

**Introduction to Social and Cultural Anthropology**

Code: 100010  
ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	FB	1	1
2500240 Musicology	FB	1	1
2500241 Archaeology	FB	1	1
2500246 Philosophy	FB	1	2
2500501 History	FB	1	2
2502758 Humanities	FB	1	2
2503710 Geography, Environmental Management and Spatial Planning	FB	1	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.

## Errata

The percentages reported in the Evaluation section are wrong, the correct ones are those in the final table that reports on the evaluation activities.

## Contact

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## Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: Yes

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: Yes

## Teachers

Jordi Castellvi Girbau

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Maria Bruna Alvarez Mora

Gabriela Poblet Denti

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Paula Escribano Castaño

Laura Fontana Sierra

Alice Marie-Sophie van den Bogaert

## External teachers

A determinar

Jason Hickel

## Prerequisites

This course has no prerequisites.

## Objectives and Contextualisation

The Introduction to Social and Cultural Anthropology (6 ECTS) is a subject considered UAB Basic Training, scheduled for the first year of following undergraduate programs: Archeology (Group 1, 1st semester), Musicology (Group 2, 1st semester), History of Art (Group 3 and 4, 1st semester), Humanities (Group 5, 2nd semester), Philosophy (Group 6, 2nd semester), History (Group 7 and 8, 2nd semester), English (Group 9, 2nd semester), Geography, Environment and Territorial Planning (Group 10, 2nd semester).

The aim of the course is to provide an introduction to the social and cultural anthropology. This overview of the discipline recaps its main contributions: Analysis of cultures and their diversity, historical development, methodology and research techniques, economy, politics, religion, kinship systems, and some of its applications to the contemporary world.

This overview is illustrated with some ethnographies and key texts that allow students to acquire a relativistic and critical perspective of human cultures.

## Competences

### Art History

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### Musicology

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### Archaeology

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Philosophy

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### History

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Geography, Environmental Management and Spatial Planning

- Demonstrate skills of self-analysis and self-criticism
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use the scientific and professional language of the social sciences.

## Learning Outcomes

1. Analysing a contemporary fact from an anthropological perspective.
2. Analysing current events from an anthropological perspective.
3. Applying the basic concepts of Social and Cultural Anthropology to understand relationships between various societies and cultures.

4. Applying the basic concepts of social and cultural anthropology to the understanding of relationships between different societies and cultures.
5. Applying the basic concepts of social and cultural anthropology to understand relationships between different societies and cultures.
6. Applying the knowledge of cultural variability and its genesis in order to avoid ethnocentric projections.
7. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
8. Carrying out a planning for the development of a subject-related work.
9. Carrying out oral presentations using an appropriate academic vocabulary and style.
10. Carrying out oral presentations using appropriate academic vocabulary and style.
11. Demonstrate skills of self-analysis and self-criticism.
12. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
13. Effectively express and textual argumentative applying formal procedures and scientific texts.
14. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
15. Enumerating the theories about human species in their relation to society and culture production.
16. Enumerating theories about human species and relating them with the production of society and culture.
17. Identifying the theories about human species in their relation to society and culture production.
18. Identifying the theories about human species.
19. Identifying the theories concerning the different meanings of the concept of culture.
20. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
21. Interpreting the cultural diversity through ethnography.
22. Interpreting the relationships between different societies and cultures by applying the specific notions of Anthropology.
23. Solving problems autonomously.
24. Use the appropriate terminology in the construction of an academic text.
25. Use the scientific and professional language of the social sciences.
26. Using suitable terminology and style when drawing up an academic text.
27. Using suitable terminology when drawing up an academic text.
28. Using the basic concepts of Social and Cultural Anthropology for the understanding of relationships between various societies and cultures.

## Content

The course Introduction to Social and Cultural Anthropology is a first approach to the study of human social and cultural variability, from a comparative perspective. Throughout the semester the basic concepts and key issues of Social and Cultural Anthropology are presented and developed. It will cover classic subject areas, anthropological perspectives on difference and inequality and some of the most recent developments in the discipline. Through ethnographic case studies the course will illustrate cultural diversity and highlight the contrasts and similarities with student's own cultural context.

1. Introduction. The anthropological discipline.

- Anthropology in the field of humanities and social sciences.
- Brief history of the discipline: some theoretical approaches in anthropology.
- Object, method and techniques of anthropology.
- Ethnography and fieldwork.
- Basic concepts: culture, diversity, ethnocentrism, relativism, difference and inequality.
- Other related concepts.

2. Economics and subsistence.

- Modes and relations of production.
- Reciprocity, redistribution and exchange.
- Trade, money market and movement of goods and services.
- Consumption.

### 3. Family and kinship.

- What is a social relationship?
- Marriage and family structures: types, functions, transformations.
- Networks of parents, relatives and lineages. Territoriality.
- Affiliation and alliance. Incest and exogamy.
- Gender, Sexuality and organization regulation of procreation.

### 4. Power and authority.

- The political anthropology and the study of social control and regulation systems.
- Type of political organization: bands, tribes, cabdillatges, states.
- Theories on the origin and evolution of the state.
- Authority, legitimacy, symbolism and power.

### 5. Systems of beliefs, symbolism and ritual.

- Universality of the religious phenomenon.
- Varieties of religious experience: shamanism, magic, witchcraft. Other related concepts.
- The sacred and the profane.
- Mythology.
- Symbols, rituals and rites of passage.

### 6. Anthropological analysis and contemporary societies.

- Anthropology of contemporary worlds.
- Some recent developments from anthropology.

## **Methodology**

*The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.*

- All activities have a deadline that must be met strictly, according to the proposed schedule.
- Work by students mainly consists in assisting to the lectures, research and analysis of information, assignments (on paper and / or sent via virtual campus) and participation in guided discussions.

- The readings are aimed to enable academic discussion, the monograph essay, and thematic assignments.
- The different exercises will be returned with comments and guidelines for further improvement, if deemed necessary by the professor.
- The student must take into account the news and informations published on the Virtual Campus / Moodle.
- The main tools used in the virtual campus will be: Teaching material (which can be found reading and course materials), News (for various information about the course), Delivery of assignments (to be opened during delivery periods established), and Forum (where you can discuss the issues and where should add comments and reactions to others comments ). Professors will inform if you use other tools are available as well.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oriented	60	2.4	2, 7, 9, 19, 22, 4
Type: Supervised			
Supervised	7.5	0.3	2, 7, 13, 9, 24, 19, 22, 23, 4
Type: Autonomous			
Self-organized	21.5	0.86	2, 7, 13, 9, 24, 20, 19, 22, 23, 4

## Assessment

The evaluation system that will be delivered to students the first day of class, is organized in three modules within a specific weight in the final grade. This proposal, adjusted according to this distribution, will contain details of the different assessment tasks and the value of each one. Each module may include more than one evaluation activity (always adjusted to the minimum and maximum recommended below). This proposal evaluation of the lecture will contain details of the different assessment tasks and the value of each one. After each evaluation task the professor will inform students via Moodle about the grade achieved and the re-evaluation activities if they are possible.

The weight assigned to each module must meet the following criteria:

- 1) WRITTEN TESTS MODULE. They can be one or more written tests of different types and characteristics. Its value ranges between 30% and 50% of the final grade.
- 2) PARTICIPATION MODULE. Participation in group discussions and public work presentations in the classroom. Value ranges between 20% and 40% of the final grade.
- 3) ETHNOGRAPHY ESSAY MODULE. This module will be assessed on a monograph or specific bibliography established by each professor. Can be based by one or more written essays that can be individual or in groups. Value of 20% to 40% of the final grade.

Requirements to be entitled to re-evaluation

-To participate in the re-evaluation process students must have been previously evaluated (does not mean approved) in a set of activities whose weight equals to a minimum of 2/3 parts of the total grade or 60% of the final grade.

-To participate in the re-evaluation process, the professor responsible for the subject can demand that they have obtained a minimum grade in the average of the subject. This rating cannot exceed in any case 3,5 /10. This measure will be applied or not at the discretion of the professor in charge.

#### Re-evaluation process

At the beginning of the course, the professor will indicate the procedure for the recovery of the subject, which will take place on the day, place and time indicated by the Faculty.

The activities that the professor considers to be unrecoverable can be excluded from the re-evaluation process, at a date or moment later than those established to be carried out (for example: oral presentations, group work, tasks related to the daily teaching activity). In this case, the professor responsible will explicitly state in the program those partial evaluation activities that, according to their criteria and depending on their nature, are not recoverable.

The total score that can be obtained from the sum of the partial qualifications of the non-recoverable activities can never exceed 50% of the final mark of the subject. The failure to pass an evaluation activity that, by its nature, is not recoverable will not be sufficient reason to prevent the positive evaluation of the subject.

In case that the student performs any irregularity that could lead to a significant variation in the grade of an evaluation test, this will be scored with 0, regardless of the disciplinary process that can be ordered. In case there are several irregularities in the evaluation tests at the SAME subject, the final grade of this subject will be 0. (Article 116. Results of the evaluation, modified by agreement of the Consell de Govern UAB of March 19, 2015).

#### EVALUATION IN CASE PRESENCIALITY IS NOT AVAILABLE

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.

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

*On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.*

*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.*

*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
Critic essay based on a	30-50%	20	0.8	2, 1, 6, 7, 11, 16, 15, 8, 12, 14, 13, 9, 10, 27, 24, 26, 20, 19,

monography				18, 17, 21, 22, 23, 25, 3, 4, 5, 28
Participation, and presentations	10-20%	35	1.4	2, 1, 6, 7, 11, 16, 15, 8, 12, 14, 13, 9, 10, 27, 24, 26, 20, 19, 18, 17, 21, 22, 23, 25, 3, 4, 5, 28
Written tests, and reviews	40-50%	6	0.24	2, 1, 6, 7, 11, 16, 15, 8, 12, 14, 13, 9, 10, 27, 24, 26, 20, 19, 18, 17, 21, 22, 23, 25, 3, 4, 5, 28

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## Software

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