

Ethnological Approach to Cultural Diversity

Code: 101279
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	FB	1	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Josep Lluís Mateo Dieste

Prerequisites

There are no prerequisites

Objectives and Contextualisation

CONTEXTUALIZATION AND TRAINING OBJECTIVES OF THE SUBJECT

This is a first year course that develops the basic training to study Social and Cultural Anthropology and that corresponds to the basic subject 'basic concepts and fields of Anthropology'.

Introduction to the classic fields of Anthropology (economics, politics, kinship, religion) through specific ethnographic cases and a monograph, in order to provide a holistic approach to cultural diversity and to contrast with our sociocultural context and with other ethnographic examples.

Ethnographic approach to cultural diversity. Maghreb

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TRAINING OBJECTIVES:

Students will have to recognize and identify the complex and changing reality of the Maghreb populations, from the recent past to the current social situation, marked by processes of modernization, globalization and diaspora, and will receive the tools to deconstruct stereotypes on the otherness and its political uses. Students should be able to detect and analyze the central socio-cultural dimensions as well as the main changes and continuities of Maghreb societies in their main fields: economic and ecological, political and social organization, kinship relations, and symbolic, religious and ritual varieties. From here, ethnographic case studies will be presented, especially in the northern area of Morocco, and tools will be offered to analyze this area from a dynamic point of view, considering the conflict over power, the construction of gender and community inequalities and the impact of modernization processes (colonization, urbanization, emigration), in order to be able to interpret contemporary phenomena.

Competences

- 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.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate skills for working autonomously or in teams to achieve the planned objectives including in multicultural and interdisciplinary contexts.
- 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 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analysing a contemporary fact from an anthropological perspective.
3. Applying the basic concepts of Social and Cultural Anthropology to the understanding of relationships between various societies and cultures.
4. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
5. Apprehending cultural diversity through ethnography.
6. Communicate using language that is not sexist or discriminatory.
7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Effectively working in teams and respecting different opinions.
10. Express ideas with a specific vocabulary appropriate to the discipline.
11. Identify main and secondary ideas and express them with linguistic correctness.
12. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
13. Identifying the sociocultural variability through ethnographic texts and audiovisual resources.
14. Interpreting the cultural diversity through ethnography.
15. Knowing and assessing the various processes of intercultural relationship.
16. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
17. Theoretically analysing ethnographic examples of cultural diversity in the fields of kinship, economy, politics and religion.
18. Using the basic concepts of Social and Cultural Anthropology for the understanding of relationships between various societies and cultures.
19. Using the ethnographic corpus in the cultural critique.

Content

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1. Introduction

- Ethnocentrism and otherness.
- Diversities: ethnicity, religion, class.

- Doing Ethnography in the Maghreb
- 2. Economic relations and social organization
 - Agricultural and livestock systems in transition.
 - Exchange forms
 - The informal economy of the border
- 3. Power, kinship and social organization
 - The power of genealogy: state and tribe
 - Patrons and clients
 - Powers and counterpowers
- 4. Kinship and gender relations
 - Dimensions of kinship
 - Marriage and alliance
 - Notions of person and gender
- 5. Islam, text and popular religion
 - Religion, magic and symbolic systems
 - Popular Islam
 - Revitalization movements

Methodology

Teaching methodology:

- Master classes with the support of the new information and communication technologies (NTIC).
- Viewing and discussion of ethnographic documentaries.
- Guidelines for the autonomous search of information.
- Preparation of essays and text comments on bibliographic and audiovisual material (individual or group).

Training Activities:

- Theoretical classes and discussion sessions oriented to audio-visual and written documents. Presentation and discussion of ethnographic cases and explanation of key concepts.
- Ethnographic observation in small groups.
- Comprehensive reading and discussion of texts, and analysis of audio-visual products
- Individual study and discussion in a team prior to the presentation of work.
- Elaboration of essays.

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			
Debates on Audiovisual and texts	10	0.4	2, 4, 13, 14
Master classes	40	1.6	17, 2, 4, 3, 15, 13, 14, 5, 19, 18
Type: Supervised			
Individual and collective tutorials	15	0.6	4, 3, 13, 14
Type: Autonomous			
Preparation and presentation of essays	30	1.2	2, 4, 3, 13, 14, 19, 18
Study and personal work	50	2	17, 15, 13, 14, 5, 18

Assessment

At the beginning of the course, a schedule will be presented with the dates of the evaluation tests and the specific content of the exercises. This information will be available in Moodle. Regularly consultation of Moodle is required.

EVALUATION

40%	Delivery of essays
20%	Presentations and participation
40%	Theoretical exams

- 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 order to pass the course, it is necessary to pass the module of delivery of essays and the module of theoretical exams with a minimum grade of 5.
- In order to participate in re-assessment, the teacher may require the student to have obtained a minimum final grade, which may in no case exceed 3.5.
- Activities excluded from re-assessment: non-presence during a visit, practice or presentation cannot be recovered.
- Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

- PLAGIARISM: 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of essays	40%	0	0	1, 17, 2, 4, 3, 6, 15, 10, 13, 11, 12, 14, 16, 5, 9, 19, 18
Presentations and active participation in the classroom	20%	3	0.12	8, 2, 3, 6, 13, 14, 18, 7
theoretical exams	40%	2	0.08	17, 2, 4, 3, 10, 13, 11, 14, 19, 18

Bibliography

BASIC BIBLIOGRAPHY ON SOCIAL AND CULTURAL ANTHROPOLOGY

Bonte, Pierre, Izard, Michel. 1996 [1991]. *Diccionario de Etnología y Antropología*, Madrid, Akal.

Cavalli-Sforza, Luigi, Cavalli-Sforza, Francesco. 1994. *¿Qui som? Història de la diversitat humana*, Barcelona, Institut Català d'Estudis Mediterranis.

Friedman, Jonathan. 2001. *Identidad cultural y proceso global*, Buenos Aires, Amorrortu.

Gledhill, John. 2000 [1999]. *El poder y sus disfraces. Perspectivas antropológicas de la política*, Barcelona, Edicions Bellaterra.

González, Aurora, San Román, Teresa, Grau, Jorge. 2003. *Las relaciones de parentesco*, Bellaterra, Publicacions d'Antropologia Cultural-UAB.

Kottak, Conrad Phillip. 2003 [2002]. *Introducción a la antropología cultural. Espejo para la humanidad*, Madrid, McGraw-Hill.

Lewellen, Ted. C. 1994. *Antropología política*, Barcelona, Edicions Bellaterra.

Molina, José Luis, Valenzuela, Hugo. 2007. *Invitación a la antropología económica*, Barcelona, Edicions Bellaterra.

Morris, Brian. 1995. *Introducción al estudio antropológico de la religión*, Barcelona, Paidós.

San Román, Teresa. 1996. *Los muros de la separación. Ensayo sobre alterofobia y filantropía*, Madrid, Tecnos.

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- Monograph required to be read during the academic year: Rosander, Eva Evers. 2004 [1991]. *Mujeres en la frontera. Tradición e identidad musulmanas en Ceuta*. Barcelona, Edicions Bellaterra.

Basic Bibliography about Magreb

(*General Work of reference recommended)

Aixelá, Yolanda. 2000. *Mujeres en Marruecos. Un análisis desde el parentesco y el género*. Barcelona, Edicions Bellaterra.

Bennani-Chraïbi, Mounia / Fillieue, Olivier (eds.). 2004. *Resistencia y protesta en las sociedades musulmanas*. Barcelona, Edicions Bellaterra.

Berque, Jacques. 1978. *Structures sociales du Haut-Atlas*, Paris, Presses Universitaires de France (1955).

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Bonte, Pierre (ed.). 1994. *Épouser au plus proche. Inceste, prohibition et stratégies matrimoniales autour de la Méditerranée*, Paris, Ed. de l'École des Hautes Études en Sciences Sociales.

Bourdieu, Pierre. 1991. *El sentido práctico*. Madrid, Taurus [1980].

---2006. *Sociología de Argelia y Tres estudios de etnología cabilia*. Madrid, CIS.

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*Eickelman, Dale F. 2003. ***Antropología del mundo islámico***. Barcelona, Edicions Bellaterra.

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Gellner, E. / Micaud C. (eds.). 1972. *Arabs and Berbers From Tribe to Nation in North Africa*. Duckworth.

Geertz, Clifford / Geertz, Hildred / Rosen, Lawrence. 1979. *Meaning and Order in Moroccan Society: Three Essays in Cultural Analysis*, New York, Cambridge University Press.

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Mateo Dieste, Josep Lluís. 2013. *Salud y ritual en Marruecos. Concepciones del cuerpo y prácticas de curación*, Barcelona, Edicions Bellaterra.

---2017. *Moros vienen. Historia y política de un estereotipo*, Melilla, Instituto de las Culturas.

Ramírez, Ángeles / López García, Bernabé (eds.). 2002. *Antropología y antropólogos en Marruecos. Homenaje a David M. Hart*. Barcelona, Edicions Bellaterra.

Roque, Maria-Àngels (ed.). 1996. *Las culturas del Magreb. Antropología, historia y sociedad*. Barcelona, Institut Català de la Mediterrània.

Valensi, Lucette. 1986. "La tour de babel: Groupes et relations ethniques au Moyen-Orient et en Afrique du Nord", *Annales ESC*, n°4, pp. 817-838.

Software

Word processor (Word type).