

Basic Principles of Social and Cultural Anthropology

Code: 105790
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	FB	1	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.

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Vanessa Estefania Mantilla Salazar

Prerequisites

None

Objectives and Contextualisation

Objective of the course

The objective of the course Basic Principals of Social and Cultural Anthropology is to offer a first approach to Social Anthropology and the anthropological perspective of analysis based on the affirmation of the existence of a shared and varied humanity. It is a general overview of the discipline, including objects of study-analysis of cultures and their diversity-, its historical trajectory, methodology and research techniques-fieldwork-, its main areas of research and some of its applications in the contemporary world. It consists on illustrating ethnographically the human cultural diversity, discussing theoretical concepts and explanations about it, addressing some of the classic and contemporary texts by key authors-and critically reflecting around the scientific study of socio-cultural differences and the construction of inequality, as well as developing critical perspectives for constructing egalitarian coexistence. This course offers, through seven subjects, an introductory vision to anthropology as a discipline and to some of the particular fields in which it is manifested: kinship, economy, politics and religion. Finally, it also aims to approach a way of looking at and analyse the world in a way that respects different cultures and societies.

Competences

- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Incorporate the non-androcentric perspective in the work carried out.
- Interpret and explain the history of gender relations, the significance of differences and the processes of generating inequalities in a context of globalization.

- Interpret gender inequalities in relation to sexuality, class, ethnicity and territory based on the concepts and approaches of sociocultural analysis.
- 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.

Learning Outcomes

1. Apply knowledge of cultural variability and its genesis to avoid ethnocentric projections.
2. Distinguish the effects of the sex and gender variables in the empirical analyzes.
3. Distinguish the various processes of intercultural relationship.
4. Identify the intersection of the different axes of inequality: class, race, sexuality, gender expression and functional diversity.
5. Make an inclusive use of language.
6. 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.
7. Use the basic concepts of social and cultural anthropology to understand the relationships between different societies and cultures.

Content

Contents

The subject Basic Principals of Social and Cultural Anthropology is an initial approach to the study of the human socio-cultural variability, from a comparative perspective. Throughout the semester, the basic concepts and key themes of Social and Cultural Anthropology are presented and developed. We will deal with the classic thematic areas and some of the most recent developments of the discipline will be introduced. Through the study of ethnographic cases that illustrate cultural diversity, and with the support of reading materials, audiovisuals and guest speakers, students will acquire a basic knowledge of anthropological discipline.

Topic 1. What is Anthropology?

- Human diversity and its interpretation.
- The debate between nature and culture.

Topic 2. Historical Approach to Anthropology

- Background: the concept of 'otherness' in Western history.
- The emergence of academic Anthropology.
- Anthropology in the field and social sciences.
- Object, method and anthropological techniques.
- Ethnography and Fieldwork. Emic and Etic Perspectives.

Topic 3. Economy and Exchange

- Modes, forms and relations of production and reproduction.
- Reciprocity, redistribution and exchange.
- Trade, money, market and circulation of goods, services, parts of the body and people.

Topic 4. Families

- Social construction of kinship ties.

- The gaze of classical anthropology towards kinship.
- Introduction of gender perspective in kinship analysis.
- Gender, regulation of sexuality and organization of procreation.
- Anthropology of reproduction and reproductive policies.

Topic 5. Power(s)

- Political anthropology.
- Biopolitics and governance.
- Hegemony

Topic 6. Symbolic systems: beliefs and rituals

- Universality of the religious phenomenon.
- The sacred and the profane. Mythology.
- Symbols, rituals and rites of passage.
- New forms of religiosity

Topic 7. What is Anthropology useful for?

- Applied anthropology.
- Research and Dissemination: services to people, communities, administrations and public and private organisations and the states.

Methodology

Methodology

- The teaching methodology and evaluation proposed in the guide may undergo some modification depending on the restrictions imposed by the health authorities.
- All activities are programmed, and the assessment exercises have a deadline of delivery that must be strictly fulfilled, according to the proposed through the Moodle.
- The work of the students consists fundamentally in the investigation and analysis of information, the execution of the readings foreseen, the accomplishment and delivery (sending via virtual campus) of the works and comments and the Participation in the guided debates.
- The readings are also part of the syllabus evaluated through the exam.
- The different exercises will be returned corrected with comments and guidelines for their reformulation, if deemed necessary, and for the following assessment.
- The student must take into account that the Moodle is the space through which fundamental information of the course are notified. Therefore, it is your responsibility to be attentive to the news and information that will be sent.
- The communication will be done through Moodle. In urgent cases, it is suggested resorting to communication Via WhatsApp, FaceBook or Twitter.

About the mentoring:

The mentoring sessions will be held at the B9-217 office. In case of change, it will be communicated at the beginning of the course.

Mondays (in-person) from 14:45 to 16:45 and Fridays (arranged) from 14:45 to 15:45

It is suggested to carry out at least one individual tutorial during the first month of the course.

About the writing assignments:

Form and Formatting Aspects

All written works must be submitted:

- Through Moodle
- Identified with the NIU
- In Word format
- With the page number
- Indicating the total number of words
- In Catalan, Spanish or English
- Without spelling and / or grammatical errors
- With citations, notes, references and bibliography in APA format

Content: See the specific instructions of each assignment.

Correction criteria:

- Quality of the presentation, format, writing and bibliographical references in APA
- Comprehension, amplitude and depth of the analysis of the bibliography, presentations and viewings and their relation with the concepts of the course.
- Presentation of an articulated text through a coherent and academic-based argumentation.
- Linkage of presentations, bibliographies and / or views with ethnographic examples from the press, own experience or ethnographic observation.

Scale of qualification:

- At the beginning of the course, evaluation rubrics will be provided through Moodle.

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			
Clases teóricas y prácticas	38	1.52	1, 3, 2, 5, 4, 6, 7
Discussion seminars about the compulsory readings	6	0.24	2, 5, 4, 6, 7
Type: Supervised			
Individual and grupal tutorials	4.5	0.18	1, 3, 2, 5, 4, 7
Type: Autonomous			
Readings	12	0.48	2, 5, 4, 6
Readings and written essays	17	0.68	1, 3, 2, 5, 4, 6, 7

Assessment

Evaluation activities

Activity 1 (10%) Tests of the required readings + bibliographical references in APA

The classes dedicated to the required readings will begin with a virtual quiz on each reading. It will be essential to have read the reading in advance in order to be able to answer the test.

The test will be taken online with the device that the student has at her disposal on: September 20, September 29, October 6, October 25, November 8, November 17, November 24, December 1.

Finally, there will be a test to learn how to correctly make a list of bibliographic references in APA format, which will be taken until October 4 at the latest.

Activity 2 (30%)

Delivery of a 500-word commentary relating 3 of the 8 required reading texts with a free-choice press release, to be delivered on November 3.

Activity 3: Service-learning (30%)

Participation in the SexAFIN project: affective-sexual and reproductive education at primary schools through a learning and service activity.

The learning will consist of knowing about the research process on sexuality and childhood, through:

- The signing of the confidentiality document for having access to anonymized research data (individual) (5%), to be delivered no later than October 20.
- The verbatim transcription of a focus group conducted in primary schools (individual) (5%), to be delivered by December 1 at the latest.
- A content analysis of the focus groups (group work of 3 or 4 people who have transcribed focus groups conducted in the same primary school class) (10%), to be submitted by January 10.
- The design of activity for a workshop on affective-sexual and reproductive education at school, based on the transcription and analysis (10%), due on January 19.

Test (40%): December 22

Individual written test in class on the content of the sessions, including the compulsory readings, the lectures and the related viewings. The exam will consist of two parts:

- a multiple-choice test on the compulsory readings (25%)
- a commentary on a press release related to the compulsory readings and the content of the course (75%).

Evaluation normativity

- To be considered as having passed the subject, you will need to obtain a minimum grade of 5.0 as an average grade resulting from the marks obtained in each of the activities, considering the percentage of each of them in the final grade.
- Once the subject has been passed, it cannot be subject to a new evaluation.

- Those who for attendance at meetings of the collegiate bodies of university representation or other reasons provided for in their respective regulations cannot attend programmed evaluation activities at any time, they have the right to be programmed a different day and time for its realization
- Those who participate in the different assessment activities and they need it, they will receive a justification document for this participation.
- The ones who carry out any irregularity that can lead to a significant variation of the qualification of an evaluation activity, this and the whole subject will be qualified with 0, regardless of the disciplinary process that can be instructed.
- The disciplinary process derived from copying or plagiarism, both in the case of work and in the case of exams, implies a 0 (zero) for the activity, the loss of the right to reevaluation and the suspension of the entire course. Remember that a "copy" is considered a work that reproduces in whole or in part the work of another classmate. "Plagiarism" is to present all or part of an author's text as one's own, without citing the sources, either on paper or in digital format. See UAB documentation on "plagiarism" at: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html
- The deadline for the delivery of the activities is clearly detailed in this teaching guide. Any activity not delivered within the established deadline will be considered as not delivered.
- At the time of completion of each evaluation activity, the student will be informed through Moodle of the procedure and grade review form.
- The student will receive a grade of "Not evaluable" if he/she has not submitted more than 30% of the evaluation activities.

About the re-evaluation

They can re-evaluate those who:

- Have obtained an average grade of the 4 (four) activities of at least 3.5
- The re-evaluation will consist of a single test and will take place on the day, time and place programmed by the Faculty.
- The mark obtained in the re-evaluation will constitute the final grade of the subject.

Evaluation in case of virtual teaching

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis, and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Commentary on three of the eight required readings	30%	11	0.44	1, 3, 2, 5, 4, 6, 7
Final exam	30%	11	0.44	1, 3, 2, 5, 4, 6, 7
Service-learning activity	30%	11	0.44	1, 3, 2, 5, 4, 6, 7
Tests of the required readings + bibliographical references in APA	10%	9.5	0.38	1, 3, 2, 5, 4, 6, 7

Bibliography

General References

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- Bohannan, Paul. (1996). Para raros, nosotros: Introducción a la antropología cultural. Madrid: Ediciones Akal.
- Bohannan, Paul. y Glazer, Mark. (2001). Antropología. Lecturas. Madrid: Mc Graw Hill. - Delaney, C. et al (2011). Investigating Culture: An Experiential Introduction to Anthropology. Oxford: Wiley-Blackwell. 2 edition.
- Comas d'Argemir, Dolors. (2017). La antropología importa. Diversidad cultural y desigualdades sociales en los retos de la sociedad actual. En Palenzuela, P. (coord.). Antropología y compromiso. Homenaje al profesor Isidoro Moreno (pp. 89-108). Barcelona: Icaria.
- Durkheim, Émilie. [1895] (2001). ¿Qué es un hecho social?, Durkheim, E. [1895] (2001). Las reglas del método sociológico. México: FCE, 38-52.
- Eriksen, Thomas et. al. (2001). A history of anthropology. London: Pluto Press. - Eriksen, T. H. [1995] (2001). Small Places, Large Issues. An Introduction to Social and Cultural Anthropology. London - Sterling - Virginia: Pluto Press.
- Héritier, Françoise. (1996). *Masculino/Femenino. El pensamiento de la diferencia*. Barcelona: Ariel.
- Lewin, Ellen (2006). *Feminist Anthropology. A Reader*. Oxford: Blackwell.
- Ingold, Tim. (1994). Companion encyclopedia of anthropology. London-New York: Routledge.
- Kottak, Conrad. (2002). Antropología cultural. Espejo para la humanidad. Madrid: McGraw-Hill.
- Marcus, George. [1986] (1991). Problemas de la etnografía contemporánea en el mundo moderno. Marcus G. y Clifford J. [1986] (1991). Retóricas de la antropología. Madrid: Júcar. pp. 235-268.
- Mead, Margaret [1925] (1990). Adolescencia y cultura en Samoa. Barcelona: Paidós.
- Raport, Nigel. [1999] (2014). Social and Cultural Anthropology. The Key Concepts. Abingdon-New York: Routledge. 3 edition.
- Velasco, Honorio. comp., (2010). Lecturas de antropología social y cultural. La cultura y las culturas. Madrid: Trotta.
- Wade, Peter (2014). Raza, ciencia, sociedad. Interdisciplina 2, núm. 4, 35-62.

Compulsory readings by blocks

Tema 1: What is Anthropology?

Eriksen, Thomas (2004). Why Anthropology?. In What is Anthropology (pp. 3-18). London, Ann Arbor: Pluto Press

Ortner, Sherry (1979). ¿Es la mujer con respecto al hombre lo que la naturaleza con respecto a la cultura? En Harris, Olivia y Kate Young, comp., *Antropología y feminismo* (p. 109-131).

Tema 2: Historical approach to Anthropology

Malinowski, Bronislaw [1922] (1972). "Introducción: objeto, método y finalidad de esta investigación". Malinowski, B. [1922] (1972). Los argonautas del Pacífico occidental. Comercio y aventura entre los indígenas de la Nueva Guinea Melanesia. Barcelona: Península, 37-54.

Tema 3: Economy and exchange

Mauss, Mauss. [1924] (2009). Los dones intercambiados. En Ensayo sobre el don: forma y función del intercambio en las sociedades arcaicas (pp. 81-106). Buenos Aires: Katz.

Tema 4: Families

Ginsburg, Faye. & Rapp, Rayna. (1991). The politics of reproduction. *Annual Review of Anthropology*, 20, 311-43.

Tema 5: Powers

Foucault, Michel. [1976] (2009). Derecho de muerte y poder sobre la vida. En *La voluntad del saber* (pp. 143-169). Madrid: Siglo XXI

Tema 6: Symbolic Systems: belivings and rituals

Durkheim, E. ([1912] 1968). Definición del fenómeno religioso y de la religión. En *Las formas elementales de la vida religiosa*. Buenos Aires: Schapire.

Tema 7: What is anthropology useful for?

Godelier, Maurice. (2016). En el mundo de hoy, la antropología es más importante que nunca, AIBR Revista de Antropología Iberoamericana 10(3): 59-77.

<http://www.aibr.org/antropologia/netesp/numeros/1101/110104.pdf>

Recomended bibliography

Benjamin, Walter (1967). Sobre la facultad mimética. En *Ensayos escogidos* (pp. 105-107). Buenos Aires: Ed. Sur.

Butler, Judith [1993] (2002). Los cuerpos que importan. En *Cuerpos que importan: sobre los límites materiales y discursivos del 'sexo'* (pp. 53-94). Buenos Aires: Paidós.

Conklin, Beth. & Morgan, Lynn. (1996). Babies, bodies and the production of personhood in North America and a Native Amazonian Society. *Ethos*, 24(4):657-694.

Degen, Cathrine. (2018). *Cross-Cultural Perspectives on Personhood and the Life Course*. New York: Palgrave Macmillan.

Digby, Tom. (1998). *Men doing feminism*. New York: Routledge.

Douglas, Mary (1966a). *External Boundaries. Purity and Danger: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul.

Douglas, Mary (1966b). *Internal Lines. Purity and Danger: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul.

Douglas, Mary (1970). *Natural Symbols: Explorations in Cosmology*. Barrie: The Cresset Press.

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

Fernandez-Duque, E., Valeggia, C. R., & Mendoza, S. P. (2009). The Biology of Paternal Care in Human and Nonhuman Primates. *Annual Review of Anthropology*, 38(1):115-130.

Foucault, Michel [1966] (2001). *El nacimiento de la clínica. Una arqueología de la mirada médica*. Buenos Aires: Siglo XXI.

Foucault, Michel [1974-1975] (2000). *Los anormales*. Buenos Aires: FCE.

Foucault, Michel [1976] (1998). *Historia de la sexualidad I. La Voluntad de Saber*. México: Siglo XXI.

Foucault, Michel [1984] (2012). *Historia de la sexualidad. II. El uso de los placeres*. México: Siglo XXI.

Foucault, Michel [1984] (1987). *Historia de la sexualidad III. La inquietud de sí*. México: Siglo XXI.

- Gremillion, Helen. (2005). the Cultural Politics of Body Size. *Annual Review of Anthropology*, 34(1):13-32.
- Hemment, Julie. (2007). Public Anthropology and the Paradoxes of Participation: Participatory Action Research and Critical Ethnography in Provincial Russia. *Human Organization* 66(3):301-314.
- Izugbara, Chimaraoke. & Undie, Chi chi. (2008). Who Owns the Body?: Indigenous African Discourses of the Body and Contemporary Sexual Rights Rhetoric. *Reproductive Health Matters*, 16:159-167.
- Izza, G. P. (2005). Antonio Gramsci y la antropología médica contemporánea . Hegemonía , " capacidad de actuar " (agency) y transformaciones de la persona. *Revista de Antropología Social*, 15-32.
- Lafuente, Sara (2018). Egg Donation in the Making: Gender, Selection and (In)Visibilities in the Spanish Bioeconomy of Reproduction. En Pavone, V. y Goven, J. (2018). Bioeconomies: life, technology and capital in the 21st Century (pp. 253-278). Cham: Palgrave McMillan.
- Lambeck, Michel (2007). How do women give birth? In Astuti, R., Parry, J., & Stafford, C. (Eds.). *Questions of anthropology* (pp. 197-226). Oxford: Berghahn Books.
- Marks, Jonathan. (2013). The Nature/Culture of Genetic Facts. *Annual Review of Anthropology*, 42(1):247-267.
- Marre, Diana (2009). We do not have immigrant children at this school, we just have children adopted from abroad": Flexible Understandings of Children's Origins". In Marre, D. & Briggs, L. (Eds.). *International Adoption: Global Inequalities and the Circulation of Children* (pp. 226-243). New York: New York University Press.
- Marre, Diana (2009). Los silencios de la adopción en España. *Revista de Antropología Social*, 19:97-126.
- Marre, Diana (2018). El retraso de la maternidad. En Devesa, M., Rodríguez, A., Veiga, A. (eds.), *Ser madre a los 40 (y más allá). Lo que has de saber* (pp. 8-31). Barcelona: Grijalbo / Penguin Random House Grupo Editorial.
- Marre, Diana, San Román, Beatriz y Guerra, Diana (2018). [On reproductive work in Spain. Transnational adoption, egg donation, surrogacy](#). *Medical Anthropology*, 37(2): 158-173.
- Miller, Nancy. (2007). Reareading as a woman: the body practice. In Lock, M., & Farquhar, J. (Eds.). *Beyond the body proper: reading the anthropology of material life* (pp. 297-305). London: Duke University Press.
- Morgan, Lynn. (1989). When does life begin? A cross-cultural perspective on the personhood of fetuses and young children. In Doerr, E. & Prescott, J. (Eds.). *Abortion and Fetal "Personhood"* (pp. 97-114). Long Beach, CA: Centerline Press.
- Nieto, Raul. (2001). Realidad secular, prácticas populares y videocultura en la ciudad de México. *Alteridades*, 11 (22): 49-57.
- Pérez-Escamilla, Rafael.; Garcia, Jonathan., y Song, David. (2010). Health Care Access Among Hispanic Immigrants: ¿Alguien EstáEscuchando?
- Pichardo, Jose Ignacio., de Stéfano, Matías. & Martín-Chiappe, Laura. (2015). (Des)naturalización y elección: emergencias en la parentalidad y el parentesco de lesbianas, gays, bisexuales y transexuales. *Revista Dialectología y Tradiciones Populares*, LXX(1):187-203.
- Rapp, Rayna (2001). Gender, body, biomedicine: how some feminist concerns dragged reproduction to the center of social theory. *Medical Anthropology Quarterly*, 15(4):466-77.
- Reischer, Erica. & Koo, Kathryn. S. (2004). The Body Beautiful: Symbolism and Agency in the Social World. *Annual Review of Anthropology*, 33(1):297-317.
- Samuelsen, Helle. & Steffen, Vibeke. (2004). The relevance of Foucault and Bourdieu for medical anthropology: exploring new sites. *Anthropology & Medicine*, 11(1):3-10.

Stets, Jan. y Burke, Peter. (2000). Feminity/Masculinity. In Borgatta, E. F. and Montgomery, R. J. V. (Eds.), *Encyclopedia of Sociology*, Revised Edition. New York: Macmillan, pp. 997-1005.

Sennett, Richard. (1998). *The corrosion of character: the personal consequences of work in the new capitalism*. New York: Norton.

Severi, Carlo. (2002). Memory, reflexivity and belief. Reflections on the ritual use of language. *Social Anthropology*, 10:23-40.

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

Strathern, Andrew. & Pamela, Steward. (1998). Seeking Personhood: Anthropological Accounts and Local Concepts in Mount Hagen, Papua New Guinea. *Oceania*, nº 86:170-188.

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

Trainor, Theresa. (1997). Formulating a Practitioner Identity. *Practicing Anthropology* 19(2):7-9.

Recommended audiovisuals

Almodóvar, Pedro. (1997). *Carne trémula*. España, 101 min.

Bayona, Juan Antonio. (2012). *Lo imposible (The impossible)*. España, 107 min.

Branagh, Kenneth. (1994). *Frankenstein de Mary Shelley*. USA, 123 min.

Boileau, Laurent. (2012). *Piel color miel*. Bélgica, 70 min.

Eastwood, Clint. (2002). *Deuda de sangre (Blood Work)*. USA, 115 min.

Fabiánová, Diana. (2010). *La luna en ti*. Eslovenia, 120 min. <http://vimeo.com/40773282>

González Iñárritu, Alejandro. (2003). *21 gramos*. USA, 125 min.

Hormann, Sherry. (2009). *La flor del desierto (Desert flower)*. UK, 120 min.

Kreuzpaintner, Marco. (2007). *Trade (El precio de la inocencia)*. USA, 120 min.

Lewin, Ben. (2012). *The sessions*. USA, 98 min.

Niccol, Andrew. (1997). *Gattaca*. USA, 106 min.

Oshima, Nagisa. (1976). *El imperio de los sentidos (Ai no korîda)*. Japón, 100 min.

Pang Chun, Oxide. & Pang, Danny. (2002). *The eye (Gin Gwai)*. Hong Kong, 98 min.

Stilson, Jeff. (2009). *Good hair*. USA, 95 min.

TV Series:

Ball, Alan. (2001-2005). *Six feet under*. Tv serie. USA, 5 temporadas de 12/13 episodios.

Curtis, Simon. (2010-...). *Downton Abbey*. Tv serie. 2010. UK, 5 temporadas de 10 episodios cada una.

Gervais, Ricky. (2019). *After Life*. Miniserie TV. UK, 1 temporada de 6 episodios.

Weiner, Matthew. (2007-2015). *Mad men*. Tv serie. USA, 7 temporadas de 13 episodios cada una.

Documentaries:

- AFIN. (2011). Congreso Internacional AFIN. Barcelona. Una mujer narra su historia sobre un embarazo y una 'donación' en el año 1971. <https://www.youtube.com/watch?v=9Ox361chsYM>
- Armengou, Montse. & Belis, Ricard. (2002). Els nens perduts del franquisme. *Trenta minuts* (parte1). Televisió de Catalunya (TV3). <https://www.youtube.com/watch?v=zA3M-k-ckis>
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- Armengou, Montse. & Belis, Ricard. (2012). *Torneu-me el fill!*. TV3.
- Armengou, Montse. & Belis, Ricard. (2015). Els internats de la por. *Sense Ficció*. Televisió de Catalunya (TV3). <https://www.youtube.com/watch?v=ttAbGa789Hg>
- Armengou, M. & Belis, R. (2016). *Jo també vull sexe!* TV3, 60 min. (documentary)
- Armengou, Montse., Belis, Ricard. & Elfa, Albert. (2018). Desemparats. Sense ficció. Televisió de Catalunya (TV3). <http://www.ccma.cat/tv3/sense-ficcio/desemparats-miniserie-documental-dinvestigacio-sobre-les-retirades-de-me>
- Artigas, Xavier & Ortega, Xapo. (2013) *Ciutat Morta*. <https://www.youtube.com/watch?v=QleFJqt0rqq>
- BBC. (2009). Cuentos de la jungla: Malinowski y las Islas Trobiand. <https://www.youtube.com/watch?v=YBQi9STHI5U>
- BBC. (2009). Tales from the jungle: Margaret Mead. <https://www.youtube.com/watch?v=DjGRCi7ewtY>
- Belis, Ricard. (2016). Jo també vull sexe!. Sense ficció. Televisió de Catalunya (TV3). <https://www.ccma.cat/tv3/alacarta/sense-ficcio/jo-tambe-vull-sexe/video/5634098/>
- Carracedo, Almudena. y Bahar, Robert. (2018). El silencio de los otros. (España, 96').
- Centeno, Antonio. & De la Morena, Raúl. (2015). *Yes, we fuck!* España, 60 min. (documentary)
- Franco, Gustavo. (2013). *Los años robados de Xavi. Una lucha por recuperar la identidad*. (España, 45').
- Ginestà, Jaume., Franch, Gerard., Permanyer, Judit. & Farriols, Carles. (2019). Maternitat en stand by. Sense ficció. Televisió de Catalunya (TV3). <https://www.ccma.cat/tv3/alacarta/sense-ficcio/maternitat-en-stand-by/video/5834827/>
- Gómez, Carlos. (2011). Badajoz, 1936. *Crónicas*. Televisión Española (TVE). (España, 55 min.). <https://www.youtube.com/watch?v=sHIWuLRhFls>
- Sallarés, Mireia (2016). *Las muertes chiquitas*. Serie documental. <https://www.filmin.es/serie/las-muertes-chiquitas>

Software

Required by UAB.