (2014). La antropología *corpus* científico y profesional en la acción humanitaria en salud, en VV.AA. (2014) *Periferias, fronteras y diálogos. Actas del XIII Congreso de Antropología de la Federación de Asociaciones de Antropología del Estado Español*. Tarragona: Publicacions de la URV, pp.5008-5027.

Ardèvol, Elisenda y Lanzeni, Débora. (2014). Visualidades y materialidades de lo digital: caminos desde la antropología. *ANTHROPOLOGICA*, año XXXII, n.º 33, pp. 11-38.

Augé, Marc. (2007 [2006]). *El oficio de antropólogo. Sentido y libertad*. Barcelona: Editorial Gedisa.

Blanco, Cristina. (ed.) (2014). *Movilidad humana y diversidad social en un contexto de crisis económica internacional*. Madrid: Trotta.

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Díaz, Luis, Fernández, Óscar, Tomé, Pedro. (coord.) *Lugares, tiempos, memoria. La Antropología Ibérica en el Siglo XXI*. León: Universidad de Castilla-León.

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