

**Socioanthropological Research and Intervention
Perspectives**

Code: 43141

ECTS Credits: 15

Degree	Type	Year	Semester
4313769 Anthropology: Advanced Research and Social Intervention	OB	0	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Teachers

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External teachers

Begonya Enguix

Mónica Martínez Mauri

Pablo Domínguez

Prerequisites

There are no prerequisites

Objectives and Contextualisation

General objectives:

- To orient the investigation towards the understanding of the emerging processes of adaptation of culturally diverse communities.
- To know the epistemological and methodological problems that cross-cultural comparison entails.
- To know the value of ethnographic research for the design of interventions that help improve aspects of social life.

Objectives Projects I:

To train students in the logic and meaning of academic research and, specifically, to introduce them to all phases of the research process in social and cultural anthropology based on their research proposals and examples of completed and ongoing projects. The seminar combines work and immediate feedback in the classroom in group and individual tutoring in the middle and at the end of its development, with the aim of having each student complete the preparation of their research proposal.

Competences

- Carry out ground-breaking, flexible research in anthropology by applying theories and methodologies and using appropriate data collection and analysis techniques.
- Carry out theoretical ethnographic research into anthropological topics linked to identity and transnationality.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Design programmes of social intervention and cooperation and development and analyse their cultural appropriateness.
- Identify, in ethnographic fieldwork, different outlooks corresponding to ethnic, class, gender and age inequalities and identities.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Know the methodological and epistemological developments in the fields of anthropology research and social intervention in contexts of cultural diversity.
- Make cross-cultural comparisons using the various procedures in anthropology.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Systematically link up concepts, and theories within the discipline so as to analyse specific ethnographic contexts.
- Use information and communication technologies efficiently to acquire, create and spread knowledge.
- Work in teams, generating synergies in work environments where different people need to collaborate and coordinate themselves.

Learning Outcomes

1. Apply the knowledge acquired to problem-solving in new or unfamiliar intervention contexts of applied anthropology.
2. Discern the differential use of cross-cultural ethnographic archives and inventories of codified ethnographic data.
3. Establish relationships and networks between persons in the context of research into diversity.
4. Identify cross-cultural ethnographic archives and their historical and current usefulness in anthropology research.
5. Identify important elements in institutional documents and/or scientific texts that help to formulate judgments and reflect on social and ethical responsibilities in anthropology.
6. Identify the appropriateness of programmes for social intervention and/or cooperation and development in a specific social and cultural context.
7. Identify the dialectic between particularity and comparison that permeates the whole history of anthropology in theoretical ethnographic documents.
8. Identify the research methods used in specific ethnographic research projects.
9. Identify, in the work of an ethnographer, different outlooks corresponding to ethnic, class, gender and age inequalities and identities.

10. In ethnographic monographs, identify differences that correspond to national and ethnic knowledge contexts, from different gender perspectives.
11. Present conclusions from research work in anthropology.
12. Systematically link up concepts, and theories within the discipline that fit in with the specific ethnographic research context.
13. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.
14. Use social networking techniques to compile and analyse ethnographic data.
15. Work in coordination with other team members on the analysis of anthropological studies and on compiling and analysing ethnographic data.

Content

The module is divided into 7 blocks:

Applied Anthropology and Public Policies

[Responsible lecturer: Dr. Teresa Tapada] (5 sessions, 10 hours)

Theme 1. General introduction. Basic concepts: applied anthropology, anthropology for the intervention of public policies, anthropology of public orientation, and public anthropology

Theme 2. A short history of applied anthropology: in Great Britain, in the US, and in Latin America

Theme 3. Different areas of intervention: the area of urban policies, policies of ethnic and cultural diversity, international cooperation, fight against social exclusion, and others

Theme 4. Conclusions: Can it be avoided? Reflections based on the compulsory reading

Gender and systems of social classification

[Responsible lecturers: Dr. Montserrat Clua, with the participation of Dr. Begonya Enguix, Dr. Josep Lluís Mateo, Dr. Verena Stolcke, Dr. Alice van den Bogaert, Dr. Montserrat Ventura] (10 sessions, 20 hours)

Theme 1. Introduction to the course and to the systems of classification

Theme 2. Feminisms. History of a relationship: social movements and feminist theories

Theme 3. "Women are not born, they are made". Cultural representations of gender, sexualized bodies, and sexualities

Theme 4. Intersections. What does 'race' have to do with sex ... and class?

Theme 5. Homo clonicus. "I do not think nature is a fixed thing"

Theme 6. From Sodom to Queerland: the persistence of classification

Theme 7. Sexual boundaries and the definition of social groups around gender

Theme 8. Race, racialism, and racism

Theme 9. The caste system: the case of India

Theme 10. Mixing and Humanity

Peoples, territories, and environments

[Responsible lecturers: Dr. Montserrat Ventura; with the participation of Dr. Pablo Domínguez and Dr. Mònica Martínez Mauri] (5 sessions, 10 hours)

Topic 1: Theoretical introduction to the different schools on human-environment relations from the beginning of Anthropology to the present day and other related disciplines. (PD)

Topic 2: Eco-anthropology tested in the field. (PD)

Topic 3: Space, time, symbolic cartography and delimitation of indigenous territory: cases of Latin America. (MV)

Topic 4: Space, time, symbolic cartography and delimitation of indigenous territory: cases of Latin America. (MV)

Topic 5: Representation and use of marine resources: a case study (MV-MMM) and conclusions.

Methodological and epistemological orientations in anthropology

[Responsible lecturer: Dr. Aurora González Echevarría](5 sessions, 10 hours)

Session 1. Scientific methods, interpretative methods, and ethical critique. About Hempel, Agar and Boaventura de Sousa Santos

Session 2. Hermeneutics as ontology and as methodology. Interpretation procedures.

Session 3. The critique of Kuhn and Feyerabend regarding falsificationism. The double hermeneutics of the social sciences.

Session 4. Theories as predicates of structure. Ethnographies as structure predicates that integrate relationships between sociocultural structures, processes, and meanings.

- Submission of an individual reading guide and the analysis of groups of texts about epistemological critique of anthropological knowledge, taking into account eurocentric Critical Theory and the Epistemologies of the South, which will be discussed collectively in session 5.

Session 5. Discussion of the following texts (provisional proposal):

- Fragmentos, del artículo de A.González Echevarría, "Epistemología y métodos en Antropología: integración de métodos científicos y hermenéuticos y crítica epistemológica". *Revista de Antropología*, Universidad Nacional Mayor de San Marcos, Lima. Cuarta Época, IV(4), 11-40

- Article of Boaventura de Sousa Santos, 2011, "Epistemologías del Sur", *Utopía y Praxis Latinoamericana* / Año 16. Nº 54 (Julio-Septiembre, 2011) Pp. 17 - 39. Universidad del Zulia. Maracaibo-Venezuela. [Artículo que recoge las principales tesis epistemológicas de su libro *Descolonizar el saber, reinventar el poder*, Uruguay, Ediciones Trilce, 2010. Los dos textos se pueden encontrar en Google]

Ethnographies of Urban Poverty

[Responsible lecturer: Dr. Hugo Valenzuela] (5 sessions, 10 hours)

Unit 1. Concepts and theories about poverty in anthropology and the social sciences.

Unit 2. Ethnographies of poverty: Poverty as a polymorphic phenomenon.

Unit 3. Methodological and ethical reflections.

Unit 4. Readings and discussions - fragments of modern ethnographies of poverty.

Cultural Dimensions of Globalization

[Responsible lecturers: Dr. Bruna Álvarez and Dr. Diana Marre] (5 sessions, 10 hours)

Session 1: Globalisation: Key Concepts and Stages

Session 2: Globalisation: Migrations / Reproductive Mobilities

Session 3: Globalisation: Mobilities / Transnationalism / Border relations

Session 4: Globalisation, Mobilities / People / Death in a Global World

Session 5: Globalisation, Mobilities, People, and Objects: discussion - evaluation

Projects I: Design

[Responsible lecturers: Dr. José Luis Molina and Raphael Cantillana](10 sessions, 20 hours)

Introduction

Types of research, models of projects, and examples of processes of elaboration of proposals.

Preliminary phases

I. From ideas, interests, and intuitions to the formulation of research questions/hypotheses and the construction of research problems.

II. Documentation, comparison, and reflections based on multiple sources. From experience and personal equation to the justification of the proposal. Clarity, relevance, originality, and viability.

The formal phases of the elaboration of a proposal

I: Positioning the proposal in a thematic area and the search for a perspective of research. The initial revision of the literature justifying the concrete research proposal.

II: Setting realistic goals and initial methodological decisions. The choice of units of analysis and observation. Possible difficulties and limitations.

III: The review, assessment, and selection of the techniques of case selection, data collection, and analysis. Ensuring data quality.

IV: The internal consistency between objectives, questions, hypotheses, and methodology. Programming and complete revision of the proposal.

V: Identification and defense of the expected contribution and the scientific and social implications. Identification, formulation, and resolution of ethical dilemmas of the research proposal. Positionality. Recapitulation.

Methodology

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

General characteristics:

- Lectures / master classes
- Reading and analysis of articles / reports of interest
- Presentation / oral exposition of assignments
- Individual tutorials
- Personal study

- Elaboration of assignments

Projects I:

Continuous work in the classroom in workshop format in which the individual project is being developed, combined with readings and exercises outside the classroom.

Note: 15 minutes of a class, within the timetable established by the centre/degree, will be set aside for students to complete the teacher performance evaluation and subject evaluation surveys.

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			
Lectures / master classes	93.75	3.75	5, 10, 7
Type: Supervised			
Individual tutorials	33.75	1.35	4, 8, 6
Presentation / Oral exposition of assignments	10	0.4	15, 13
Type: Autonomous			
Elaboration of assignments	50	2	1, 3, 14, 9, 15
Personal study	62.5	2.5	2, 8, 10, 12
Readings and analysis of articles/reports of interest	75	3	5, 8, 10, 6

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 active 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, 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 others. 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. The deadlines for these activities are indicated by the lecturers.
- 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 present module (Common Module 1), the general evaluation consists of a mandatory exposition for all students, the elaboration of a research design that forms the first step of the elaboration of the Master Thesis (TFM), following the indications explained in Projects I. It is evaluated to what extent each student has acquired the competence to (1) propose a relevant and pertinent research problem; (2) conduct a search for bibliographical sources and use them appropriately; (3) define the object of study and the objectives of

the investigation; (4) define a theoretical orientation within the discipline; (5) define a theoretical framework in function of the object and objectives; (6) delimit the studied group, define the unit of analysis and the units of observation; (7) explain the adopted method of case selection or sampling (if the type of work requires it); (8) propose and justify the techniques for the collection and analysis of data adapted to the object and objectives of study. The deadline for the submission of the final paper is indicated in the teaching plan and calendar of the Master.

It is essential to respect the deadlines.

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 via the Campus Virtual 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. The final grade will also be communicated through the Campus Virtual, and a grade review session will be scheduled.

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, students will need a minimum final grade of 5.0, 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 assessment items. 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 the grade "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 grade of "0" for the course. Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism means 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 reproducing all or a 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 penalized. 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.

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

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
Assistance and active participation in class	20%	10	0.4	5, 4, 8, 9, 10, 6, 7, 12
Individual paper	50%	25	1	11, 13, 12

Bibliography

Applied anthropology and public policies

Compulsory readings:

1. San Román, Teresa (2006) ¿Acaso es evitable? El impacto de la Antropología en las relaciones e imágenes sociales. *Revista de Antropología Social*, 15, 373- 410.

<https://revistas.ucm.es/index.php/RASO/article/view/RASO0606110373A>

One article to choose from:

- Sánchez Molina, Raúl (2009) Introducción. Del colonialismo al transnacionalismo: contextos y aplicaciones de la Etnografía en la Antropología social y cultural, a Sánchez Molina, R. (ed.) *La Etnografía y sus aplicaciones. Lecturas desde la Antropología social y cultural*, Madrid, Editorial universitaria Ramón Areces, pp. 13- 54.

- Shore, Chris (2010) La antropología y el estudio de la política pública: reflexiones sobre la "formulación" de las políticas. *Antípoda, Revista de Antropología y Arqueología*, 10, 21- 49.

<https://www.redalyc.org/pdf/814/81415652003.pdf>

Recommended readings:

Benedict, Burton (1967) The Significance of Applied Anthropology for Anthropological Theory. *Man, New series*, 2(4), 584- 592.

Borofsky, Robert (2000) Public anthropology: where to, what next? *Anthropology News*, 45, 9-10.

Breese, Jeffrey R., & Richmond, David (2002) Applied Sociology and Service Learning: The Marriage of Two Movements. *Sociological Practice: A Journal of Clinical and Applied Sociology*, 4(1), 5- 13.

Bulmer, Martin (1985) Applied Sociology- There Are More Strings to Your Bow Than This. *Contemporary Sociology*, 14(3), 304- 306.

Cerne, Michael M. & Guggenheim, Scott eds (1993) *Anthropological Approaches to Resettlement. Policy, Practice and Theory*. USA: Westview Press.

Chambers, Erve (1989) *Applied Anthropology: A Practical Guide*. Illinois: Waveland Press.

Eddy, Elisabeth M., Partridge, William L., eds. (1987) *Applied Anthropology in America*. New York, Columbia University Press.

Embree, John F. (1945) Applied Anthropology and Its Relationship to Anthropology. *American Anthropologist*, 47(4), 635- 637.

Ervin, Alexander M. (2000) *Applied Anthropology. Tools and perspectives for contemporary practice*. USA: Allyn & Bacon.

Fantova, Fernando (2007) Repensando la intervención social. Documentación social, 147, 183-198. *Perspectives de Recerca i Intervenció Socioantropològica* 2015 - 2016 6

Foster, George M. (1974 [1969]) *Antropología aplicada*. Buenos Aires, Amorrortu.

Fox, Kathryn. J. (1996) The Margins of Underdog Sociology: Implications for the «West Coast AIDS Project». *Social Problems*, 43(4), 363- 386.

Giménez, Carlos (2002) Planteamiento multifactorial para la mediación e intervención en contextos multiculturales. Una propuesta metodológica de superación del culturalismo. En: García Castaño FJ, Muriel C., eds. (2002) *La inmigración en España: contextos y alternativas. Actas del III Congreso sobre la Inmigración en España*. Granada, Laboratorio de Estudios Interculturales, vol. II, 627- 644. PDF

Giménez, Carlos (ed.) (1999) *Antropología más allá de la academia: aplicaciones, contribuciones, prácticas e intervención social*. Santiago de Compostela: Federación de Asociaciones de Antropología del Estado Español FAAEE.

Goldschmidt, Walter (ed.) (1979) *The Uses of Anthropology*. Washington, D.C., American Anthropological Association.

Gouldner, Alvin W (1957) Theoretical Requirements of the Applied Social Sciences. *American Sociological Review*, 22(1), 95- 102.

Jabardo, Mercedes; Monreal, Pilar & Palenzuela, Pablo (eds.) (2008) Antropología de orientación pública: visibilización y compromiso de la antropología. XI Congreso de Antropología de la FAAEE, Donostia, Ankulegi Antropologia Elkarteak [en línea]. [Acceso 2- 7- 2014]

Kuper, Adam (1973 [1973]) *Antropología y colonialismo*. En: *Antropología y antropólogos. La escuela británica 1922- 1972*. Barcelona, Anagrama, 123- 147.

Leclerc, Gerard (1973 [1972]) *Antropología y Colonialismo*. Madrid, Alberto Corazón.

Monreal, Pilar (1998) Los antecedentes históricos de la Escuela de Chicago. En: *Antropología y pobreza urbana*. Madrid, La Catarata, 19- 27.

Okongwu, Anne Francis & Mencher, Joan P. (2000) The anthropology of public policy: shifting terrains. En: *Annual Review of Anthropology*, 29, 107- 124.

Rossi, Peter H. (1980) The Presidential Address: The Challenge and Opportunities of Applied Social Research. *American Sociological Review*, 45, 889- 904.

Ruiz Ballesteros, Esteban (2005) *Intervención social: cultura, discursos y poder: aportaciones desde la antropología*. Madrid: Talasa.

Sánchez Molina, Raúl (2009) *La Etnografía y sus aplicaciones. Lecturas desde la Antropología Social y Cultural*. Madrid, Editorial universitaria Ramón Areces.

Shore, Chris (2010) "La antropología y el estudio de la política pública: reflexiones sobre la "formulación" de las políticas. *Antípoda, Revista de Antropología y Arqueología*, 10, 21- 49.

Tapada-Berteli, Teresa & Arbaci, Sonia (2011) Proyectos de regeneración urbana en Barcelona contra la segregación socioespacial (1986- 2009): ¿Solución o mito? En: *ACE: Architecture, City and Environment VI* (17). http://www.cpsv.upc.es/ace/Articles_n17/articles_PDF/ACE_17_SE_23.pdf.

Vidal, Rene Victor Valqui (2006) Operational Research: A Multidisciplinary Field. *Pesquisa Operacional*, 26(1), 69- 90.

Whyte, William Foote, ed. (1991) *Participatory Action research*. Newbury Park, Sage.

Gender and systems of social classification

General bibliography:

Amselle, Jean-Loup. 1999 [1990]. *Logiques métisses. Anthropologie de l'identité en Afrique et ailleurs*. Paris: Payot.

Butler, Judith. *Lenguaje, poder e identidad*. Madrid: Editorial Síntesis.

Descola, Philippe. 2005. *Par-delà nature et culture*. Paris: Gallimard.

Douglas, Mary. 1973 [1966]. *Pureza y peligro. Un análisis de los conceptos de contaminación y tabú*. Madrid: Siglo XXI.

Douglas, Mary(comp.). 2013 [1973]. *Rules and meanings. The anthropology of everyday knowledge*. New York: Routledge.

Mauss, Marcel; Durkheim, Émile. 1903. "De quelques formes primitives de classification. Contribution à l'étude des représentations collectives", *Année Sociologique*, 6, 1-72.

Kosellek, Reinhart. [1979] 1993. *Futuro pasado. Para una semántica de los tiempos históricos*. Barcelona: Paidós.

Pouillon, Jean. 1998. "Appartenance et identité". *Le genre humain*, 2, pp. 112-122.
<https://doi.org/10.3917/lgh.002.0020>

Stolcke, Verena. 2017 (1era ed. 1992). *Sexualidad y racismo en la Cuba colonial. Intersecciones*. Barcelona: Edicions Bellaterra.

Ventura, Montserrat, Mateo, Josep Lluís; Clua, Montserrat. 2018. *Humanidad. Categoría o condición. Un viaje antropológico*. Barcelona: Edicions Bellaterra.

Readings for the evaluation:

Descola, Philippe. 2010. "Más allá de naturaleza y cultura", Bogotá: Jardín Botánico de Bogotá José Celestino Mutis, pp. 75-96.

Gamson, Joshua. 1995. "Must identity movements self-destruct? A queer dilemma", *Social Problems*, 42(3), 390-407. <https://doi.org/10.2307/3096854>

Lévi-Strauss, Claude. 1996 (1952). *Raza y cultura*. Madrid: Cátedra.

Mateo, Josep Lluís. 2006. "Amores prohibidos. Fronteras sexuales y uniones mixtas en el Marruecos colonial", Ana Planet (ed.), *Relaciones hispano-marroquíes. Una vecindad en construcción*, Madrid, Ediciones del Oriente y del Mediterráneo, pp. 128-159.

Patil, Prachi. 2016. "Understanding sexual violence as a form of caste violence", *Journal of Social Inclusion*, 7(1), 59-71. <file:///C:/Users/TAY/AppData/Local/Temp/103-108-1-PB.pdf>

Stolcke, Verena. 1998. "El sexo de la biotecnología", A. Durán & J. Riechmann (coords), *Genes en el laboratorio y en la fábrica*, Madrid, Editorial Trotta.

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Stolcke, Verena. 2003. "La mujer es puro cuento: la cultura del género," *Quaderns de l'Institut Català d'Antropologia*, sèrie monogràfics: A propòsit de cultura, 19. 69-95.
<https://raco.cat/index.php/QuadernsICA/article/view/95562/165157>

Ventura, Montserrat, Surrallés, Alexandre, Ojeda, Maite, Mateo, Josep Lluís, Martínez, Mónica, Kradolfer, Sabine, Domínguez, Pablo, Coello, Alexandre, Clua, Montserrat, Van den Bogaert, Alice & Stolcke, Verena. 2014. "Métissages: étude comparative des systèmes de classification sociale et politique", *Anthropologie et Sociétés*, 38(2), 229-246. <https://hal-univ-tlse2.archives-ouvertes.fr/hal-02156143/document>

Peoples, territories, and environments

Required readings:

Dominguez, Pablo & Acosta, Rufino (2014). "Eco-antropología: Hacia un enfoque holista de las relaciones ambiente-sociedad", in *Actas del XIII Congreso de Antropología PERIFERIAS, FRONTERAS Y DIÁLOGOS*

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Dominguez, Pablo, Bourbouze, Alain, Demay, Sébastien, Genin, Didier & Kosoy, Nicolas (2012), "Diverse Ecological, Economic and Socio-Cultural Values of a Traditional Common Natural Resource Management System in the Moroccan High Atlas: The Aït Ikiss Tagdalt", *Environmental Values*, 21: 277-296. URL: https://www.researchgate.net/publication/259925997_Diverse_Ecological_Economic_and_Socio-Cultural_Values

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García Hierro, Pedro & Surrallés, Alexandre (2009). *Antropología de un derecho*, Barcelona, Alternativa, Intercanvi amb pobles indígenes / IWGIA, Copenhagen. (Caps 1 y 3).

Recommended bibliography:

Århem, Kaj (1998). Powers of place: landscape, territory and local belonging in Northwest Amazonia. In *Locality and Belonging*, edited by N. Lovell. London: Routledge, pp. 78-102.

Artaud, Hélène, & Surrallés, Alexandre (eds) (2017). *The sea within. Marine Tenure and Cosmopolitical Debates*. Copenhagen: IWGIA.

Beltran, Oriol & Vaccaro, Ismael (2017). Los comunales en el Pirineo Central. Idealizando el pasado y reelaborando el presente. *Revista De Antropología Social*, 26(2): 235-257. <https://doi.org/10.5209/RASO.57605>

Berkes, Fikret, Colding, Johan & Folke, Carl (2000). Rediscovery of traditional ecological knowledge as adaptive management. *Ecological Applications* 10(5): 1251-62. <https://doi.org/10.2307/2641280>

Berlin, Brent (2003). How a Folk Botanical System can be both Natural and Comprehensive: One Maya Indian's View of the Plant World. In Sanga G. & Ortalli G. (coord.), *Nature Knowledge: ethnoscience, cognition, and utility*. Berghahn Books, New York - Oxford, pp. 38-46.

Descola, Philippe (1986). *La nature domestique: symbolisme et praxis dans l'écologie des Achuar*. MSH, Paris.

Descola, Philippe (2005). *Par-delà nature et culture*. Ed. Gallimard, Paris. Esp: Descola, Philippe (2012). *Más allá de naturaleza y cultura*. Buenos Aires, Amorrortu editores.

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- Groes, Christian & Fernández, Nadine (2018). Introduction: Intimate Mobilities and Mobile Intimacies. In Groes Christian and Fernández Nadine (eds). *Intimate Mobilities. Sexual Economies, Marriage and Migration in a Disparate World* (pp. 1-27). Oxford: Berghahn Books.
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Jameson, Frederic & Miyoshi, Miyoshi (eds). (1999). *The cultures of globalization*. Durham (NC): Duke University Press.

Radin, Margaret Jane (1996). *Contested Commodities. The trouble with trade in sex, children, body parts and other things*. Cambridge (M): Harvard University Press.

Ray, Larry (2007). *Globalization and everyday life*. London: Routledge.

Ritzer, George & Atalay, Zeynep (eds.) (2010). *Readings in Globalization. Key Concepts and Major Debates*. London: Willey-Blackwell.

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Ritzer, George (2009). *Globalization. A Basic Text*. London: Blackwell.

Robertson, Roland (1992). *Globalization. Social Theory and Global Culture*. London: Sage.

Russell Hochschild, Arlie ([2003] 2008). *La mercantilizacion de la vida intima. Apuntes de la casa y el trabajo*. Buenos Aires: Katz.

Sassen Saskia (2007). *Una sociologia de la globalizacion*. Buenos Aires: Katz.

Scheper-Hughes, Nancy & Wacquant, Loïc (2002). *Commodifying bodies*. London: Sage.

Selin, Helaine & Rakoff, Robert (eds). *Death across cultures: Death and Dying in Non-Western Cultures*. Switzerland: Springer.

Steger, Manfred (2003). *Globalization. A very short introduction*. Oxford: Oxford University Press.

Tomlinson, John (1999). *Globalization and culture*. London: Polity Press.

Tomlinson, John (2007). Cultural Globalization. Ritzer, George (ed.) (2007). *The Blackwell Companion to Globalization* (pp. 352-367). London: Blackwell.

Zelizer, Viviana ([2005] 2009). *La negociacion de la intimidad*. México: FCE.

Zelizer, Viviana ([1994] 2011). *El significado social del dinero*. México: FCE.

Recommended films and series:

- Ball, Alan (2001-2005). *Six feet under*. Serie TV. US. Disponible en HBO.

- Gaggiotti, Miguel (2020). *Maquiladora*. UK. 18'. Accesible en Vimeo en:
<https://vimeo.com/378717205/bf3fe17b92>

- Gervais, Ricky (2019). *After life*. Serie TV. UK. Disponible en Netflix.

- Lahl, Jennifer (2010). *Eggsploitation*. US.45'. Accesible en Youtube con subtítulos en español:
https://www.youtube.com/watch?v=VcK_l3FLgKs

Projects I: Design

Required readings:

Quivy, Raymond y Van Campenhoudt, Luc. (2005). *Manual de investigación en ciencias sociales*. Editorial Limusa. México.

University of Southern California Libraries. Research Guides.

<http://libguides.usc.edu/writingguide/researchproposal>

or

Bernard, Russell H. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. Plymouth, UK: Altamira Press.

Flick, Uwe (2018). *An introduction to qualitative research*. 6th edition. Sage.

Recommended readings:

Carling, Jorgen, Bivand Erdal, Marta, & Ezzati, Reihaneh (2013). Beyond the insider-outsider divide in migration research. *Migration Studies* 2(1):36-54.

<http://migration.oxfordjournals.org/content/early/2013/10/15/migration.mnt022.full.pdf?keytype=ref&ijkey=oaxS5e>

Durand, Jorge (2012). El oficio de investigar. En Ariza, M. y Velasco, L. (coord.) *Métodos cualitativos y su aplicación empírica. Por los caminos de la investigación sobre migración internacional* (pp. 47-80). México (DF): UNAM/ El Colegio de la Frontera Norte.

Guest, Greg, Bunce, Arwen, & Johnson, Laura (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1): 59-82. [10.1177/1525822X05279903](https://doi.org/10.1177/1525822X05279903)

Hirvi, Laura and Snellman, Hanna (Eds., 2012). *Where is the field? The experience of migration viewed through the prism of ethnographic fieldwork*. Finnish Literature Society (SKS). Open Access:

<https://library.oapen.org/handle/20.500.12657/29750>

Jociles Rubio, María Isabel (1999). Las técnicas de investigación en antropología. Mirada antropológica y proceso etnográfico. *Gazeta de Antropología*, 15, artículo 1.

http://www.ugr.es/~pwlac/G15_01Marialsabel_Jociles_Rubio.html

Lupton, Deborah (2020). *Doing fieldwork in a pandemic*. Crowdsourced document:

<https://nwssdtpacuk.files.wordpress.com/2020/04/doing-fieldwork-in-a-pandemic2-google-docs.pdf>

Murchison, Julian M. (2010). *Ethnography essentials: Designing, conducting, and presenting your research*. Jossey Bass.

Ritchie, Jane, Lewis, Jane, McNaughton Nicholls, Carol & Ormston, Rachel (Eds., 2014)[2003]. *Qualitative research practice: A guide for social science students and researchers*. Sage.

Seawright, Jason, & Herring, John (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly* 61(2): 294-308. [10.1177/1065912907313077](https://doi.org/10.1177/1065912907313077)

Small, Mario L. (2009). How many cases do I need? On science and the logic of case selection in field-based research. *Ethnography*, 10(1): 5-38. <https://doi.org/10.1177/1466138108099586>

Small, Mario L. (2011). How to conduct a mixed-methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology*, 37(1): 57-86. <https://doi.org/10.1146/annurev.soc.012809.102657>

Tracy, Sarah J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10): 837-851. <https://doi.org/10.1177/1077800410383121>

Ethics resources:

American Association of Anthropology (adopted in 1971, amended in 1986). *Principles of Professional Responsibility*. <http://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1656>

Ethics code of the Association of Social Anthropologists of the UK (ASA): <https://www.theasa.org/downloads/ASA%20ethics%20guidelines%202011.pdf>

Educational resource about ethics in anthropology, open access (Macquarie University): <https://ethicstraining.mq.edu.au/>

Website of the Comissió d'Ètica en l'Experimentació Animal i Humana de la UAB (with models of informed consent, etc.): <https://www.uab.cat/etica-recerca/>

Software

UAB students can download Microsoft Office 365 at home and/or on their laptops if they wish so: <https://si-respostes.uab.cat/inici/correu/msop-microsoft-office/msop-com-em-puc-instal-lar-l-office>

In addition, it is recommended that they install the ARE button in their website's browser to access the electronic resources mentioned in the bibliography section (articles in academic journals that are not open access) from outside the UAB - This <https://www.uab.cat/web/our-services/access-to-electronic-resources-1345738248146.html>. (Spanish-language) video explains how to do that in 3 minutes: <https://vimeo.com/516408829/9f4a1ed83d>

We will also use the reference manager Mendeley in the course, and we recommend that students install it on their computers or laptops. Through the UAB, they can access the institutional license: <https://www.uab.cat/web/study-and-research/mendeley-institutional-1345738248632.html>.

The other programs and digital resources that we will use in the course will be communicated in the first class. All programs are installed or can be installed or accessed in the computer rooms.