

**Migration and Intercultural Relations**

Code: 101246  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500256 Social and Cultural Anthropology	OT	3
2500256 Social and Cultural Anthropology	OT	4

**Contact**

Name: Dan Rodriguez Garcia  
Email: dan.rodriguez@uab.cat

**Teaching groups languages**

You can view this information at the [end](#) of this document.

**Prerequisites**

To be a 3rd or 4th year student of the Degree in Anthropology.

**Objectives and Contextualisation**

The phenomenon of migration and intercultural relations is enormously broad and complex. The general objective of this course is to offer fundamental tools for critical analysis to be able to understand and approximate in an organized way to analyse this reality.

The specific objectives are the following:

1. Familiarize yourself with fundamental concepts and the main explanatory theories of the migratory phenomenon
2. Know the fundamental stages and current trends of international migration
3. Know the main debates on immigration management and diversity
4. Develop a perspective of holistic, intersectional, reflective and critical analysis

5. Develop written and communication skills through individual and group work

## 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.
- Demonstrate skills for working autonomously or in teams to achieve the planned objectives including in multicultural and interdisciplinary contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Producing cultural diversity materials that could have a critical impact on the common sense conceptions.
- 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.
- Students must demonstrate knowledge and understanding of the history of anthropological theory and the genesis of its basic concepts.
- 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.

## 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. Analysing data critically from anthropological investigations and reports.
4. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
5. Critically identify and compose a basic bibliography for the field of study.
6. Effectively working in teams and respecting different opinions.
7. Enumerating the theories about human species in their relation to society and culture production.
8. Explaining the work's results narratively in accordance with the critical standards of discipline and bearing in mind the different target audiences.
9. Identify situations that require improvement or change.
10. Identifying the contemporary interdisciplinary tendencies shared by the Anthropology and social disciplines related to the corresponding field.
11. Identifying the recent disciplinary developments and the correlation between the anthropological theory and the social disciplines related in their historical development and the current interdisciplinary tendencies.
12. Identifying the sociocultural variability in specific ethnographic contexts.
13. Identifying the various relationship processes between human populations and their environment.
14. Integrating interdisciplinary approaches on the fields of education, sex/gender systems and social inclusion-exclusion systems.
15. Producing materials related to the human population-environment relationships that may have a critical impact on the political and common sense conceptions in their respective fields.
16. Proponer proyectos y acciones que estén de acuerdo con los principios de responsabilidad ética y de respeto por los derechos y deberes fundamentales, la diversidad y los valores democráticos.
17. Summarizing the acquired knowledge about the relationship between nature, culture and society.

18. 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

This is a second semester subject of the third and fourth year of the Degree in Social and Cultural Anthropology, dedicated to offering training on migrations (human mobility) and intercultural relations. Basic concepts, theories, data and trends on international migrations and intercultural relations related to migration will be addressed.

The course is structured in two parts: the first one for the explanation of theoretical contents, and the second for group presentations in class. The first part, of explanation of theoretical contents, is divided into two blocks in turn: 1) International migrations, and 2) Intercultural relations:

Migrations:

- Fundamental concepts about anthropology of migrations.
- Theories and typologies about migrations.
- Global context, historical stages, and trends of international migrations.
- Mobility and control. Forced migration: clandestine migrations and refugees.
- Socio-demographic panorama of international migrations

Intercultural relations:

- Fundamental concepts about culture and diversity. Intersectionality: origin, class and gender.
- Theories and models of diversity management in immigration contexts. Integration, assimilation, multiculturalism and interculturalism.
- Keys and trends in management of immigration and diversity.
- "Second generations". Ancestry and classification. Multiple identities / mixedness.
- Decolonialism and social movements: racism, antiracism, and ethnic revival.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exposición oral de trabajo en grupo	15	0.6	1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 17, 18
Theoretical classes and class debates	30	1.2	3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17
Type: Supervised			
Final exam	2	0.08	3, 4, 7, 8, 10, 11, 12, 13, 14, 17
Individual tutorials	15	0.6	8, 17
Selection of the topic of group work and feedback during the process	16	0.64	2, 3, 4, 8, 10, 11, 12, 13, 14, 16, 17
Type: Autonomous			
Elaboration of the group work (oral presentation)	36	1.44	2, 3, 4, 6, 8, 10, 11, 12, 13, 14, 15, 17
Reading of the compulsory fundamental bibliography and study	36	1.44	2, 3, 4, 10, 11, 12, 13, 14

The methodology of the course is based on: theoretical classes with audiovisual support, reading texts (compulsory and recommended), group work and oral presentation, guided debates in class, and written final exam.

The course is structured in two parts: the first one for the explanation of theoretical contents by the teacher, and the second for group oral presentations in class by students.

The fundamental material of the course is, in addition to the theoretical classes, a selected and thematically organized bibliography, a part of which is compulsory (fundamental) reading for the follow-up and evaluation of the course, and the other complementary part.

15 minutes of a class will be set aside, within the calendar established by the center/degree, for students to fill in surveys to evaluate the performance of the teaching staff and to evaluate the subject.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance / Practicum	15%	0	0	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Final exam	50%	0	0	2, 3, 4, 7, 8, 10, 11, 12, 13, 14, 15, 17
Group oral presentation	35%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

### CONTINUOUS EVALUATION

This course is designed to be evaluated with continuous evaluation and in person.

The continuous evaluation is based on the following criteria and percentage distribution:

- Attendance and In-class Practicum: 15% of the final grade.
- Oral group presentation: 35% of the final grade.
- Final exam: 50% of the final grade.

To be evaluated by continuous evaluation, it is necessary to perform and score on all evaluation criteria (attendance, oral presentation and exam). If not, the student will be listed as "Not evaluable".

All activities presented will be evaluated, and those that are not presented will be recorded as "Not presented."

To participate in the re-evaluation process, the student must have obtained a final average grade of 3.5.

Students are responsible for staying informed through the Virtual Campus, regarding content, deliveries, evaluation, notices and any changes that may occur in the calendar.

Attendance:

Regular class attendance is essential to carry out continuous evaluation, and the days of group oral presentations will be classified as Classroom Practices, which will be counted within the attendance criterion.

Non-attendance without documentary justification will not be counted as attendance. And in cases of low attendance (below 80%), compensatory work may be required or a reduction in the final grade may be applied.

Likewise, punctuality is required in class attendance. The teacher can establish from what time students can no longer enter class.

Oral Group presentation:

The oral presentation will be done in groups of approximately 2-3 people (the limit will be adjusted at the beginning of the course), and will consist of an oral presentation in class, which must also be delivered in PDF (through the enabled space of the Virtual Campus) the same day.

At least two weeks before the start of the presentations, the working groups must have given the teacher (through the enabled space of the Virtual Campus) a brief topic proposal to prepare the work, following the form available in the Virtual Campus. This proposal must contain the basic aspects of the work / presentation: name and surname of the group members, topic (any topic within the areas covered in the course), justification of its relevance, preliminary structure / index of contents, and preliminary bibliography.

The oral presentations' schedule will be posted on the Virtual Campus space. Once scheduled, no changes to the oral presentation dates will be accepted without a good reason.

After each presentation, and following a guide with the evaluation criteria, the teacher will give an evaluative feedback to the group, and will give rise to the open discussion with the whole class group, who will be able to ask questions to the group. Finally, the teacher will evaluate the presentation made by the group.

The group's oral presentation will be evaluated on the basis of the following criteria, all with the same weight:

- Organization and structure, level of writing and expression
- Volume, diversity and adequacy of the sources consulted
- Ability to identify key aspects, critical analysis, and clarity in arguments
- Ability to dialogue and debate using the knowledge acquired

The grade obtained from the group work will be the same for all its components.

Any indication of plagiarism in the work (for which several computer programs are used in use), will mean the automatic fail of the course.

Individual final exam:

The final exam will be individual and without notes. The exam will be based on the overall contents of the course, and may be a test-type exam, or with a combination of definitions of key course concepts, thematic development questions, or commentary based on a paragraph / reading text. Both the class notes, the compulsory and complementary bibliography, and the extra materials available on the Virtual Campus will be used for its preparation.

The date of the final exam will be announced during the course.

SINGLE EVALUATION\*

\*NOTICE IN ADVANCE: This course is designed as an eminently in-person course to be evaluated with continuous evaluation. It is therefore not advisable to choose the single evaluation option.

To choose the option of single evaluation, the student must communicate it with a form within the official period.

The single evaluation activities will consist of:

- 1) Individual oral presentation: 25%

With the same characteristics as the continuous evaluation and on the day of the final exam.

2) Individual written work: 25%

To be delivered in paper and in PDF on the day of the final exam, where the theme of the oral presentation will be further developed.

Format: Numbered Table of Contents, Introduction, Descriptive Sections, Conclusions, Bibliography and Annex. Max. 25 pages (not counting the Annexes), margins 2.5 Times New Roman, single spacing.

3) Individual final exam: 50%

With similar characteristics and in the same period as the continuous evaluation exam.

In the case of the single evaluation, the same re-evaluation system will be applied as for the continuous evaluation (see below).

## RE-EVALUATION

In order to access the re-evaluation, it is necessary to have completed the continuous evaluation and have failed with an average grade of at least 3.5.

The re-evaluation will not take into account the continuous evaluation tests (neither the oral presentation, nor the exam nor the attendance can be recovered separately), and will consist of a single exam that will account for 100% of the final grade.

## Bibliography

### MANDATORY BIBLIOGRAPHY:

- Arango, J. (2007) "La población mundial". En: J. Romero (coord.) Geografía Humana. Barcelona: Ariel, 2ª edición, Cap. 3 (pp. 57-105). [http://ffyl1.uncu.edu.ar/IMG/pdf/Romero\\_cap-3-Arango-.pdf](http://ffyl1.uncu.edu.ar/IMG/pdf/Romero_cap-3-Arango-.pdf)
- Arango, J. (2003) "La explicación teórica de las migraciones: luz y sombra", *Migración y Desarrollo*, 1: 1-29. [http://www.ucm.es/info/gemi/descargas/articulos/42ARANGO\\_La\\_Explicacion\\_Teorica\\_Migraciones\\_Luce](http://www.ucm.es/info/gemi/descargas/articulos/42ARANGO_La_Explicacion_Teorica_Migraciones_Luce)
- de Haas, H., Castles, S., Miller, M.J. (2020) "Introduction". In *The Age of Migration: International Population Movements in the Modern World*, 6th edn. Hampshire, UK: Palgrave Macmillan, pp. 1-20: <http://www.age-of-migration.com> [Versión online 2014: <http://migrationmatters.me/wp-content/uploads/2016/11/AgeOfMigrationChapter1and.pdf>] [edición online en castellano 2004: [http://biblioteca.diputados.gob.mx/janium/bv/ce/scpd/LIX/era\\_mig.pdf](http://biblioteca.diputados.gob.mx/janium/bv/ce/scpd/LIX/era_mig.pdf)]
- Rodríguez-García, D. (2007) "Inmigración y modelos de incorporación: contextos, claves del debate y tendencias de futuro", en Rodríguez García, D., Biles, J., Winnemore, L., Michalowski, I. (2007) *Políticas y modelos de acogida. Una mirada transatlántica: Canadá, Alemania, Francia y los Países Bajos*. Documentos CIDOB Migraciones, 12. Barcelona: FundaciónCIDOB, pp. 7-41. <https://dialnet.unirioja.es/servlet/articulo?codigo=2486827>
- Rodríguez-García, D. (2017) "Multicultural / Multiculturalismo". En: Cavalcanti, L. et al. (Org.) *Dicionário crítico de migrações internacionais*. Brasília: Observatorio de Migrações Internacionais, Universidad de Brasília, pp. 502-508. [https://www.researchgate.net/publication/264731735\\_Multicultural\\_Multiculturalism](https://www.researchgate.net/publication/264731735_Multicultural_Multiculturalism)
- Rodríguez-García, D., Habimana Jordana, T., Rodríguez Reche, C. (2021) "'Tú como eres negra, harás de lobo'. El debate pendiente sobre la cuestión de la 'raza' en España". *Periferia: revista de investigación y formación en antropología*, 26 (1): 29-55. <https://doi.org/10.5565/rev/periferia.833>

Textbooks for reference (minimum one):

- Barañano, A. et al. (coords.) (2007) *Diccionario de las Relaciones interculturales. Diversidad y globalización*. Madrid: Complutense.
- Blanco, C. (2000) *Las migraciones contemporáneas*. Madrid: Alianza.
- Giménez, C.; Malgesini, G. (2000) *Guía de conceptos sobre migraciones, racismo interculturalidad*. Madrid: Catarata.
- Scholten, P. (Ed.) (2022) *Introduction to Migration Studies. An Interactive Guide to the Literatures on Migration and Diversity*. Springer. <https://link.springer.com/content/pdf/10.1007/978-3-030-92377-8.pdf>

## COMPLEMENTARY READINGS

### 1. Migration

#### General textbooks:

- Bélanger, D., Silvey, R. (2019) "An Im/mobility turn: power geometries of care and migration." *Journal of Ethnic and Migration Studies*, 1-18.
- Blanco, C. (2000) *Las migraciones contemporáneas*. Madrid: Alianza.
- Bogue (2004) "Apology for Nomadology", *Interventions: International Journal of Postcolonial Studies*, 6 (2): 169-179.
- Bretell, C.; Hollifield, J. (2008) *Migration Theory: Talking Across Disciplines*. New York: Routledge, 2nd ed.
- Cardelús, J.; Pascual de Sans, À. (1979) *Movimientos migratorios y organización social*. Barcelona: Península.
- de Haas, H., Castles, S., Miller, M.J. (2020) "Introduction". In *The Age of Migration: International Population Movements in the Modern World*, 6th edn. Hampshire, UK: Palgrave Macmillan, pp. 1-20. <http://www.age-of-migration.com>
- Checa, F; Checa, J.C.; Arjona, A. (eds.) (2007) *Migración y derechos humanos*. Barcelona: Icaria.
- Cohen, R. (2008) *Global Diasporas*. Abingdon: Routledge.
- Cresswell, T. (2006) *On the move. Mobility in the modern western world*. Nueva York: Routledge.
- De la Dehesa, G. (2008) *Comprender la inmigración*. Madrid: Alianza.
- Faist, T. (2013) "The mobility turn: a new paradigm for the social sciences?", *Ethnic and Racial Studies*, 36 (11): 1637-1646.
- Giménez, C. (2003) *Qué es la inmigración*. Barcelona: Integral.
- Giménez, C.; Malgesini, G. (2000) *Guía de conceptos sobre migraciones, racismo interculturalidad*. Madrid: Catarata.
- Glick Schiller, N.; Salazar, N. (2013) "Regimes of Mobility Across the Globe", *Journal of Ethnic and Migration Studies*, 39 (2): 183-200.
- Haas, H. de (2021) "A theory of migration: the aspirations capabilities framework". *Comparative Migration Studies*, 9:8. <https://doi.org/10.1186/s40878-020-00210-4>
- IOM (2016) *Key Migration Terms*: <http://www.iom.int/key-migration-terms>
- IOM (2020) *Informe sobre las migraciones en el mundo 2020*. <https://www.iom.int/wmr/es/2020>
- Fassin, D. (2011) "Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times", *Annual Review of Anthropology*, 40: 213-226.
- Izquierdo, A.; Cornelius, W.A. (eds.) (2012) *Políticas de control migratorio: Estudio comparado de España y EE.UU.* Barcelona: Bellaterra (Resumen online: <http://dag.revista.uab.es/article/view/v60-n2-ortega>)
- Koser, K. (2007) *International Migration: A Very Short Introduction*. Oxford: Oxford University Press.
- Legrain, P. (2008) *Inmigrantes. Tu país*. Barcelona: Intermón Oxfam.
- Livi-Bacci, M. (2012) *Breve historia de las migraciones*. Madrid: Alianza Editorial.
- Martín Díaz, E. (2023) "Alcances y limitaciones de la Teoría Marxista para el estudio de los procesos migratorios: Hacia una Teoría antropológica de las migraciones." *Revista de Estudios Socioeducativos*, 11: 33-57. <https://revistas.uca.es/index.php/ReSed/article/view/10019/10785>
- Massey, D.S.; Arango, J.; Graeme, H.; Kouaouci, A.; Pellegrino, A.; Taylor, J.E. (2000) "Teorías sobre la migración internacional: una reseña y una evaluación", *Revista Trabajo*, 2 (3): 5-49. Segunda Época. México: UAM, UNAM y Plaza y Valdés Editores.

- Massey, D.; Arango, J.; Hugo, G.; Kouaouci, A.; Pellegrino, A.; Taylor J. (eds.) (2009) *Worlds in Motion: Understanding International Migration at the End of the Millennium*. New York: OUP.
- Ribas Mateos, N. (2004) *Una Invitación a la sociología de las migraciones*. Barcelona: Bellaterra.
- Naïr, S.; De Lucas, J. (1999) *El desplazamiento en el mundo. Inmigración y temáticas de identidad*. Madrid: Ministerio de Trabajo y Asuntos Sociales.
- Naïr, S. (2001) *La inmigración explicada a mi hija*. Barcelona: Plaza y Janés Editores.
- Naïr, S. (2006) *Y vendrán. Las migraciones en tiempos hostiles*. Barcelona: Bronce.
- Portes, A.; DeWind, J. (Ed.) (2006) *Repensando las migraciones. Nuevas perspectivas teóricas y empíricas*. Zacatecas: Universidad Autónoma de Zacatecas.
- Rodríguez García, D. (ed.) (2012) *Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration*. Montreal and Kingston: McGill-Queen's University Press, Queen's Policy Studies Series.
- Sayad, A. (1992) *L'immigration ou les paradoxes de l'alterité*. Brussels: De Boeck-Wesmael.
- Segal, U.; Elliott, D.; Mayadas, N. (2010) *Immigration Worldwide: Policies, Practices, and Trends*. New York: OUP.
- Solanes, A. (2016) "Una reflexión iusfilosófica y política sobre las fronteras". *Anuario de Filosofía del Derecho*, XXXII: 145-184.
- Spencer, S. (ed.) (2003) *The Politics of Migration: Managing Opportunity, Conflict and Change*. Oxford: Blackwell.
- Vertovec, S. (2010) *Transnationalism*. London: Routledge.
- Vargas-Silva, C. (ed.) (2012) *Handbook Of Research Methods In Migration*. Northampton, MA: Oxford University Press.

### ***Immigration in Southern Europe:***

- Aja, E.; Arango, J.; Oliver, J. (dirs.) (2012) *La hora de la integración. Anuario de la inmigración en España. Edición 2011*. Barcelona: CIDOB.
- Alarcón, A. (dir) (2010) *Joves d'origen immigrant a Catalunya. Necessitats i demandes. Una aproximació sociològica*. Barcelona, Secretaria de Joventut.
- Aparicio, R.; Tornos, A. (2012) *La socialización juvenil de las segundas generaciones de la inmigración: factores, metas, transformaciones identitarias*. Madrid, Ministerio de Empleo y Seguridad Social.
- Aparicio, R.; Tornos, A. (2002) *El estado de bienestar y la inmigración en España*. Madrid: Instituto de Migraciones y Servicios Sociales.
- Arango, J. (2013) "Exceptional in Europe? Spain's Experience with Immigration and Integration." Washington DC: Migration Policy Institute.  
<http://www.migrationpolicy.org/research/exceptional-europe-spains-experience-immigration-and-integratio>
- Bruquetas-Callejo, M. et al. (2011) *The Case of Spain*. In *Migration Policymaking in Europe: The Dynamics of Actors and Contexts in Past and Present*, eds. G. Zincone, R. Penninx, y M. Borkert. Amsterdam: Amsterdam University Press - IMISCOE, 291-323.
- Cabré, A. (1999) *El sistema català de reproducció: Cent anys de singularitat demogràfica*. Barcelona: Proa.
- Cachón Rodríguez, L. (2008) "La integración de y con los inmigrantes en España: debates teóricos, políticas y diversidad territorial", *Política y Sociedad*, 45 (1): 205-235.
- Candel, F. (1967) *Els altres catalans*. Barcelona: Edicions 62.
- Candel, F.; Cuenca, J.M. (2001) *Els altres catalans del Segle XXI*. Barcelona: Planeta.
- Cea d'Anconà, M.A., Valles, M. (2010) *Evolución del racismo y la xenofobia en España (Informe 2010)*. Madrid: Ministerio de Trabajo e Inmigración.
- Colectivo IOÉ (1999) *Inmigrantes, trabajadores, ciudadanos. Una visión de las migraciones desde España*. Valencia: Universitat de Valencia.
- Domingo, A. (2010) "La immigració i els reptes de futur en la Catalunya del 2030", *Quaderns d'Acció Social i Ciutadania*. Barcelona, Departament d'Acció Social i Ciutadania, 9: 45-50.
- Domingo, A. (2014) *Catalunya al mirall de la immigració: Demografia i identitat nacional*. Barcelona: Avenç.
- Ferrer-Gallardo, X. (2008) "Acrobacias fronterizas en Ceuta y Melilla. Explorando la gestión de los perímetros terrestres de la Unión Europea en el continente africano." *Documents d'Anàlisi Geogràfica*, 51: 129-149.
- Ferrer-Gallardo, X., Albet-Mas, A. (2013) "EU-Limbo-scapes. Ceuta and the Proliferation of Migrant Detention Centres across the European Union". *European Urban and Regional Studies*.  
doi:10.1177/0969776413508766



- Izquierdo Escribano, A. (1996) La inmigración inesperada. Madrid: Trotta.
- Jarrín Morán, A., Rodríguez García, D., de Lucas, J. (2012) Los centros de internamiento de extranjeros en España: Origen, funcionamiento e implicaciones jurídico-sociales. Documentos CIDOB Migraciones, 26. Barcelona: Fundación CIDOB.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=4119312>
- King, R. (ed.) (2001) The Mediterranean Passage. Migration and New Cultural Encounters in Southern Europe. Liverpool: Liverpool University Press.
- King, R., Black, R. (eds.) (1997) Southern Europe and the New Immigrations. Brighton: Sussex Academic Press.
- Miguel Luken, V. de, Rodríguez García, D., Solana Solana, M., Pascual de Sans, A. (2012) La Població immigrada a Catalunya: consideracions sobre les seves condicions d'assentament i integració a partir de les dades de l'ENI 2007. Barcelona: Institut d'Estudis Catalans.
- Moffette, D. (2018) Governing Irregular Migration: Bordering Culture, Labour and Security in Spain. Vancouver: UBC Press.
- Moreno, F.J., Bruquetas-Callejo, M. (2011) Inmigración y Estado de bienestar en España. Barcelona: Obra Social la Caixa, CSIC, Col. Estudios Sociales 31.
- Muñoz, F., Izquierdo, A. (1989) "L'Espagne, pays d'immigration", Population, 44 (2): 257-89.
- Oliver Alonso, J. (2006) España 2020: Un mestizaje ineludible. Cambio demográfico, mercado de trabajo e inmigración en las comunidades autónomas. Barcelona: Institut d'Estudis Autònoms.
- Pajares, M. (2010) Inmigración y mercado de trabajo. Informe 2010. Madrid: Observatorio Permanente de la Inmigración 25, Ministerio de Trabajo e Inmigración.
- Pérez-Díaz, V. et al. (2001) España ante la inmigración, Barcelona: Fundació la Caixa, Colección Estudios Sociales, 8.
- Rodríguez-García, D., Solana, M., Miguel Luken, V. de, Pascual De Sans, A. (2013) "La integración de la población inmigrada en Cataluña: un análisis a partir de la encuesta nacional de inmigrantes de 2007, y una aproximación al impacto posterior de la crisis económica". Biblio 3W: Revista Bibliográfica de Geografía y Ciencias Sociales, XVIII (1040) [Online: <http://www.ub.edu/geocrit/b3w-1040.htm>]
- Rodríguez-García, D. (2012) "Introduction: Managing Immigration and Diversity in the New Age of Migration: A Transatlantic Dialogue." In D. Rodríguez-García (ed.) Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration. Montreal and Kingston: McGill-Queen's University Press, pp. 1-60.
- Solé, C. (1981) La integración sociocultural de los inmigrantes en Cataluña. Madrid: CIS.
- Zapata-Barrero, R. (2004) Inmigración, innovación política y cultura de acomodación en España. Barcelona: Fundación CIDOB.
- Zapata-Barrero, R. (2009) "Policies and public opinion towards immigrants: the Spanish case." Ethnic & Racial Studies, 32 (7): 1101-1120.

#### **Websites:**

- International Organization for Migration (IOM): <http://www.iom.int/>
- Global Migrant Origin Database - Interactive Map: <http://migrationsmap.net>
- United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org>
- Immigration Data Hub - MPI: <http://www.migrationinformation.org/datahub/>
- Migrant Integration Policy Index: <http://www.mipex.eu/>
- The Age of Migration (Castles and Miller) - Website: <http://www.age-of-migration.com/>
- Stories behind a line (interactive individual migration trajectories): <http://www.storiesbehindaline.com/>
- EU Immigration Portal - European Commission: <http://ec.europa.eu/immigration/>
- Instituto Nacional de Estadística (INE): [www.ine.es](http://www.ine.es)
- Institut d'Estadística de Catalunya (Idescat): [www.idescat.cat](http://www.idescat.cat)

## 2. Intercultural Relations

### Culture and diversity:

- Aguirre Baztán, A. (ed.) (1993) Diccionario temático de Antropología. Barcelona: Boixareu.
- Barañano, A. et al. (coords.) (2007) Diccionario de las Relaciones interculturales. Diversidad y globalización. Madrid: Complutense.
- Barfield, T. (ed.) (2001) Diccionario de antropología. Barcelona: Bellaterra.

- Barth, F. (1976) Los grupos étnicos y sus fronteras. La organización social de las diferencias culturales. México: FCE.
- Bastide, R. (1970) El prójimo y el extraño. El encuentro de las civilizaciones. Buenos Aires: Amorrortu.
- Bohannan, P. (1996) Para raros nosotros. Introducción a la antropología cultural. Madrid: Akal.
- Kahn, J.S. (ed.) (1975) El concepto de cultura: textos fundamentales. Barcelona: Anagrama.
- Kottak, C. (2007) Introducción a la Antropología Cultural. Espejo para la humanidad. Madrid: McGraw-Hill.
- San Román, T. (1996) Los muros de la Separación. Ensayo sobre alterofobia y filantropía. Madrid/Bellaterra: Tecnos/Servei de Publicacions de la UAB.
- Todorov, T. (1988) Cruce de culturas y mestizaje cultural. Madrid: Jucar.
- Todorov, T. (1991) Nosotros y los Otros. Madrid y México: Siglo XXI.
- Touraine, A. (1998) ¿Podemos vivir juntos? Iguales y diferentes. Madrid: PPC.
- Valdés, M. (2007) "Etnocentrismo y relativismo cultural". En: A. Barañano, J.L. García, M. Cátedra y M.J. Devillard (coords.) Diccionario de las Relaciones interculturales. Diversidad y globalización. Madrid: Complutense, 132-136.
- Wyn Davies, M. (2005) Antropología para principiantes. Buenos Aires: Era Naciente.

#### Integration of immigrants and minorities:

- AA.VV (1998) La interculturalidad que viene. Barcelona: Icaria.
- Alba, R.; Nee, V. (1997) "Rethinking Assimilation Theory for a New Era of Immigration", *International Migration Review*, 31(4): 826-75.
- Aparicio, R. (2005) "¿Qué es eso que llamamos integración?", *Tiempo de Paz*, 76: 37-47.
- Aparicio, R.; Tornos, A. (2009) "Migraciones, diversidad cultural y teoría de la cultura", *Papers Revista de Sociología*, 94: 139-153.
- Baumann, G. (2001) El enigma multicultural. Un replanteamiento de las identidades nacionales, étnicas y religiosas. Barcelona: Paidós.
- Brah, A. (1996) *Cartographies of Diaspora. Contesting identities*. London: Routledge.
- De Lucas, J. (1999) Derechos de las minorías en una sociedad multicultural. Madrid: Consejo General del Poder Judicial.
- Delgado, M. (1998) *Diversitat i integració*. Barcelona: Empúries.
- Giménez, C. (2010) El interculturalismo: Propuesta conceptual y aplicaciones prácticas. Zarautz, Ikuspegi: Observatorio Vasco de Inmigración.
- Gordon, M. (1964) *Assimilation in American Life: the Role of Race, Religion, and National Origins*. New York: Oxford University Press.
- Grillo, R. (1998) *Pluralism and the Politics of Difference: State, Culture, and Ethnicity in Comparative Perspective*. Oxford: Clarendon Press.
- Gualda, E. (2001) Integración Social de los inmigrantes y modelos teóricos que la explican. Huelva: Servicio de Publicaciones de la Universidad de Huelva.
- Gutman, A. (ed.) (2003) El multiculturalismo y la política del reconocimiento. México: F.C.E.
- Heller, A.; Zolberg, A. R. (1996) *The Challenge of Diversity. Integration and Pluralism in Societies of Immigration*. Vienna: Avebury.
- Joppke, C. (2004) "The retreat of multiculturalism in the liberal state: theory and policy", *The British Journal of Sociology*, 55 (2): 237-57.
- Kymlicka, W. (1996) Ciudadanía multicultural. Una teoría liberal de los derechos de las minorías. Barcelona: Paidós.
- Maalouf, A. (2004) *Identidades asesinas*. Madrid: Alianza.
- Martiniello, M. (1998) *Salir de los guetos culturales*. Barcelona: Bellaterra.
- Modood, T. (2007) *Multiculturalism: A Civic Idea*. Oxford: Polity Press.
- Moreras, J. (2000) "Islamofobia: ¿un nuevo término en el vocabulario de la exclusión?". Informe Anual sobre el racismo en el Estado español, Barcelona: SOS Racismo-Icaria, 126-135.
- Parekh, B. (2006) *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. London: Macmillan.
- Penninx, R. (2005) "Integration of migrants: economic, social, cultural and political dimensions". En: M. Macura, A. MacDonald y W. Haug (eds.) *The new demographic regime. Population challenges and policy responses*, New York & Geneva: United Nations, 137-152.
- Portes, A.; Zhou, M. (1993) "The New Second Generation: Segmented Assimilation and Its Variants among Post-1965 Immigrant Youth", *The Annals*, 530: 74-96.
- Pujadas, J. J. (1993) *Etnicidad. Identidad cultural de los pueblos*. Madrid: Eudema.

- Putnam, R. (2007) "E Pluribus Unum: Diversity and Community in the Twenty-first Century", The 2006 Johan Skytte Prize Lecture, *Scandinavian Political Studies*, 30 (2): 137-174.
- Rex, J.; Mason, D. (eds.) (1994) *Theories of race and ethnic relations*. Cambridge: CUP.
- Rodríguez García, D. (2004) *Inmigración y mestizaje hoy. Formación de matrimonios mixtos y familias transnacionales de población africana en Cataluña*. Barcelona: UAB.
- Rodríguez García, D. (2010) "Beyond Assimilation and Multiculturalism: A Critical Review of the Debate on Managing Diversity", *Journal of International Migration and Integration*, 11 (3): 251-271.
- Rodríguez García, D. (2010) Retos y tendencias en la gestión de la inmigración y la diversidad en clave transatlántica. Documentos CIDOB Migraciones, 21. Barcelona: Fundación CIDOB.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=3189494>
- Rumbaut, R.; Portes, A. (eds) (2001) *Ethnicities: Children of Immigrants in America*. Berkeley: University of California Press.
- San Román, T. (1985) "Antropología Aplicada y relaciones étnicas", *REIS*, 27: 175-183.
- San Román, T. (comp.) (1994) *Entre la marginación y el racismo. Reflexiones sobre la vida de los gitanos*. Madrid: Alianza Universidad.
- Solé, C.; Alcalce, R. (2002) "El concepto de integración desde la sociología de las migraciones", *Migraciones*, 12: 9-41.
- Stolcke, V. (1994) "Europa: Nuevas fronteras, nuevas retóricas de exclusión". En: VV.AA. *Extranjeros en el paraíso*, Barcelona: Virus, 235-267.
- Stolcke, V. (2004) "¿Qué entendemos por integración social de los inmigrantes?". En: F. Checa, J.C. Checa y A. Arjona (eds.) *Migración y derechos humanos*. Barcelona: Icaria, 17-46.
- Vertovec, S. (1999) "Més multi, menys culturalisme: l'antropologia de la complexitat cultural i les noves polítiques del pluralisme", *Revista d'Etnologia de Catalunya*, 15: 8-21.
- Vertovec, S.; Baumann, G. (2009) *Conceiving Multiculturalism: From Roots to Rights*. London: Routledge.
- Vertovec, S., and Wessendorf, S. (eds.) (2010) *The Multiculturalism Backlash: European Discourses, Policies and Practices*. London and New York: Routledge.
- Werbner, P.; Modood, T. (eds.) (1997) *Debating Cultural Hybridity. Multicultural Identity and the Politics of Anti-Racism*, London: Zed Books.

#### Decolonialism and Black movements

- Anzaldúa, G. (1987). *Borderlines/La Frontera*. San Francisco: Spinsters/Aunt Lute Books. The narration of difference, 69.
- Bela-Lobedde, D. (2018). *Ser mujer negra en España*. Plan B.
- Bouteldja, H. (2014). ¿Feministas o no? Pensar la posibilidad de un «feminismo decolonial» con James Baldwin y Audre Lorde. *Tabula Rasa*, (21).
- Bouteldja, H. (2016). Raza, Clase y Género: ¿Nueva divinidad de tres cabezas?. *Clivajes. Revista de Ciencias Sociales*, (6), 1.
- Bouteldja, H. (2017). *Los blancos, los judíos y nosotros: hacia una política del amor revolucionario*. Akal.
- Castro-Gómez, S., & Grosfoguel, R. (2007). Prólogo. Giro decolonial, teoría crítica y pensamiento heterárquico. *El giro decolonial. Reflexiones para una diversidad epistémica más allá del capitalismo global*, 9-23.
- Davis, A. Y. (2005). *Mujeres, raza y clase* (Vol. 30). Ediciones Akal.
- Dussel, E. (1993). Europa, modernidad y eurocentrismo. *Revista de Cultura Teológica*, (4), 69-81.
- Fanon, F. (2009). *Piel negra, máscaras blancas* (Vol. 55). Ediciones Akal.
- Garcés, M. M. (2018). Lo negro-africano y afrodescendientes: procesos identitarios por asignación o por autoreconocimiento. *Revista de Pensamiento Estratégico y Seguridad CISDE*, 3(2), 65-73.
- Grosfoguel, R. (2008). Hacia un pluri-versalismo transmoderno decolonial. *Tabula Rasa*, (9), 199-215.
- Hooks, b. (2017). *El feminismo es para todo el mundo*. Traficantes de Sueños.
- Hooks, b., Brah, A., Sandoval, C., Anzaldúa, G., Levins Morales, A., Bhavnani, K. K., ... & Talpade Mohanty, C. (2004). *Otras inapropiables: Feminismos desde las fronteras*. Madrid: Traficantes de sueños, 2004.
- Jabardo, M. (2012). *Feminismos negros. Una antología*. Madrid: Traficantes de Sueños.
- Kilomba, G. (2008). *Plantation memories. Episodes of everyday racism*, 2.
- Lugones, M. (2008). *Colonialidad y género*. *Tabula rasa*, (9).

- Mohanty, C. (2008). Bajo los ojos de occidente. Academia Feminista y discurso colonial. L. Suárez Navaz y A. Hernández (editoras). Descolonizando el Feminismo: Teorías y Prácticas desde los Márgenes, 112-161.
- Montes Montoya, A., & Busso, H. (2007). Entrevista a Ramón Grosfoguel. Polis. Revista Latinoamericana, (18).
- Navaz, L. S., & Hernández, A. (2008). Descolonizando el feminismo. Teoría y prácticas desde los márgenes, Madrid, Ediciones Cátedra.
- Oyewumi, O. (2010). Conceptualizando el género: Los fundamentos eurocéntricos de los conceptos feministas y el reto de la epistemología africana. Revista Africaneando: Revista de actualidad y experiencias, 4, 25-35.
- Platero, R. (2012). Intersecciones: cuerpos y sexualidades en la encrucijada. Barcelona: Bellaterra.
- Quijano, A. (2000). ¡ Qué tal raza!. Revista del CESLA, (1), 192-200.
- Quijano, A. (2000). Colonialidad del poder, eurocentrismo y América Latina.
- Rojas, L., & Godoy, F. (2017). No existe sexo sin racialización. Traficantes de Sueños.
- Soler, A. (2018). Viviendo en modo afroféminas. La Tija Edicions.
- Velasco, M. J. (2008). Desde el feminismo negro, una mirada al género y la inmigración. In Feminismos en la antropología: nuevas propuestas críticas (pp. 39-54). Ankulegi.

#### Websites

- Declaración Universal de los Derechos Humanos: <http://www.unhcr.ch/udhr/lang/spn.htm>
- Mapahumano: <http://mapahumano.fiestras.com>
- Tribes: <http://www.bbc.co.uk/tribe/index.shtml>
- SOS Racisme Catalunya : <http://www.sosracisme.org>
- Mixed-race Studies: <http://www.mixedracestudies.org>
- Museu de les Cultures del Món / Museu Etnològic de BCN: <http://museuculturesmon.bcn.cat/es>

#### Software

To be established at the beginning of the course.

#### Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed