

Research Seminar

Code: 43145
ECTS Credits: 12

Degree	Type	Year	Semester
4313769 Anthropology: Advanced Research and Social Intervention	OB	0	2

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

Maria Teresa Tapada Berteli

José Luis Molina González

Miranda Jessica Lubbers

Teresa Habimana Jordana

Dan Rodríguez García

Beatriz Ballestin Gonzalez

External teachers

Cristina Rodríguez Reche

Por asignar

Prerequisites

There are no prerequisites

Objectives and Contextualisation

This module is part of the common modules to be taken by all students of the Master degree program, regardless of the specialty they are studying. It is taught in the second semester.

General objectives:

- To know the different strategies, traditions, methodologies and specific techniques that are used for the analysis of the results obtained, both qualitative and quantitative, and the existing computer programs.
- To expose in a narrative way the results of the investigation according to the critical canons of the discipline, taking into account the diverse audiences to which it is addressed.

Objectives of Projects II: Scientific Communication:

To provide guidance to Master students that allow them to understand the role and style of scientific communication in anthropological work and develop their own writings. It focuses primarily on lectures in conferences and conferences, scientific articles, and research proposals, but also describes other types of communication.

Objectives of Methodology for Data Analysis:

This block provides knowledge about the different methodologies (qualitative and quantitative) for the analysis of socio-scientific data, their potentialities and limitations, as well as training with the use of computer programs that help with these tasks

Objectives of Social Network Analysis:

This block provides the foundations of social network analysis, a set of theories and methodological techniques used in anthropology and social sciences.

Objectives of International Migration and Mixedness:

The general objective of this short course is to offer basic theoretical-methodological tools to be able to understand and approach in an organized way the analysis of this reality. This course will address concepts, typologies, theories, stages and fundamental trends of international migration, with an emphasis in the resulting realities and processes of mixedness.

The specific objectives of the course are:

1. To familiarize with the fundamental concepts and typologies and the main explanatory theories of migrations
2. To address the fundamental stages, patterns and current trends of international migration
3. To approach key trends in immigration management and diversity
4. To develop a comprehensive perspective analysis, reflective and critical, on the migratory phenomena, necessary to be more rigorous with the evaluation of the information obtained from different sources of information on migration issues

Objectives of Research Laboratory:

To discuss theoretical and / or methodological advances of the research for the Master theses (TFM) by thematic areas, in order to mature the partial results in the light of the disciplinary landscape. Students are expected to present their work in one of the seminars and participate actively in the other discussion sessions.

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.
- Continue the learning process, to a large extent autonomously
- Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
- Make interpretations and relational explanations to assist in understanding specific ethnographic contexts.
- Use information and communication technologies efficiently to acquire, create and spread knowledge.

Learning Outcomes

1. Choose and suitably combine the different techniques for compiling and analysing data in an anthropological research project.

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. Evaluate the social and cultural appropriateness of survey questionnaires used in small- and large-scale investigations.
5. Present conclusions from research work in anthropology.
6. Propose the appropriate theoretical-methodological intervention or research design for the chosen ethnographic context of an anthropological study.
7. Under the supervision of tutors, carry out all the stages of a research project and/or an intervention (documentation, reflection, analysis of data and writing) in the context of the anthropology master's dissertation.
8. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.
9. Use the procedures of qualitative information and content analysis.

Content

The module is divided in five thematic blocks:

1. Projects II: Scientific Communication

[Responsible lecturer: Dr. Miranda Lubbers] (8 sessions, 16 hours)

Theme 1. Introduction: Scientific communication; The role of communication in research and the scientific career; Different types of communication; General aspects (collaboration, ethics, gender).

Theme 2. Preparation of a conference presentation: Reasons for participation in conferences; Types of conferences; Calls for papers/posters; Types of contributions; Elaboration of an abstract/poster/presentation: Structure, contents, style; Process of evaluation.

Theme 3. Preparation of a scientific article or text: Reasons to write scientific papers; Types of academic journals; Selection of a journal; Types of papers; Elaboration of a paper/TFM: Structure, contents, style. The peer review system.

Theme 4. Preparation of ethnographic texts: Introduction to ethnographic writing; Elaboration of an ethnographic text: Structure, contents, style; Common conventions; Ethnographic detail: Persons, places, events, dialogue.

Theme 5. Preparation of a grant proposal: Types of grants; Finding opportunities for grants; Understanding the prerequisites of a call; Elaboration of a proposal: Structure, contents, style; Process of evaluation.

Theme 6. Conclusion.

2. Methodology for the Analysis of Data

[Responsible lecturers: Dr. Beatriz Ballestin & to be determined] (8 sessions, 16 hours)

Theme 1. Introduction to qualitative and quantitative analysis (B. Ballestin)

Theme 2. The analysis of qualitative data: Transcription, the process of coding and treatment of information. (B. Ballestin)

Theme 3. Analytical approaches: Discourse analysis, content analysis, grounded theory (B. Ballestin)

Theme 4. Software for the analysis of qualitative data: Introduction and workshop (TBD)

Theme 5. Descriptive quantitative analysis: Introduction and workshop (TBD)

3. Social Network Analysis

[Responsible lecturer: Dr. José Luis Molina] (8 sessions, 16 hours)

Theme 1. Presentation of the course. Introduction. Origins. Basic principles of social media analysis. Relational data management.

Theme 2. Elementary definitions: Density. Distance. Centrality. Cohesion. Positions and structures.

Theme 3. Social media analysis workshop (I). Sociocentric or "whole" networks.

Theme 4. Social network analysis workshop (II). Social Media.

Theme 5. Social media analysis workshop (III). Personal networks.

Theme 6. Analysis of substantive issues.

Theme 7. Participant's presentations and conclusions.

4. International Migration and Mixedness

[Responsible lecturer: Dr. Dan Rodríguez, Cristina Rodríguez Reche, and Teresa Habimana Jordana] (6 sessions, 12 hours)

Session 1. Fundamental concepts about migration

Session 2. Theories, types and stages of international migration

Session 3. Trends in international migration: mobility and control. Refugees

Session 4. Models and keys in migration management. Current debates

Session 5. Migration and processes of mixedness

Session 6. Second generations and mixedness

5. Research Laboratory

[Responsible lecturer: Dr. Teresa Tapada] (6 sessions, 12 hours)

1 Preparatory session: 2 hours

5 Group Discussion sessions: 2 hours/session

Methodology

Lectures, master classes and training sessions

Reading and analysis of articles / reports of interest

Presentation / oral presentation of works

Participation in complementary activities and assignments

Debates

Tutorials

Personal study

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Lectures, master classes and training sessions	70	2.8	4, 2
Type: Supervised			
Individual and/or group tutorials (face-to-face or virtual)	40	1.6	1
Presentation / Oral exposition of assignments, Tutorials	10	0.4	3
Type: Autonomous			
Elaboration of assignments, Assistance and active participation in class, Individual Essays, Submission of assignments and reports	130	5.2	5, 7, 6, 8

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, and 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 other activities. The deadlines for these activities are indicated by the lecturers. Jointly, the evaluations for the different courses that make up the module (30%) and the active participation in these courses (20%) constitute 50% of the final grade of the module.
- 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 Research Seminar modules (Common Module II), the final individual paper of the module consists in the elaboration of a partial text of the TFM or an academic paper. The academic style, clarity, coherence, and fluency of the argument are evaluated, as well as the logic of structuring logic of the text. In addition, students must show that they know how to make proper use of citations, as a clarifying resources, for provide greater precision and detail, avoiding paraphrases. The basis of this final paper are the classes of Projects II, which takes as a starting point the final work of the first Common Module and the work in progress for the Master thesis. The deadline for the submission of the final paper is the 18th of June 2021.

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.

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	2
Individual essay	50%	25	1	5, 7, 6, 8
Submission of reports and assignments	30%	15	0.6	4, 3, 1, 9

Bibliography

Projects II: Scientific Communication

Main text:

Brown, Shan-Estelle (2016). *Writing in Anthropology: A Brief Guide*. New York: Oxford University Press.

Bibliografía recomendada:

Anholt, Robert R. H. (2005). *Dazzle 'em with style. The art of oral scientific presentations*. Elsevier Academic Press: Burlington USA.

Becker, Howard (2013). *Manual de escritura para científicos sociales. Cómo empezar o terminar una tesis, un libro o un artículo*. Siglo XXI; Edición 1.

Belcher, Wendy L. (2010) *Cómo escribir un artículo académico en 12 semanas: Guía para publicar con éxito*. México DF: FLACSO México.

Boellstorff, Tom (2008) How to Get an Article Accepted at American Anthropologist (or Anywhere). *American Anthropologist* 110, no. 3 (August): 281- 83.

Boellstorff, Tom (2010) How to Get an Article Accepted at American Anthropologist (or Anywhere), Part 2. *American Anthropologist* 112, no. 3 (August): 353- 56.

Ghodsee, Kristen (2016). *From notes to narrative: Writing ethnographies that everyone can read*. The University of Chicago Press.

Krathwohl, David R. & Nick L. Smith (2005). *How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences*. Syracuse University Press: New York.

Mewburn, Inger, Firth, Katherine, & Lehmann, Shaun (2018). *How to fix your academic writing trouble. A practical guide*. London: Open University Press.

Narayan, Kirin (2012). *Alive in the writing. Crafting ethnography in the company of Chekhov*. The University of Chicago Press.

Silverman, Sydel (1991). Writing Grant Proposals for Anthropological Research. *Current Anthropology*, 32(4), 485-489.

Van Maanen, John (2011). *Tales of the Field: On Writing Ethnography*. 2nd ed. Chicago: Chicago University Press.

Web resources:

Academic phrasebank of the University of Manchester: <http://www.phrasebank.manchester.ac.uk/>

La serie de blog posts de Jari Saramäki "self-help series on writing paper for PhD students" en su blog "It's Complex": <https://jarisaramaki.fi/2017/04/28/why-can-writing-a-paper-be-such-a-pain/>

The USC Writing Center's writing guide "Organizing your social sciences research paper": <http://libguides.usc.edu/writingguide>

Methodology for Data Analysis

Compulsory readings:

1. Ruiz Olabuénaga, José Ignacio (2007). *Metodología de la investigación cualitativa*. Bilbao: Universidad de Deusto.
2. Cea D'Ancona, María Angeles (2012). *Fundamentos y aplicaciones en metodología cuantitativa*. Madrid: Síntesis, 377-384.

Recommended readings:

1. Hammersley, Martyn, & Atkinson, Paul (2010). *Etnografía. Métodos de investigación*. Barcelona: Ediciones Paidós.
2. Ballestin, Beatriz, & Fàbregues Feijóo, Sergi (2018). *La práctica de la investigación cualitativa en ciencias sociales y de la educación*. Editorial UOC.
3. Friese, Susanne (2014). *Qualitative Data Analysis with Atlas.ti*. Second Edition. London UK: Sage Publications.
4. Bernard, Russell H. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. Plymouth, UK: Altamira Press.

Social Network Analysis

Compulsory readings:

Molina, José Luis (2011). Los cambios culturales provocados por el software social. *Lychnos* 7(4): 64-69. <http://www.fgcsic.es/lychnos/es_ES/articulos/los_cambios_culturales_provocados_por_el_software_social> [Acceso : 19-4-2013].

McCarty, Christopher & José Luis Molina (2014). "Social Network Analysis". In: Bernard, H. R., & Gravlee, C. C. (Eds). *Handbook of methods in cultural anthropology* (Vol. 36). Lanham: Rowman & Littlefield. <https://doi.org/10.5860/CHOICE.36-4846>

Recommended readings:

Adler-Lomnitz, Larissa (1975). *Cómo sobreviven los marginados*. Madrid: SigloXXI.

Borgatti, Stephen P., Everett, Martin G., & Johnson, Jeffrey C. (2013). *Analyzing social networks*. Thousand Oaks, Calif.: Sage Publications.

Lubbers, Miranda J., & Molina, José Luis (2013). El proceso de la reconstrucción de la red personal de los inmigrantes: una descripción longitudinal. *Empiria. Revista de Metodología de Ciencias Sociales*, 26, 63-88. <https://doi.org/10.5944/empiria.26.7153>

Lubbers, Miranda J., Verdery, Ashton M., & Molina, José Luis (2018). Social Networks and Transnational Social Fields: A Review of Quantitative and Mixed-Methods Approaches. *International Migration Review*, 54(1), 177-204. <https://doi.org/10.1177/0197918318812343>

McCarty, Christopher, Lubbers, Miranda J., Vacca, Raffaele, & Molina, José Luis (2019). *Conducting Personal Network Research: A Practical Guide*. New York: Guilford Publishers.

Molina, José Luis (2001). *El análisis de redes sociales. Unaintroducción*. Barcelona: Edicions Bellaterra.

International Migration and Mixedness

BIBLIOGRAFIA OBLIGATORIA (* lecturas antes del inicio del curso):

* Arango, Joaquín (2003) "La explicación teórica de las migraciones: luz y sombra", *Migración y Desarrollo*, 1: 1-29. <http://meme.phpwebhosting.com/~migracion/modules/ve1/JoaquinArango.pdf>

* de Haas, Hein; Castles, Stephen; Miller, Mark (2020) "Introduction". In *The Age of Migration: International Population Movements in the Modern World*, 6th edn. Hampshire, UK: Palgrave Macmillan, pp. 1-20.

https://www.macmillanihe.com/resources/sample-chapters/9781352007121_sample.pdf

CAST (2004): http://biblioteca.diputados.gob.mx/janium/bv/ce/scpd/LIX/era_mig.pdf

Rodríguez García, Dan (2006) "Mixed Marriages and Transnational Families in the Intercultural Context: A Case Study of African-Spanish Couples in Catalonia, Spain". *Journal of Ethnic and Migration Studies*, 32 (3): 403-433.

https://www.researchgate.net/publication/237812649_Mixed_Marriages_and_Transnational_Families_in_the_Inte

Rodríguez-Reche, Cristina; Rodríguez-García, Dan (2020) "El estigma de la musulmanidad: visibilidad percibida y racismo en hijas de parejas mixtas con padre/madre de origen magrebí en Barcelona y Granada." *Perifèria, revista de recerca i formació en antropologia*, 25 (1): 4-27. <https://doi.org/10.5565/rev/periferia.723>

BIBLIOGRAFIA COMPLEMENTARIA

Blanco, Cristina (2000) *Las migraciones contemporáneas*. Madrid: Alianza.

Bogue, Ronald (2004) "Apology for Nomadology", *Interventions: International Journal of Postcolonial Studies*, 6 (2): 169-179.

Brettell, Caroline; Hollifield, James (2008) *Migration Theory: Talking Across Disciplines*. New York: Routledge, 2nd ed.

Brotherton, David; Kretsedemas, Phillip (2018) *Immigration Policy in the Age of Punishment: Detention, Deportation, and Border Control*. New York: Columbia University Press.

Checa, Francisco, Checa, Juan Carlos.; Arjona, Ángeles (eds.) (2007) *Migración y derechos humanos*. Barcelona: Icaria.

Cohen, Robin (2008) *Global Diasporas*. Abingdon: Routledge.

Cresswell, Tim (2006) *On the move. Mobility in the modern western world*. Nueva York: Routledge.

Faist, Thomas (2013) The mobility turn: a new paradigm for the social sciences?", *Ethnic and Racial Studies*, 36 (11): 1637-1646.

Giménez, Carlos (2003) *Qué es la inmigración*. Barcelona: Integral.

Glick Schiller, Nina; Salazar, Noel (2013) "Regimes of Mobility Across the Globe", *Journal of Ethnic and Migration Studies*, 39 (2): 183-200.

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IOM (2020) *Informe sobre las migraciones en el mundo 2020*. <https://www.iom.int/wmr/es/2020>

Fassin, Didier (2011) "Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times", *Annual Review of Anthropology*, 40: 213-226.

King, Russell (ed.) (2001) *The Mediterranean Passage. Migration and New Cultural Encounters in Southern Europe*. Liverpool: Liverpool University Press.

Koser, Khalid (2007) *International Migration: A Very Short Introduction*. Oxford: Oxford University Press.

Livi-Bacci, Massimo (2012) *Breve historia de las migraciones*. Madrid: Alianza Editorial.

Massey, Douglas; Arango, Joaquín; Hugo, Graeme; Kouaouci, Ali; Pellegrino, Adela; Taylor, Edward (eds.) (2009) *Worlds in Motion: Understanding International Migration at the End of the Millennium*. New York: OUP.

Nair, Sami (2006) *Y vendrán. Las migraciones en tiempos hostiles*. Barcelona: Bronce.

Rodríguez García, Dan (2010) *Retos y tendencias en la gestión de la inmigración y la diversidad en clave transatlántica*. Documentos CIDOB Migraciones, 21. Barcelona: Fundación CIDOB.
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Rodríguez García, Dan (2010) "Beyond Assimilation and Multiculturalism: A Critical Review of the Debate on Managing Diversity", *Journal of International Migration and Integration*, 11 (3): 251-271.

Rodríguez-García, Dan, Solana, Miguel, Ortiz, Anna, Ballestín, Beatriz (2020) "Blurring of Colour Lines? Ethn racially Mixed Youth in Spain Navigating Identity". *Journal of Ethnic and Migration Studies*.
<https://www.tandfonline.com/doi/full/10.1080/1369183X.2019.1654157>

Rodríguez-García, Dan (2016) "Avances en el estudio de la 'mixticidad': Contrastando la relación entre uniones mixtas e integración social". *Revista UAB Divulga: Barcelona Investigación e Innovación*. Artículos - Avances Investigación - Antropología, 11 de abril de 2016. <https://ddd.uab.cat/record/150377>

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Vertovec, Steven (2010) *Transnationalism*. London: Routledge.

Vargas-Silva, Carlos (ed.) (2012) *Handbook of Research Methods In Migration*. Northampton, MA: Oxford University Press.

Webgrafía

- International Organization for Migration (IOM): <http://www.iom.int/>
- Global Migrant Origin Database - Interactive Map: <http://migrationsmap.net>
- United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org>
- Immigration Data Hub - MPI: <http://www.migrationinformation.org/datahub/>
- Migrant Integration Policy Index: <http://www.mipex.eu/>
- The Age of Migration (Castles and Miller) - Website: <http://www.age-of-migration.com/>
- Stories behind a line (interactive individual migration trajectories): <http://www.storiesbehindaline.com/>
- EU Immigration Portal - European Commission: <http://ec.europa.eu/immigration/>

- Instituto Nacional de Estadística (INE): www.ine.es
- Institut d'Estadística de Catalunya (Idescat): www.idescat.cat
- Mixed-race Studies: <http://www.mixedracestudies.org>