

Anthropology and Social Intervention

Code: 101259
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	FB	1	2

Contact

Name: Gabriela Paula Poblet Denti

Email: gabriela.poblet@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

This course has no official prerequisites.

Objectives and Contextualisation

This course aims, from the perspective of Social and Cultural Anthropology, to introduce students to the different areas of Applied Anthropology and socio-cultural intervention, whether in the process of analysis or diagnosis of the problem, and in the definition of public policies and social policies from a perspective of social and cultural diversity, with special attention to issues related to ethnic minorities, migrant population and other groups excluded or at risk of exclusion.

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.
- Assessing in theoretical, methodological and ethical terms the anthropology investigations aimed to basic objectives or oriented to intervention.
- Demonstrate skills for working autonomously or in teams to achieve the planned objectives including in multicultural and interdisciplinary contexts.
- Intervening in different contexts and areas of implementation of Anthropology (intercultural relations, development and cooperation, kinship, health, education, social use of space and other intervention areas).

- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- 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.
- Use digital tools and critically interpret specific documentary sources.

Learning Outcomes

1. Applying the current ethical codes to the ethnographic fieldwork.
2. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Critically identify and compose a basic bibliography for the field of study.
4. Differentiating specific methodological aspects of applied researches.
5. Effectively working in teams and respecting different opinions.
6. Identify situations that require improvement or change.
7. Identifying the various relationship processes between human populations and their environment.
8. Interpreting the relationships between different societies and cultures by applying the specific notions of Anthropology.
9. Interpreting today's main events from physical, economic, social and cultural diversity.
10. Knowing and understanding the foundations for the implementation of Anthropology into social and environmental interventions.
11. Knowing some practical intervention cases.
12. Recognising the ethical implications of the investigations aimed at intervention.

Content

Programme

1. Introduction to Applied Anthropology and historical background
2. Main debates and dilemmas of applied anthropology: theoretical perspectives and ethical positions.
3. Social exclusion, marginalization and inequality in the contemporary world.
4. Modelos de integración social y ciudadanía.
5. Aproximación a la práctica antropológica en el ámbito de la intervención social y las políticas públicas

Methodology

Training activities: theory classes and guided practices, readings, individual and group assignments and tutoring that include feedback from the teacher.

Teaching methodology:

The teaching methodology will be a combination of lectures, viewing of documentaries, readings and practicals (first part of the subject), and a project-based learning methodology (in the second part of the subject).

The project-based learning methodology includes viewing of documentaries, debates and discussions in groups, practical exercises in class and their respective assignments, group readings and the preparation of a final project.

Students will work throughout the course in groups of three.

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

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			
Classroom Discussions	31	1.24	2, 1, 11, 10, 4, 7, 6, 9, 8, 12
Theoretical and practical directed classes	6	0.24	1, 11, 10, 4, 7, 9, 8, 12, 5
Type: Supervised			
Group work tutorials	25	1	11, 10
Individualized in-person tutorials	5	0.2	11, 10
Type: Autonomous			
Personal study	25	1	2, 1, 11, 10, 4, 7, 3, 6, 9, 8, 12
Reading	40	1.6	1, 11, 10, 4, 7, 9, 8, 12
Search for information	10	0.4	1, 11, 10, 4, 3, 9, 8, 12

Assessment

35% Written exam of the subject taught in class

45% Final work.

20% Participation in class and delivery of exercises in the classroom.

A minimum grade of 5 will be required for the exam to average with the rest of the grades.

It will be possible to make up both the written exam and the group work. But neither the participation nor the activities that will be done in the classroom during the classes will be recoverable.

A student cannot be evaluated if he has not taken at least 2/3 of the evaluative tests of the course.

At the time of each assessment activity, the teacher will inform the student (Moodle) about the procedure and date of review of qualifications.

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.

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

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.

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.

Unique assessment

This mode of assessment includes three assessment activities on a date set at the end of the subject.

1. Written test (50%). Transversal knowledge about applied anthropology and social intervention from Anthropology will be assessed according to the content covered in the course.
2. written work (30%). A paper submitted based on a chosen case on exclusion, social intervention, anthropology and public policy will be evaluated. (individual).
3. Presentation of the analytical work of the chosen case. (20%). Oral test.

As with continuous assessment, if the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the process discipline that can be instructed.

The same recovery system as for continuous assessment will apply.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	35%	2	0.08	1, 11, 10, 4, 7, 3, 9, 8, 12
Final Work	45%	3	0.12	2, 1, 11, 10, 4, 3, 6, 9, 8, 12
Participation and classroom activities	20%	3	0.12	2, 1, 11, 10, 4, 6, 9, 12, 5

Bibliography

References

- Bartoli, L. (2002). *Antropología aplicada: historia y perspectivas des América Latina*. Editorial Abya Yala.
- Bastide, R. (1971) *Antropología aplicada*. Buenos Aires: Amorrortu.
- Chambers, E. (1989) *Applied anthropology: A Practical Guide*. Illinois: Waveland Press.
- Checa, F. (2003). *La integración social de los inmigrados: modelos y experiencias* (Vol. 24). Icaria Editorial.
- Eddy, E. M., and Partridge W. L.(1987) *Applied Anthropology in America*. New York: Columbia University Press.

- Escobar, A. (1999). Antropología y desarrollo. *Maguaré*, (14), 42-73.
- Escobar, A., & Escobar, A. (1998). La invención del Tercer Mundo: construcción y deconstrucción del desarrollo. Editorial Norma.
- Fantova, F. (2007). Repensando la intervención social. *Documentación social*, 147, 183-198.
- Feixa, C. (2006) *Jóvenes "latinos" en Barcelona : espacio público y cultura urbana*. Barcelona : Anthropos : Ajuntament de Barcelona.
- Foster, G. M. (1974) *Antropología Aplicada*. México: Fondo de Cultura Económica.
- Giménez, C.(1999) *Antropología más allá de la academia: aplicaciones, contribuciones, prácticas e intervención social*. Santiago de Compostela: Federación de Asociaciones de Antropología del Estado Español etc.
- Guerrero Arias, P. (1997). Antropología aplicada. Ediciones UPS.
- Jabardo, M.; Monreal, P. y Palenzuela, P. (coords.) (2008) *Antropología de orientación pública: visibilización y compromiso de la antropología*. Serie, XI Congreso de Antropología de la FAAEE, Donostia, Ankulegi Antropologia Elkartea[en línea] <www.ankulegi.org>. Consultado el 29-06-2015
- Kaplan, A. (1996) *Variabilidad en los procesos de integración social, aculturación e identificación en los colectivos de inmigrantes senegambianos en Catalunya*. Bellaterra Barcelona: Publicacions de la Universitat Autònoma de Barcelona.
- Laparra, L., Obradors, A., Pérez, B., Pérez Yruela, M., Renes, V., Sarasa, S., ... & Trujillo, M. (2007). Una propuesta de consenso sobre el concepto de exclusión: implicaciones metodológicas.
- Mair, L. P. (2020). *Anthropology and Social Change: Volume 38*. Routledge.
- Malgesini, G., & Giménez, C. (1997). *Guía de conceptos sobre migraciones racismo e interculturalidad*. Madrid: La Cueva del Oso, 1997.
- Martínez Mauri, M. & Larrea Killinger, C., & (2012). Antropología social, desarrollo y cooperación internacional: introducción a los fundamentos básicos y debates actuales. Editorial UOC.
- MONGE, S. R. (2021). El Centro Coordinador Indigenista Tzeltal-Tzotzil y el Proyecto Perú-Cornell Vicos: revisión histórica de dos proyectos indigenistas.
- Pérez, M. (2007). Las perspectivas y retos de la antropología aplicada en el siglo XXI. *Revista Mad. Revista del Magíster en Análisis Sistemico Aplicado a la Sociedad*, (17), 1-9.
- Romaní, O.(2006) "Barcelona desde la Academia o los avatares de una antropología implicada", a: Feixa C. (dir.); Porzio L.; Recio C. (coords.). *Jóvenes latinos en Barcelona. Espacio público y cultura urbana*, Barcelona, pp. 277-283.
- San Román Espinosa, T. (2006). ¿Acaso es evitable? El impacto de la Antropología en las relaciones e imágenes sociales. *Revista de Antropología Social*, 15.
- San Román, T.(1986) *Entre la marginación y el racismo: reflexiones sobre la vida de los gitanos*. Madrid: Alianza Editorial.
- Stolcke, V. (2004). "Qué entendemos por integración social de los inmigrantes". En Checa, F. (2004). *Inmigración y derechos humanos: la integración como participación social* (Vol. 43). Icaria Editorial.
- Viola, A. (2000) *Antropología del desarrollo: teorías y estudios etnográficos en América Latina*. Barcelona: Paidós.

Software

/