

Anthropological Analysis of the Contemporary World

Code: 101249
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	OB	3	2
2504235 Science, Technology and Humanities	OT	4	2

Contact

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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: Yes

Teachers

Anna Molas Closas
Chandra Kala Clemente Martinez

External teachers

Per determinar

Prerequisites

This course has no pre - requisites.

Objectives and Contextualisation

This unit presents the discipline of anthropology and focuses on contemporary social issues. It highlights sociocultural constructions and their plasticity, framing them within the context of a globalised world. The objective of the unit "Analysis of the Contemporary World" is to present the current debates within anthropology, focusing on the contemporary contexts of a global world. It aims to offer a critical approach to sociocultural issues and a reflection around anthropology as a discipline itself.

Competences

- Social and Cultural Anthropology
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
 - Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.

- Demonstrating they know and comprehend the epistemological and methodological debates in Anthropology and the main investigation techniques.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and critically interpret specific documentary sources.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

Learning Outcomes

1. Analysing a contemporary fact from an anthropological perspective.
2. Applying the basic concepts of Social and Cultural Anthropology to the understanding of relationships between various societies and cultures.
3. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
4. Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as local context knowledge.
5. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
6. Carry out ethical use of the information especially when it is of a personal nature.
7. Distinguishing between the theoretical concepts of Anthropology and the indigenous concepts.
8. Establishing historical connection between ethnographic and theoretical development.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Identifying the sociocultural variability through ethnographic texts and audiovisual resources.
11. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
12. Interpreting the cultural diversity through ethnography.
13. Interpreting today's main events from physical, economic, social and cultural diversity.
14. Knowing and assessing the methodological debate of social and cultural Anthropology.
15. Knowing and assessing the various processes of intercultural relationship.
16. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.
17. Summarizing the characteristics of a written text in accordance to its communicative purposes.
18. Theoretically analysing ethnographic examples of cultural diversity in the fields of education, gender and inclusion-exclusion systems.
19. Using the ethnographic corpus in the cultural critique.
20. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

1. Anthropology as a science today: contemporaneity, postmodernity, and cultural dimensions of globalisation and civilisation.
2. Circulation, goods, and borders
3. Stigma, difference, inequalities, and identities
4. Memory, origins, and state(s)
5. Bioeconomies: medicine, substances, and drugs within the neoliberal context
6. (Re)productive industries: emergent markets

Methodology

- 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 through email.

About the mentoring:

- It will be informed at the beginning of the course about the office and the schedules. We suggest carrying out at least one individual tutoring during the first month of the subject.

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
- Consult the specific instructions for each assignment

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.

- At the time of carrying out each evaluation activity, the teacher will inform the students (Moodle) of the procedure and the date of revision of the grades.

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			
Discussions in the class group	25	1	1, 3, 2, 4, 5, 15, 11, 13, 19
Master classes	21	0.84	18, 1, 3, 2, 4, 5, 14, 15, 7, 8, 10, 11, 13, 12, 17, 16, 19
Viewing and discussion of documentaries and films.	10	0.4	1, 3, 14, 15, 7, 10, 13
Type: Supervised			
Individual or team work	20	0.8	1, 3, 2, 5, 15, 7, 8, 10, 11, 13, 17, 16, 19
Tutorials - preparation for written work	5	0.2	1, 3, 2, 5, 15, 7, 8, 10, 13, 17, 19
Type: Autonomous			
Comprehensive reading and discussion of texts	40	1.6	1, 2, 5, 8, 13, 17
Personal study	25	1	18, 1, 3, 2, 5, 8, 10, 17, 19

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: 20th February, 2nd March, 9th March, 20th March, 13th April, 20th April, 24th April and 11th May.

Activity 2: Commentary (30%)

Delivery of a 500-word commentary relating 3 of the 9 required reading texts with a free-choice press release, to be delivered on 30th March.

Activity instructions and an assessment rubric will be posted on Moodle at the beginning of the course.

Activity 3: Oral Presentation (30%)

An oral presentation in groups of a maximum of 4 people based on the analysis of 10 hours of ethnographic observation or audiovisual material and a minimum of two readings - one mandatory and another complementary, of a list that will be provided at the beginning of the course.

The activity will consist of the following parts:

- Constitution of the group through Moodle. Please note that each reading option can only be chosen by one group. 27th February.
- Presentation of the presentation script (5% of the grade). 13th March
- Powerpoint of the oral presentation. 30th May
- On June 1, 5 and 8, we will make oral presentations, which in no case may exceed 10 minutes.

Test (30%): June 12

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. It is mandatory to carry out ALL the evaluation activities to pass the subject. Therefore, a student who has not completed some assessment activities will not be EVALUABLE. If the student is assessable but does not pass one of the activities, he / she can recover it during the assessment period.

- 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.

About the re-evaluation

They can re-evaluate those who:

- Has submitted 4(four) activities and the obtained mark is under 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay	30%	1	0.04	18, 1, 3, 2, 4, 5, 14, 15, 7, 8, 6, 10, 11, 9, 13, 12, 17, 16,

Exam	30%	1	0.04	18, 1, 3, 2, 4, 5, 14, 15, 7, 8, 6, 10, 11, 9, 13, 12, 17, 16, 19, 20
Oral presentation	30%	1	0.04	18, 1, 2, 4, 14, 7, 10, 19, 20
Tests of the compulsory readings	10%	1	0.04	3, 2, 5, 14, 15, 7, 8, 6, 10, 11, 9, 13, 16, 20

Bibliography

General Bibliography:

Bošković, A. & Eriksen, Thomas Hy (2008). Other People's Anthropologies. In Other People's Anthropologies: Ethnographic Practice on the Margins (pp. 1-19). New York: Berghahn Books.

Connell, R.W. (1995). The Social Organization of Masculinity. En Masculinities (67-88). Berkeley: University of California Press. [Versión castellana: Connell, R.W. [1995] (1997). La organización social de la masculinidad. En Valdés, T. & Olavarría, J. (Eds.). Masculinidades. Poder y crisis (p. 31-49). Santiago de Chile: Isis Internacional / FLACSO Chile. Acceso online]

Graeber, D. (2002). The Anthropology of Globalization (with Notes on Neomedievalism, and the End of Chinese Model of the Nation-State). American Anthropologist, 104(4): 1222-1227

Engelke, M. (2019). How to Think Like an Anthropologist (pp. 219-248). Princeton, New Jersey: Princeton University Press.

Ginsburg, F., & Rapp, R. (1991). The politics of reproduction. Annual Review of Anthropology, 20: 311-343.

Mandatory bibliography (organised in themes):

Tema 1: La antropología como ciencia hoy: contemporaneidad, postmodernidad, dimensiones culturales de la globalización y civilización.

Appadurai, Arjun. (1996). Here and now. Modernity at Large. Cultural Dimensions of Globalization (1-27). Minneapolis: Public World. (Versión en castellano: Appadurai Arjun [1996] 2001. Aquí y ahora. En La modernidad desbordada. Dimensiones Culturales de la Globalización (pp. 17-40). Buenos Aires: Fondo de Cultura Económica).

Tema 2: Circulación, bienes y fronteras

Hilda, Ana & Gaggiotti, Hugo. (2019). Mujeres en línea Liderazgo femenino en una planta de ensamblaje de Ciudad Juárez. Theomai, 40: 96-112.

Hochschild, Arlie (2003). The Commodity Frontier. In The commercialization of Intimate Life: Notes from Home and Work (pp. 30-44). California: California University Press. (Versión en castellano. Hochschild Arlie. [2003] 2008. La frontera de la mercancía. En La mercantilización de la vida íntima: apuntes de la casa y el trabajo (pp. 49-70). Madrid: Katz editores).

Tema 3: Estigmas, Diferencias, Desigualdades, Identidades

Gupta, Akhil & Ferguson, James (2002). Beyond "Culture": Space, Identity, and the Politics of Difference, In Inda, J. X. & Rosaldo, R. (Eds.), The Anthropology of Globalization: A reader (pp. 65-85). Cornwall: Blackwell Publishing.

Tema 4: Memoria, Orígenes, Estado(s)

Boyd, Carolyn P (2008). The Politics of History and Memory in Democratic Spain. The ANNALS of the American Academy of Political and Social Science, 617(1): 133-148.

Jelin, Elizabeth (2011). Subjetividad y esfera pública. El género y los sentidos de familia en las memorias de la represión. *Política y Sociedad*, 48(3): 555-569.

Tema 5: Bioeconomías: medicina, sustancias y fármacos en el contexto neoliberal.

Singer, Merrill (2008). The nature of Licit and Illicit drug capitalism. In *Drugging the Poor: Legal and Illegal Drugs and Social Inequality* (pp. 25-59). Waveland Press: Long Grove

Brush, Stephen B. (1993). Indigenous knowledge of biological resources and intellectual property rights: the role of anthropology. *American Anthropologist*, 95(3): 653-671

Tema 6: Industrias (re)productivas: nuevos mercados emergentes

Cooper, Melinda & Waldby, Catherine (2014). A Clinical Labour Theory of Value. In *Clinical Labor: Tissue Donors and Research Subjects in the Global Bioeconomy* (pp. 2-17). Durham: Duke University Press.

Bibliography to choose for activity 3 (Ethnographic observation):

Alvarez, Bruna, Malgosa, Estel & Marre, Diana (2022). Ethnography on sensitive topics: children's sexuality education in Spain. En Pandeli, J., Gaggiotti, H. Y Sutherland, N. (Eds.). *Organizational Ethnography: An Experiential and Practical Guide* (pp. 126-140). London: Routledge. <https://doi.org/10.4324/9781003021582-11>

Christensen, Pia Haudrup (2004). Children's participation in ethnographic research: Issues of power and representation. *Children and Society*, 18:165-176.

Deomampo, Daisy (2016). Transnational Reproduction: Race, Kinship, and Surrogacy in Rural India. New York: New York University Press.

De Zordo, Silvia & Marchesi, Milena (2014) [2012]. Irrational Reproduction: New Intersections of Politics, Gender, Race, and Class, across the North-South divide. *Anthropology & Medicine*, 19(2): 137-151.

Goffman, Erving (1963). Estigma e identidad social. En *Estigma. La identidad deteriorada* (pp. 11-55). Buenos Aires: Amorrortu

Kars-Unluoglu, Selen, Guneri-Cangarli, Burcu & Gaggiotti, Hugo (2022). Narrative practicing of the meaning of work: The gender we think and talk. In *Eastern Perspectives on Women's Roles and Advancement in Business* (1-27). IGI Global. <https://doi.org/10.4018/978-1-7998-8742-3>

Morgan, Lynn & Roberts, Elizabeth (2012). Reproductive governance in Latin America. *Anthropology & Medicine*, 19(2): 241-254.

Palmberger, Monika (2016). Introduction: Researching Memory and Generation. In *How Generations Remember. Conflicting Histories and Shared Memories in Post-War Bosnia and Herzegovina* (1-40). London: Palgrave Macmillan.

Koselleck, Reinhart (1993). «Espacio de experiencia» y «horizontes de expectativa», dos categorías históricas. En *Futuro pasado: para una semántica de los tiempos históricos* (pp. 333-358). Paidós

Pratt, Mary Louise [1992] (2008). Introduction: Criticism in the contact zone. In *Imperial Eyes. Travel Writing and Transculturation* (pp. 1-12). New York: Routledge.

Quintero, Gilbert & Nichter, Mark (2022). Revisiting Generation Rx: Emerging Trends in Pharmaceutical Enhancement, Lifestyle Regulation, Self-medication, and Recreational Drug Use. In Singer, M., Erickson, P. & Abadía-Barrero, C. (Eds.), *A Companion to Medical Anthropology* (pp. 295-314). Oxford: Blackwell

Wynn, L.L. (2016). "'Viagra Soup': Consumer Fantasies and Masculinity in Portrayals of Erectile Dysfunction Drugs in Cairo, Egypt." In Wynn, L.L. & Foster, A. (Eds.), *Abortion Pills, Test Tube Babies, and Sex Toys: Exploring Reproductive and Sexual Technologies in the Middle East and North Africa* (pp. 159-171). Nashville: Vanderbilt University Press.

- Prayag, Girish, Murab, Paolo, Hall, Michael & Fontaine, Julien. (2015). Drug or spirituality seekers? Consuming ayahuasca. *Annals of Tourism Research*, 52(C), 175-177.
- Petryna, Adriana (2005). Ethical variability: drug development and globalizing clinical trials. *American Ethnologist*, 32(2), 183-197.
- Scheper-Hughes Nancy (2002). The Global Traffic in Human Organs. In Inda, J. X. & Rosaldo, R. (eds). *The Anthropology of Globalization. A reader* (pp. 270-308). London: Blackwell.
- Tohidi, Nayereh (2008). Feminismo islámico: negociando el patriarcado y la modernidad en Irán. En Suárez, L. & Hernández, R. A. (Eds.) *Descolonizando el feminismo. Teorías y prácticas desde los márgenes*. (p. 235 - 277). Madrid: Cátedra. [Acceso online](#)
- Le Gall, Josaine & Rachédi, Lilyane (2019). The emotional costs of being unable to attend the funeral of a relative in one's country of origin. In Saramo Samira, Koskinen-Koivisto Eerika and Snellman Hanna (eds.). *Transnational death* (pp. 65-81). Helsinki: Studia Fennica.
- Supplementary bibliography:
- Brodin, K. (2006). Toward a Unified Theory of Class, Race, and Gender. In Lewin E. (ed.). *Feminist Anthropology. A Reader*. (p. 129-146). Oxford: Blackwell.
- Candau, J. [1996] (2006). *Antropología de la memoria*. Buenos Aires: Ediciones Nueva Visión.
- Clemente Martínez, C.K. (2022). *Volver a los Orígenes. Una etnografía de la adopción transnacional*. Barcelona: Bellaterra Edicions.
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- Fabian, J. (2007). *Memory against Culture: Arguments and Reminders*. Durham: Duke University Press.
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- Grunwell, John N (1998) Ayahuasca Tourism in South America. *Maps Vol viii*, 3 59-62
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- Hall, S. [1996] (2003). Introducción: ¿quién necesita identidad?. En Hall, S. y Du Gay, P. (Eds.), *Cuestiones de identidad cultural* (pp. 13-39). Buenos Aires, Madrid: Amorrortu.
- Hardon, A., & Sanabria, E. (2017). Fluid Drugs: Revisiting the Anthropology of Pharmaceuticals. *Annual Review of Anthropology*, 46, 117-132.
- Hirsch, M. (1997). *Family Frames: Photography, Narrative, and Postmemory*. Harvard University Press.
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- Marre, D. (2009). Los silencios de la adopción en España. *Revista de Antropología Social* 19: 97-126.
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Moore, L. J. (2002). Extracting Men from Semen. Masculinity in Scientific Representations of Sperm, *Social Text* 73(20): 4, 91-119.

Pool, R., & Geissler, W. (2005). Medical anthropology. McGraw-Hill Education (UK), chapter 8, Substances of Power, pages 88-99

Smietana, M., et al. (2018). "Making and breaking families - reading queer reproductions, stratified reproduction and reproductive justice together." *Reproductive Biomedicine & Society Online Symposium: Making families*: 1-19.

Spyrou, S. (2011). The limits of children's voices: From authenticity to critical, reflexive representation. *Childhood*, 18(2), 151-165. <<http://doi/10.1177/0907568210387834>>

Stewart, P. & Strathern, A.(2003). *Landscape, Memory and History. Anthropological Perspective*. Pluto Press.

Recomended audio-visual material:

Barbadillo, P.& Ayuso, C. (2006). Mariposas del Mekong

Besses, M. (2019). ["Temps d'espera"](#). TV3.

Chadha, G. (2002). Bend It Like Beckham (Quiero ser como Beckham)

Charles, L. (2009). Brüno

Kauffman, R. & Briski, Z. (2004). Born Into Brothels: Calcutta's Red Light Kids (Los niños del barrio rojo)

Marshall, R. (2005). Memoirs of a Geisha (Memorias de una Geisha)

Sauper, H. (2004). Darwin's nightmare (La pesadilla de Darwin)

Scott, R. (1982). Blade Runner

Varda Agnès (2000). Les glaneurs et la glaneuse (Los espigadores, la espigadora)

Al Jazeera (2011). [Subcontratados: ensayos clínicos en el extranjero](#). Al Jazeera English report.

Armengou, M. & Belis, R. (2002). *Els nens perduts del franquisme*, [Parte 1](#), [Parte 2](#), TV3, programa 30 minuts (20 y 27 de enero de 2002).

Armengou, M. & Belis, R. (2012). [Torneu-me el fill!](#). TV3.

Armengou, M. & Belis, R. (2015). [Els internats de la por](#). TV3.

Armengou, M. & Belis, R. (2016). [Jo també vull sexe!](#)TV3, 60 min. (documentary)

Baird, J. and Lahl, J. (2013). *Eggsploitation*. Pleasant Hill, CA: The Center for Bioethics and Culture.

Barbé, A. (2018). *En femme*. España, 103 min. (documentary)

Barris, K. (2014-...). *Black-ish*. USA: ABC Studios / Cinema Gypsy Productions / Principato-Young Entertainment, 4 temporadas, 96 episodios de 20 min.

Bollaín, I. (1999). *Flores de otro mundo*. España: La Iguana Films / Alta Films S.A, 100min.

Centeno, A. & De la Morena, R. (2015). [Yes, we fuck!](#) España, 60 min. (documentary)

Fogelman, D. (2016-...). *This is Us*. USA: Rhode Island Ave. Productions, Zaftig Films, 20th Century Fox Television, 2 temporadas, 36 episodios de 60 min.

Gaggiotti, M. (2020). Maquiladora. [Maquiladora - Documentary \(2020\)](#)

Jenkins, T. (2019), *Vida privada*. Netflix. 123 minuts.

Kiarostami, A. (2002). *Ten*. Irán-USA-Francia: Abbas Kiarostami Productions / Key Lime Productions / MK2 Productions / Zeitgeist Films, 91 min.

Kohan, J. (2013-...). *Orange is the new black*. USA: Netflix / Lionsgate Television, 6 temporadas, 78 episodios de 60 min.

Manchevski, Milcho (1994). *Before the Rain*. Gran Bretaña-Francia-Macedonia.

Moonard, Pierre (2017). [El negoci de la sang](#). ARTE, SRG and Pointprod. 40 minuts

Morano, R., Barker, M., Dennis, K., Sigismondi, F. Skogland, K. (2017-...). *El cuento de la criada*. USA: Hulu / MGM, 2 temporadas, 20 episodios de 60 min.

Nahman, M. [Atomised Mothers](#). *A short film about isolation, 'austerity', and the politics of parenthood*. Bristol: University of the West of England (UWE), Bristol SPUR grant, 21 min.

Perdomo, A. (2013). *Nacidos vivos*. Buenos Aires: Grupo de Boedo Films / INCAA, 78 min.

Perdomo, A. (2016). *Cada 30 horas*. Buenos Aires: INCAA, 73 min.

Price, A. (2010-2013). *Borgen*. Dinamarca: DK Fiktion, 3 temporadas, 30 episodios de 58 min.

Segura, A. & Sanmartí, A. (2020). ["El mirall Andorrà"](#). TV3.

Stefaniak, J. & O'Loughlin S. [This is my body](#)[Este es mi cuerpo].

Turiera-Puigbò, T. & Ileri Llordella, E. (2021). ["Encara hi ha algú al bosc"](#). TV3.

Valcárcel, A. [La agenda pendiente](#). 20 min.

Yorkey, B. (2017). *Por trece razones*. USA: Netflix, 1 temporada, 13 episodios de 60 min.

Zbanic, Jasmila (2005). *Grbavica*. [El secreto de Esma]. Alemania-Austria-Bosnia Herzegovina-Croacia.

Software

Required by UAB.