

Social Intervention

Code: 43144
ECTS Credits: 15

Degree	Type	Year	Semester
4313769 Anthropology: Advanced Research and Social Intervention	OT	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

Name: José Luis Molina González
Email: JoseLuis.Molina@uab.cat

Use of Languages

Principal working language: spanish (spa)

Teachers

Silvia Carrasco Pons
Pepi Soto Marata
Silvia Graciela Álvarez Litben
Lucía Sanjuán Núñez
Adriana Rosa Kaplan Marcusán
Jordi Castellvi Girbau
Diana Marre
Laia Narciso Pedro

Prerequisites

There are no requirements.

Objectives and Contextualisation

This module is part of the specialization E3 "Sociocultural and environmental intervention".

Objectives:

- To know from a historical perspective applications of anthropology and theoretical debates related to these applications.
- To be able to apply anthropological knowledge in the design of projects of social intervention.
- To be able to propose projects of collaboration and intervention, as well as to present the obtained results to different audiences.
- To be able to collaborate interprofessionally in sociocultural intervention programs and programs of cooperation and development.

Competences

- Carry out ground-breaking, flexible research in anthropology by applying theories and methodologies and using appropriate data collection and analysis techniques.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
- 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.
- Make interpretations and relational explanations to assist in understanding specific ethnographic contexts.
- 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.

Learning Outcomes

1. Apply the knowledge acquired to problem-solving in new or unfamiliar intervention contexts of applied anthropology.
2. Choose research methods that fit the aim of understanding the population being studied and the social and cultural problems to be solved.
3. Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
4. Discern the type of comparative ethnographic studies to be made before the design of social intervention policies.
5. Identify associations, organisations and/or local leaders and assess their importance in intervention programmes.
6. Identify important elements in an interview, or in a particular ethnographic observation, that help to formulate judgments and reflect on social and ethical responsibilities in anthropology.
7. Identify the consequences of an intervention in the social and cultural systems of differentiation and stratification.
8. Integrate primary and secondary ethnographic data from varying sources.
9. Present conclusions and intervention proposals in the context of research
10. Systematically link up concepts, and theories within the discipline that fit in with the specific ethnographic context of an intervention.
11. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.

Content

- Analysis of the various proposals on theoretical and methodological guidelines in applied anthropology. Discussions on the various forms of intervention and its ethical implications.
- Specific training in social intervention in the areas of community, educational, socio, socio-environmental and social problems specific populations and intervention.
- Analysis of specific ethnographies that can offer guidance or models proposed in social interventions.

The module is divided into 6 thematic blocks.

Contents of the blocks:

Lifecycle and cultural practices: people, groups, stages

[Responsible lecturers: Dr. Diana Marre and Dra. Bruna Álvarez] (8 sessions, 16 hours)

- Construction of the lifecycle stages. Childhood, adolescence, youth and old age in anthropology.
- Person, Body, Family, Community and Society.
- 'Governability', 'discipline' and Rights.
- The social and economic value of different ages.
- Scientific disciplines, Application and intervention.

Education

[Responsible lecturer: Dr. Pepi Soto] (7 sessions, 14 hours)

- Fundamental concepts: education, cultural transmission, acquisition and cultural learning. The educational purpose. Between Spindler and Wolcott.
- Educational processes in non-educational contexts: educational issues to consider when planning interventions for socio-cultural change.
- About ethnographic intent. Reflections on ethnography for sociocultural change in education.
- People, neighborhoods, policies, organizations and educational resources. Some case studies.

The child and youth population affected by the migrations of globalization

[Responsible lecturer: Dr. Silvia Carrasco and Dr. Laia Narciso] (7 sessions, 14 hours)

- Adultcentrism and mobility regimes from a global, regional and local perspective
- From crisis to violence: minors, agency and care in the new family migration flows
- Unaccompanied minor boys and girls, stratification and perceptions of recipient societies
- Fleeing from conflict zones: refugee children and youth in the MENAT region and in Europe
- Comparative perspectives on migration and social integration (I)
- Comparative perspectives on migration and social integration (II)

Environment

[Responsible lecturer: Dr. Silvia Álvarez] (7 sessions, 14 hours)

- Conceptual clarification: concepts of sustainable and durable environment and development, the environment as a complex system, environmental rationality, relevance of the sociocultural field, plurimethodology for intervention, interdisciplinarity, action research.
- Models and instruments of intervention. Social actors, power relations, governance, participatory planning and social participation in environmental management.
- A critical view of environmental intervention programs in the case of Ecuador. Reappropriation of the public sphere to new dynamics of action through alternative policy instruments.

Female genital mutilation (FGM)

[Responsible lecturer: Dr. Adriana Kaplan] (7 sessions, 14 hours)

- Definition, context, geography, type and prevalence
- Life cycle and rites of passage. "Initiation without Mutilation"
- Debate between identity, health and human rights
- Methodological proposals for the prevention of FGM
- "Observatorio Transnacional de investigación aplicada a la transferencia del conocimiento para la prevención y atención de la MGF"
- Support to Primary Care points

Health

[Responsible lecturer: Dr. Lucía San Juan] (6 sessions, 12 hours)

- General concepts about health, health inequalities and anthropology of health.
- Factors involved in health care in intercultural contexts.
- Applied anthropological research in the field of health. Criticisms and proposals.
- Social health intervention. Criticisms and proposals

Anthropology of patrimonial interventions

[Responsible lecture: Jordi Castellví Girbau] (4 sessions, 8 hours)

- The processes of social construction of heritage.
- The patrimonial objects and the appropriations of meanings.
- The intervention in patrimony. Contexts and power relationships .

Methodology

The methodology is as follows:

- Lectures.
- Reading and analyses of papers / reports.
- Presentation or oral exposition of essays.
- Participation in complementary activities.
- Debates.
- Individual essay.

In the virtual campus, students have access to the whole documentation of each part of the course: teaching materials, programs, general bibliography and complementary information.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures, activities in small groups	93.5	3.74	1, 4, 7, 10, 2
Type: Supervised			
Tutorial activities	93.5	3.74	9, 3, 8, 11, 2
Type: Autonomous			
Individual study, elaboration of essays. Reading and analyses of reports	187	7.48	1, 9, 5, 6, 10, 2

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 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, 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.

Lifecycle and cultural practices: people, groups, stages: Elaboration of a case-study comment from one topic of the 1000-word block and an individual text of 2500 words maximum on 2 compulsory readings and 1 to choose.

Education: Critical comment about some of the required readings

- Space: Review of some of the texts proposed in the literature
- Environment: Reading and elaboration of a critical comment about two theoretical texts proposed in the literature
- Female genital mutilation (FGM): Review of some of the texts proposed in the literature
- Health: Review of some of the texts proposed in the literature
- Anthropology of patrimonial intervention: Critical comment about one of the suggested readings.
- Evaluation of the final paper for the module: Last, the grade obtained on a final paper constitutes the remaining 50% of the grade. In the case of the modules that make up the specializations (in particular, E1.1, E1.2, E2.1, E2.2 and E3.1), each student selects the course that is of major interest for his or her master thesis, from the set of courses that make up the module. The evaluation will be based on this course. The evaluation can consist of a larger essay of approximately 3,000 / 4,000 words, possibly in the format of an article, a review of a state of the art of a specific theme, or a paper that addresses a specific issue in the discipline on the basis of readings recommended by the lecturer of the course that the student has chosen for evaluation. The deadline for the submission of the final paper is the 10th of February.
 - Lifecycle and cultural practices: people, groups, stages: 4,000 words- paper as a maximum based on the compulsory readings, recommended ones and suggestions made to the students according to their specific subject of research.
 - Education: Essay based on the compulsory and recommended readings that relate to some aspect of the ongoing research project.
 - Space: The students can take one of two options: (1) Analytical exposition about the spatial or architectural environment in the Master thesis project of the student. The student must observe the use and practices of space, map them, apply techniques of spatial analysis explained in the course and analyse the collected data;(2) Theoretical exposition of a chosen concept, author, or focus that is of interest for the student.
 - Environment: Essay on policies, plans or programs of action in this area based on the basis of the required and recommended readings.
 - Female genital mutilation (FGM): Essay on the treatment of FGM in the media.
 - Health: Elaboration of a health intervention based on the cases discussed during the class.
 - Anthropology of patrimonial intervention: Analysis of a case of intervention.

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, 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 norms

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 "not assessable" 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Blocks assignments	30%	0	0	1, 9, 6, 11, 10, 2
Class attendance	20%	0	0	1, 3, 10
Individual essay	50%	1	0.04	1, 9, 4, 3, 5, 6, 7, 8, 11, 10, 2

Bibliography

Lifecycle and cultural practices: people, groups, stages

- *Alvarez, B., Malgosa, E., Marre, D. (in press). Strategies for ethnography about sensitive topics: a children's sexuality education program in Spain. In Pandelli, J., Gaggiotti, H., Sutherland, N., Eds. *Organizational Ethnography: An Experiential and Practical Guide*. London: Palgrave
- Burton, A. (1978). Anthropology of the young, *Anthropology & Education Quarterly* 9(1):54-70.
- Comas d'Argemir, D.; Marre, D.; San Román, B. (2016). La regulación política de la familia. Ideología, desigualdad y género en el Plan Integral de Apoyo a la Familia. *Política y Sociedad* 53(3).
- Crampton, A. (2013). Population Aging as the Social Body in Representation and Real Life, *Anthropology & Aging Quarterly* 34(3):100-112.
- Fetterolf, M. G. (2015). Personhood-Based Dementia Care: Using the Familial Caregiver as a Bridging Model for Professional Caregivers, *Anthropology & Aging. Journal of the Association for Anthropology & Gerontology*, 36(1): 82-100.
- *Hardman, C. (1973) 'Can There be an Anthropology of Children?', *Journal of the Anthropological Society of Oxford* IV: 85-99; reprinted in *Childhood* 8(4), 2001: 501-517.
- Hirschfeld, Lawrence (2002). Why Don't Anthropologists Like Children? *American Anthropologist* 104(2):611-627.
- Kavedzija, I. (2015). Frail, Independent, involved? Care and the Category of the Elderly in Japan, *Anthropology & Aging. Journal of the Association for Anthropology & Gerontology*, 36(1):62-81.
- Lesko, N. (1996). Desnaturalizing adolescence. The politics of contemporary representations, *Youth & Society* 28(2):139-161.
- Marre, D. De infancias, niños y niñas en Llobet, V. Comp. (2014). *Pensar la infancia desde América Latina: un estado de la cuestión*. Buenos Aires: Consejo Latinoamericano de Ciencias Sociales (CLACSO), pp. 9-25. (Colección Red de Posgrados en Ciencias Sociales). ISBN 978-987-1891-79-5.. ISBN: 978-84-376-2877-6.
- Moore, A. & Reynolds, P. (2018). *Childhood and Sexuality. Contemporary Issues and Debates*. London: Palgrave Macmillan.
- Robinson, K. (2013). *Innocence, knowledge and the construction of childhood: The contradictory nature of sexuality and censorship in children's contemporary lives*. New York: Routledge
- San Román, B.; Gaggiotti, H. & Marre, D. (2015). "You don't take anything for granted": using anthropology to improve services, practices and policies for adoptive families, Special Issue: The Role of Anthropology in Improving Services for Children and Families, *Annals of Anthropological Practice* 39(2) 2015-219.

- *Spyrou, S. (2011). The limits of children's voices: From authenticity to critical, reflexive representation. *Childhood*, 18(2), 151-165.

* Compulsory references

Education

Two compulsory readings:

- Giroux, H., & Penna, A. (1990). Educación social en el aula: la dinámica del currículo oculto. *Los profesores como intelectuales. Hacia una pedagogía crítica del aprendizaje. España, Paidós.*
- Wolcott, Harry (1993 [1985]). Sobre la intención etnográfica, en Honorio M. Velasco Maíllo, F. Javier García Castaño y Ángel Díaz de Rada (Eds.). *Lecturas de antropología para educadores. El ámbito de la antropología de la educación y de la etnografía escolar* (pp. 127-144). Madrid: Trotta.

Two key readings, especially for those who lack an anthropological background:

- Díaz de Rada, Ángel (2010) *Cultura, antropología y otras tonterías*. Madrid: Trotta.
- Spindler, George (1993 [1987]) "La transmisión de la cultura" a Velasco Maíllo, H.M., García Castaño, F.J., Díaz de Rada, Á., (eds.) *Lecturas de antropología para educadores. El ámbito de la antropología de la educación y de la etnografía escolar*. Madrid: Trotta, pp.205-242.

Migrations of the Globalization

- Carrasco, Silvia.; Narciso, Laia; Bertran, Marta. (2018). Neglected aspirations. Academic trajectories and the risk of ESL among immigrant and minority youth in Spain, in Ch. Timmermann, L. Van Praag & N. Clycq, eds., *Reducing Early School Leaving in the EU. A Quantitative and Qualitative Study*. London: Routledge, 164-182.
- Crul, M.; Lelie, F.; Biner, O.; Bunar, N.; Keskiner, E.; Kokkali, I.; Schneider, J.; Shuayb, M. (2019). How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon and Turkey, *Comparative Migration Studies*, 7 (10), 1-20.
- Fundamental Rights Agency (2020) *Children in Migration 2019. Annual Review*. European Commission. https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-children-in-migration_en.pdf
- Gimeno, Ch.; García de Cortázar, A., coords. (2019). *Las migraciones de jóvenes y adolescentes no acompañados: Una mirada internacional*. Universidad de Granada.
- Montero-Sieburth, M.; Mas-Giralt, R. (2020). *Family practices in migration: everyday lives and relationships*. London: Routledge (in press).
- Narciso, Laia; Carrasco, Silvia (2017). Mariama on the move. *Capital migratorio y segundas generaciones en la emigración juvenil española*, *Migraciones*, 43, 147-174.

Environment (two readings from the nine choices):

- Comas Argemir, Dolors (1998). *Antropología económica*. Editorial Ariel Barcelona
- Dourogenní, Axel (2000). *Procedimientos de gestión para el desarrollo sustentable*. Editorial de la CEPAL. Chile.
- Escobar, Arturo (1999). *El final del salvaje. Naturaleza, cultura y política en la antropología contemporánea*, CEREC-INCAN, Bogota.
- Escobar, Arturo (2000). *El lugar de la naturaleza y la naturaleza del lugar: globalización o posdesarrollo*, en: Andreu Viola (comp.) *Antropología del Desarrollo. Teorías y estudios etnográficos en América Latina*, Paidós eds, Barcelona.
- Gudynas, Eduardo (2009). *Seis puntos clave en ambiente y desarrollo*, en: *El Buen Vivir. Una vía para el desarrollo*, A. Acosta y E. Martínez (Comps), Abya-Yala, Quito.
- Leff, Enrique (1998). Prefacio y Cap.1 *Globalización, ambiente y sustentabilidad del desarrollo*, Deuda financiera, deuda ecológica, deuda de la razón, en: *Saber Ambiental. Sustentabilidad, racionalidad, complejidad, poder*, Siglo XXI editores, PNUMA, Madrid, Págs. 9-29.
- Leff, Enrique, Conferencia Central "Política y Educación Ambiental: el proceso educativo y la construcción de sustentabilidad" VI Congreso Iberoamericano de Educación Ambiental, San Clemente del Tuyú - Prov. de Buenos Aires - Argentina http://www.dailymotion.com/video/xbomsm_enrique-leff_webcam

- Martínez Alier, Joan (1998). Curso de Economía ecológica. Textos básicos para la formación ambiental, Editorial. Programa de las Naciones Unidas para el Medio Ambiente.
- Quintero, Rafael (2009). Las innovaciones conceptuales de la Constitución de 2008 y el Sumak Kawsay, en: El Buen Vivir. Una vía para el desarrollo, A. Acosta y E. Martínez (Comps), Abya-Yala, Quito, Págs. 75-91.

Female genital mutilation (two readings from the six choices):

- Gage AJ, Van Rossem R: Attitudes toward the discontinuation of female genital cutting among men and women in Guinea. *Int J Gynecol Obstet* 2006, 92(1):92-96.
- Kaplan Adriana, Hechavarría, Martín M, Bonhourel: Healthconsequences offemale genital mutilation/cutting in the Gambia, evidence into action. *Reproductive Health* 2011, 8:26.
- Kaplan Adriana, Moreno J, Pérez-Jarauta MJ: Mutilación Genital Femenina, Manual para Profesionales de Atención Primaria. PUAB 2010
- Kaplan-Marcusan Adriana, Torán-Monserrat P, Moreno-Navarro J, Castany Fàbregas MJ, Muñoz-Ortiz L: Perception of primary health professionals about female genital mutilation: from healthcare to intercultural competence. *BMC Health Services Research* 2009, 9:11.
- Simpson J, Robinson K, Creighton SM, Hodes D: Female genital mutilation: the role of health professionals in prevention, assessment, and management. *British Medical Journal* 2012, 14: 344.
- United Nations Children's Fund: *The Dynamics of Social Change Towards the Abandonment of Female Genital Mutilation/Cutting in Five African Countries. Innocenti Digest*. Florence: UNICEF Innocenti Research Centre; 2010. [http://www.unicef-irc.org/publications/pdf/fgm_insight_eng.pdf].

Health

- Benach, J., Muntaner, C. (2005). *Aprender a mirar la salud. ¿Cómo la desigualdad social daña nuestra salud?*. Venezuela, Instituto de Altos Estudios en Salud Pública "Dr. Arnoldo Gabaldon".
- Comelles, JM., Martínez, A. (1993) *Enfermedad, cultura y sociedad. Ensayo sobre las relaciones entre la antropología social y la medicina*. Madrid, Eudema.
- Comisión para reducir las desigualdades sociales en salud en España (2012) Propuesta de políticas e intervencions para reducir las desigualdades sociales en salud en España. *Gaceta Sanitaria*, 26, 2, 182-189.
- Departament de Sanitat i Seguretat Social, ed. (2002) *Carta de drets i deures dels ciutadans en relació a la salut i l'atenció sanitària*. Barcelona, Generalitat de Catalunya.
- Martínez, A. (2008). *Antropología médica. Teorías sobre la cultura, el poder y la enfermedad*. Barcelona, Anthropos.
- Menéndez EL. (2001) De la reflexión metodológica a las prácticas de investigación. *Relaciones. Estudios de historia y sociedad*, XXII, 88, 119-163).
- Observatorio de Desigualdades en Salud, ed. [En línea] página web <<http://www.ods-ciberesp.org/>> [Consulta, 20 de enero de 2015]
- OMS, ed. (2002). *Veinticinco preguntas y respuestas sobre salud y derechos humanos*. Ginebra, OMS, Serie de publicaciones sobre salud y derechos humanos, nº 1.
- Perdiguero, E., Comelles, JM. (2000) *Medicina y cultura. Estudios entre la antropología y la medicina*. Barcelona: Bellaterra.
- Pertíñez, J. (2010). La enfermedad de la doctora Pertíñez. En: Comelles, JM., et al., comps. (2010). *Migraciones y salud*. Tarragona: Publicacions de la Universitat Rovira i Virgili, 8-15.
- Ramírez, S. (2013). Usos y desusos del método etnográfico. Las limitaciones de las narrativas en el campo de la salud. En: Romaní O., ed. (2013) *Etnografía, técnicas cualitativas e investigación en salud: un debate abierto*. Tarragona: Publicacions de la Universitat Rovira i Virgili, 43-63.
- Romaní O., ed. (2013) *Etnografía, técnicas cualitativas e investigación en salud: un debate abierto*. Tarragona, Publicacions de la Universitat Rovira i Virgili.
- San Román, et al. (2012) Reflexiones en torno a la antropología aplicada. Experiencias al hilo de una investigación en antropología de la salud. *Revista de Antropología Experimental*, 12, 115-135.

Anthropology of patrimonial interventions

- Augé, Marc 2008 (2003). *El tiempo en ruinas*. Barcelona: Gedisa
- Clifford, James 2001 (1995). *Dilemas de la cultura*. Barcelona: Gedisa

- DDAA 2003 Antropología y patrimonio: investigación, documentación y intervención. Sevilla: Junta de Andalucía, Consejería de cultura.
- Duncan, Carol 2007 (1995). *Rituales de civilización*. Murcia: Nausíca
- Folch, Ramon; Josepa Bru (2017). *Ambient, territori i paisatge*. Barcelona: Barcino
- Frigolé, Joan (2007). "La producció cultural de lloc, memòria i terciarització de l'economia en una vall del Prepirineu" a: *Revista d'Etnologia de Catalunya*, núm.30
- Garcia Blanco, Angela (1999). *La exposición. Un medio de comunicación*. Madrid: Akal
- Garcia Canclini, Néstor (2010). *La sociedad sin relato. Antropología y estética de la inminencia*. Madrid: Katz
- Garcia Canclini, Néstor (1999). "Los usos sociales del patrimonio cultural" a: *AADD Patrimonio Etnológico: nuevas perspectivas de estudio*. IAPH Consejería de Cultura, Junta de Andalucía. p.16-33
- Geertz, Clifford. 2001 (1973) *La interpretación de las culturas*. Barcelona: Gedisa.
- Gómez Pellón, Eloy (2007). "El patrimonio cultural: memoria y imagen del grupo social" a: Lisón Tolosana, Carmelo 2007 *Introducción a la antropología social y cultural*. Madrid: Akal
- Hobsbawm, Eric (1988 [1983]). "Introducción" dins Hobsbawm, Eric C; Terence Ranger. 1988. *L'invent de la tradició*. Vic: Eumo
- Iniesta, Montserrat (1993). *Els gabinets del món. Antropologia, museus i museologies*. Barcelona: Pagès
- Lowenthal, David (1998 [1985]). *El pasado es un país extraño*. Madrid: Akal
- Paredes, J.A. (1999). "Algunes reflexions antropològiques sobre el multiculturalisme i les arts" a: *Revista d'Etnologia de Catalunya*. Núm.15
- Prats, Llorenç (1997). *Antropología y patrimonio*. Barcelona: Ariel
- Roca, Andrea (2008). "Los usos del tiempo en el espacio de un museo etnográfico" a: Roigé et al. (coord.) 2008 *El futuro de los museos etnológicos. Consideraciones introductorias para un debate*. Donostia: Ankulegi Antropologia Elkarte
- Shiner, Larry (2004 [2001]). *La invención del arte*. Barcelona: Paidós
- Tausiet, María (2013). *El dedo robado. Relíquias imaginarias en la España moderna*. Madrid: Abada