

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

Contact

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Teachers

Anna Molas Closas

(External) Per determinar

Teaching groups languages

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

Prerequisites

This course has no pre - requisites.

Objectives and Contextualisation

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

Competences

- Social and Cultural Anthropology
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Demonstrating they know and comprehend the epistemological and methodological debates in Anthropology and the main investigation techniques.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and critically interpret specific documentary sources.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

Science, Technology and Humanities

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the relationships between nature and culture using concepts from anthropology, philosophy and history.
- Assess the social, economic and environmental impact when acting in this field of knowledge.
- Construct discourse on scientific and technical knowledge using the linguistic resources of argument.
- Explain the basic concepts related to life, its origin and evolution, especially those referring to health and illness throughout history.
- Make critical use of digital tools and interpret specific documentary sources.
- Relate terrestrial dynamics and the variable of time in the terrestrial, atmospheric and climatic processes, and identify the problems generated by use of natural resources on the part of humans.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.
- Work collaboratively in teams.

Learning Outcomes

1. Analyse in theoretical terms examples of cultural diversity in the fields of education, gender and systems of inclusion-exclusion.
2. Analysing a contemporary fact from an anthropological perspective.
3. Apply the basic concepts of social and cultural anthropology in order to understand the relationships between different societies and cultures.
4. Applying the basic concepts of Social and Cultural Anthropology to the understanding of relationships between various societies and cultures.
5. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
6. Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as local context knowledge.
7. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
8. Carry out ethical use of the information especially when it is of a personal nature.
9. Carry out group activities.
10. Conduct sound, relevant information searches in specialist media, the internet and population databases.
11. Critically analyse data from anthropological research and reports.
12. Critically assess the explicit and implicit theoretical models in ethnographic materials.
13. Distinguish between the theoretical concepts of anthropology and indigenous concepts.
14. Distinguishing between the theoretical concepts of Anthropology and the indigenous concepts.
15. Enumerating theories about human species and relating them with the production of society and culture.

16. Establish the historical connection between ethnographic knowledge and theoretical development.
17. Establishing historical connection between ethnographic and theoretical development.
18. Explain developments in the disciplines and the current interdisciplinary trends of criticism of the Cartesian nature-culture dichotomy.
19. Identify social and cultural variability through ethnographic texts and audiovisual sources.
20. Identify the current trends toward interdisciplinarity shared by anthropology and the related social disciplines in the corresponding field.
21. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
22. Identify the recent developments in the disciplines and the linking of anthropological theory to the related social disciplines in its historical development and the current trends toward interdisciplinarity.
23. Identify the various processes by which human populations interact with their habitat.
24. Identifying the main and secondary ideas and expressing them with linguistic correctness.
25. Identifying the sociocultural variability through ethnographic texts and audiovisual resources.
26. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
27. Integrate acquired knowledge of human biocultural diversity, its origin and its expression, with the aim of making judgements and providing society with criteria that are appropriate, scientific and ethical, and not discriminatory, sexist or racist.
28. Interpreting the cultural diversity through ethnography.
29. Interpreting today's main events from physical, economic, social and cultural diversity.
30. Know and evaluate the methodological debates in social and cultural anthropology.
31. Know and understand the impact of culture on the various institutional systems of environmental intervention.
32. Know and understand the various processes of intercultural relations.
33. Knowing and assessing the methodological debate of social and cultural Anthropology.
34. Knowing and assessing the various processes of intercultural relationship.
35. Learn cultural diversity through ethnography and critically assess ethnographic materials as knowledge of local contexts.
36. Present problems relating to the topics covered, especially those associated with major social issues, orally and in writing.
37. Present the results of work in narrative form in accordance with the critical canons of the discipline and taking into account the different audiences addressed.
38. Produce materials on the relationships between human population and environment that could have a critical impact on conceptions of politics and common sense in their respective fields.
39. Recognise the cultural nature of conceptions of nature and society.
40. Recognise the importance of gender, as another social and cultural factor, in dietary behaviour and in its differential impact on health.
41. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
42. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.
43. Summarising characteristics of a written text according to its communicative purposes.
44. Summarizing the acquired knowledge about the relationship between nature, culture and society.
45. Summarizing the characteristics of a written text in accordance to its communicative purposes.
46. Take part in debates on historical and present-day events, respecting the opinions of the other participants.
47. Theoretically analysing ethnographic examples of cultural diversity in the fields of education, gender and inclusion-exclusion systems.
48. Use the ethnographic corpus in cultural criticism.
49. Using the ethnographic corpus in the cultural critique.
50. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

1. Anthropology as a science today: contemporaneity, postmodernity, globalization and civilization
 2. Bioeconomies, technologies and medicine
 3. Circulation, goods and borders
 4. Stigmas, differences, inequalities, identities
 5. Memory, origins and states
 6. (re)productive industries: new emerging markets
 7. Global mobilities in local contexts

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Discussions in the class group	25	1	2, 4, 5, 6, 7, 26, 29, 34, 49
Master classes	21	0.84	2, 4, 5, 6, 7, 14, 17, 25, 26, 28, 29, 33, 34, 42, 45, 47, 49
Viewing and discussion of documentaries and films.	10	0.4	2, 5, 14, 25, 29, 33, 34
Type: Supervised			
Individual or team work	20	0.8	2, 4, 5, 7, 14, 17, 25, 26, 29, 34, 42, 45, 49
Tutorials - preparation for written work	5	0.2	2, 4, 5, 7, 14, 17, 25, 29, 34, 45, 49
Type: Autonomous			
Comprehensive reading and discussion of texts	40	1.6	2, 4, 7, 17, 29, 45
Personal study	25	1	2, 4, 5, 7, 17, 25, 45, 47, 49

- All activities are programmed, and the assessment exercises have a deadline of delivery that must be strictly fulfilled, according to the proposed through the Moodle.

-The work of the students consists fundamentally in the investigation and analysis of information, the execution of the readings foreseen, the accomplishment and delivery (sending via virtual campus) of the works and comments and the Participation in the guided debates.

- The readings are also part of the syllabus evaluated through the exam.

-The different exercises will be returned corrected with comments and guidelines for their reformulation, if deemed necessary, and for the following assessment.

-The student must take into account that the Moodle is the space through which fundamental information of the course are notified. Therefore, it is your responsibility to be attentive to the news and information that will be sent.

-The communication will be done through Moodle. In urgent cases, it is suggested resorting to communication through email.

About the mentoring:

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

About the writing assignments:

Form and Formatting Aspects

All written works must be submitted:

- Through Moodle
- Identified with the NIU
- In Word format
- With the page number
- Indicating the total number of words
- In Catalan, Spanish or English
- Without spelling and / or grammatical errors
- With citations, notes, references, and bibliography in APA format
- Consult the specific instructions for each assignment

Content: See the specific instructions of each assignment.

Correction criteria:

- Quality of the presentation, format, writing and bibliographical references in APA
- Comprehension, amplitude and depth of the analysis of the bibliography, presentations and viewings and their relation with the concepts of the course.
- Presentation of an articulated text through a coherent and academic-based argumentation.
- Linkage of presentations, bibliographies and / or views with ethnographic examples from the press, own experience or ethnographic observation.

Scale of qualification:

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

Note:

15 minutes of a class will be set aside within the calendar established by the center/degree for students to fill in the

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
Essay	30%	1	0.04	2, 3, 4, 5, 6, 7, 8, 11, 12, 14, 15, 17, 21, 24, 25, 26, 28, 29, 33, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

Exam	30%	1	0.04	2, 4, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 28, 29, 30, 31, 32, 33, 34, 39, 42, 45, 47, 49, 50
Oral presentation	30%	1	0.04	1, 2, 4, 5, 6, 8, 9, 10, 14, 21, 25, 27, 33, 40, 47, 49, 50
Tests of the compulsory readings	10%	1	0.04	4, 5, 7, 8, 14, 17, 21, 25, 26, 29, 33, 34, 42, 50

Continuous

Activity 1 (10%) Tests of the required readings + bibliographical references in APA

The classes dedicated to the required readings will begin with a virtual quiz on each reading. It will be essential to have read the reading in advance in order to be able to answer the test.

The test will be taken online with the device that the student has at her disposal on 19th February, 26th of February, 4th March, 11th March, 16th March, 4th April, 11th April, 22nd April, 29th April and 6th May.

Activity 2: Commentary (30%)

Delivery of a 500-word commentary relating 3 of the 4 required reading texts of themes 1 and 2, with a free-choice press release, to be delivered on 21st March.

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

Activity 3: Oral Presentation (30%)

An oral presentation in groups of a maximum of 3 people based on the analysis of 10 hours of ethnographic observation and a minimum of two readings - one mandatory and another complementary, of a list that will be provided at the beginning of the course.

The activity will consist of the following parts:

- Constitution of the group through Moodle. Please note that one group can only choose each reading option (10%). 26th February.
- Mentoring meeting to approve the planned participant observation. It is compulsory to read the texts before the meeting (20%). Before 14th of April.
- Script (30%). 25th of April
- Powerpoint of the oral presentation (30%). 26th May
- On the 27th and 30th of May and 3rd of June, we will make oral presentations, which in no case may exceed 10 minutes (10% peer evaluation)

Test (30%): 23rd of May

Individual written test in class on the content of the sessions, including the compulsory readings, the lectures and the related viewings. The exam will consist of two parts:

- a multiple-choice test on the compulsory readings (25%)
- a commentary on a press release related to the compulsory readings and course content (75%).

Unique evaluation

There will be a written test that will consist of the following:

- A test-type part on the mandatory readings (20%)
- A part with short questions about the content covered in the subject, readings, classes, presentations, etc. (40%)
- Commentary on a press release relating it to the required readings and the content of the subject (40%)

Evaluation normativity

- To be considered as having passed the subject, you will need to obtain a minimum grade of 5.0 as an average grade resulting from the marks obtained in each of the activities, considering the percentage of each of them in the final grade.
- Once the subject has been passed, it cannot be subject to a new evaluation.
- Those who to attendance at meetings of the collegiate bodies of university representation or other reasons provided for in their respective regulations cannot attend programmed evaluation activities at any time; they have the right to programme a different day and time for its realization
- Those who participate in the different assessment activities and they need, they will receive a justification document for this participation.
- The ones who carry out any irregularity that can lead to a significant variation of the qualification of an evaluation activity, this and the whole subject will be qualified with 0, regardless of the disciplinary process that can be instructed.
- The disciplinary process derived from copying or plagiarism, both in the case of work and in the case of exams, implies a 0 (zero) for the activity, the loss of the right to reevaluation and the suspension of the entire course. Remember that a "copy" is considered a work that reproduces in whole or in part the work of another classmate. "Plagiarism" is to present all or part of an author's text as one's own, without citing the sources, either on paper or in digital format. See UAB documentation on "plagiarism" at: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html
- The deadline for the delivery of the activities is detailed in this teaching guide. Any activity not delivered within the established deadline will be qualified with a zero.
- At the time of completion of each evaluation activity, the student will be informed through Moodle of the procedure and grade review form.

About the re-evaluation

In order to participate in the recovery, students must have been previously evaluated in a set of activities, the weight of which is equivalent to a minimum of 2/3 of the total qualification (CONTINUOUS EVALUATION) or have completed all the tests (UNIQUE EVALUATION).

The subject may be retaken when the grade obtained is less than 5 and equal to or greater than 3.5.

The re-evaluation will consist of a single test and will take place on the day, time and place established by the Faculty.

The grade obtained in the re-evaluation will constitute the subject's final grade.

The recovery will consist of an exam where you will have to comment on a piece of news, where the definition and interpretation of three key concepts from three of the mandatory readings will appear, and their relationship with the information.

The student will receive the grade of "Not assessable" as long as he has not delivered more than 1/3 of the assessment activities.

Bibliography

General bibliography:

Appadurai Arjun (ed.) (2001). *Globalization*. Durham (NC): Duke University Press.

Beck Ulrich ([1997] 1998). *Qué es la globalización. Falacias del globalismo. Respuestas a la globalización*. Barcelona: Paidós.

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

Eriksen Thomas (2003). *Globalization. Studies in Anthropology*. London: Pluto Press.

Eriksen Thomas (2007). *Globalization. Key Concepts*. Oxford: Berg.

Engelke, M. (2019). *How to Think Like an Anthropologist*. Princeton, New Jersey: Princeton University Press.

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

Inda, Jonathan Xavier & Rosaldo, Renato (eds). *The Anthropology of Globalization. A reader*. London: Blackwell.

Kearney, Michel (1995). *The Local and the Global: The Anthropology of Globalization and Transnationalism*. *Annual Review of Anthrology*, 24: 547-56

Ritzer, George (2011). *Globalization. The Essentials*. London: Willey-Blackwell.

Ritzer, George (ed.) (2007). *The Blackwell Companion to Globalization*. London: Blackwell.

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

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

Sassen, Saskia (2007). *Una sociología de la globalización*. Buenos Aires: Katz.

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

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

Compulsory bibliography:

Theme 1: Anthropology as a science today: contemporaneity, postmodernity, globalization and civilization

- Appadurai Arjun (2002). *Disjuncture and Difference in the Global Cultural Economy*. In Inda Jonathan Xavier & Rosaldo Renato (eds). *The Anthropology of Globalization. A reader* (pp. 46-64). London: Blackwell.

Theme 2: Bioeconomies, technologies and medicine

- Latour, Bruno y Woolgat, Steve (1979). *La vida en el laboratorio: La construcción de los hechos científicos* (pp. 23-64). Madrid: Alianza Editorial.
- Mol, Annemarie (2021). *El cuerpo múltiple: Ontología y práctica médica* (cap. 1). Bellaterra: Bellaterra Ediciones.
- Cooper, Melinda & Waldby, Catherine (2014). *A Clinical Labour Theory of Value*. In *Clinical Labor: Tissue Donors and Research Subjects in the Global Bioeconomy* (pp. 2-17). Durham: Duke University Press.

Theme 3: Circulation, goods and borders

- Hilda, Ana & Gaggiotti, Hugo. (2019). Mujeres en línea Liderazgo femenino en una planta de ensamblaje de Ciudad Juárez. *Theomai*, 40: 96-112.
- Hochschild, Arlie (2003). *The Commodity Frontier*. In *The commercialization of Intimate Life: Notes from Home and Work* (pp. 30-44). California: California University Press. (Versión en castellano. Hochschild Arlie. [2003] 2008. *La frontera de la mercancía*. En *La mercantilización de la vida íntima: apuntes de la casa y el trabajo* (pp. 49-70). Madrid: Katz editores).

Theme 4: Stigmas, differences, inequalities, identities

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

Theme 5: Memory, origins and states

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

Theme 6: (re)productive industries: new emerging markets

- Desy Alexandra & Marre Diana (2021) *Reproductive exclusion: French clients undergoing cross-border reproductive care in Barcelona*. In: Guerzoni S & Mattalucci C (eds.) *Body Politics and Reproductive Governances: "Flesh", Technologies and Knowledge* (pp. 163-168). Bingley, UK: Emerald Group Publishing.

Theme 7: Global mobilities in local contexts

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

Bibliografia per escollir de l'Activitat 3 (observació etnogràfica):

Group 1: Globalisation and fast food

COMPULSORY READING

- Appadurai Arjun (2002). *Disjuncture and Difference in the Global Cultural Economy*. In Inda Jonathan Xavier & Rosaldo Renato (eds). *The Anthropology of Globalization. A reader* (pp. 46-64). London: Blackwell.

COMPLEMENTARY READING

- Caldwell, Melissa (2004). *Domesticating the French Fry McDonald's and consumerism in Moscow*. *Journal of Consumer Culture*, 4:1, 5-26

Group 2: Globalisation, borders and death

COMPULSORY READING

- Appadurai Arjun (2002). *Disjuncture and Difference in the Global Cultural Economy*. In Inda Jonathan Xavier & Rosaldo Renato (eds). *The Anthropology of Globalization. A reader* (pp. 46-64). London: Blackwell.

COMPLEMENTARY READING

- Lourdes Gutiérrez Nájera and Ana D. Alonso Ortiz Expressing communality: Zapotec death and mourning across transnational frontiers. In n Saramo Samira, Koskinen-Koivisto Eerika and Snellman Hanna (eds.). *Transnational death* (pp. 85-99). Helsinki: Studia Fennica.

Group 3: Work, gender and globalisation

COMPULSORY READING

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

COMPLEMENTARY READING

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

Group 4: Borders, intimacy and globalisation

COMPULSORY READING

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

COMPLEMENTARY READING

- Constable, N. (2009). *The Commodification of Intimacy: Marriage, Sex, and Reproductive Labor*, *Annual Review of Anthropology* 38: 49-64

Group 5: Families in a global world

COMPULSORY READING

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

COMPLEMENTARY READING

- Wichelen, Sonja van (2017). *Reproducing the Border: Kinship Legalities in the Bioeconomy*. In Pavone, Vincenzo and Goven, Joanna. *Bieconomies: Life, Technology and Capital in the 21st century* (pp. 207-226) Switzerland: Palgrave Macmillan.

Group 6: Stigmas, differences, inequalities, identities: the body size

COMPULSORY READING

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

COMPLEMENTARY READING

- Gremillion, H. (2005). *The cultural politics of Body Size*. *Annual Review of Anthropology*, 34: 13-32.

Group 7: Stigmas, differences, inequalities, identities: (dis)ableism

COMPULSORY READING

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

COMPLEMENTARY READING

- Rapp, R. (2013). Disability Worlds. *Annual Review of Anthropology*, 42: 53-68.

Group 8: Stigmas, differences, inequalities, identities: genetics and beauty

COMPULSORY READING

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

COMPLEMENTARY READING

- Parameswaran, R., & Cardoza, K. (2009). Melanin on the Margins: Advertising and the Cultural Politics of Fair/Light/White Beauty in India. *Journalism & Communication Monographs*, 11(3), 213-274.

Group 9: Memory, origins and states: how the past is explained?

COMPULSORY READING

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

COMPLEMENTARY READING

- Taylor, A. (1993). 'Remembering to forget: identity, mourning and memory among the Jivaro'. *Man*, 28:653-78.

Group 10: Memory, origins and states: memory, past and present

COMPULSORY READING

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

COMPLEMENTARY READING

- Marre, Diana & Gaggiotti, Hugo (2021). Irregular adoptions and infrastructures of memory in Spain: remnant practices from the Franco Regime. *Childhood*, 28(4), 570-584

Group 11: Memory, origins and states

COMPULSORY READING

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

COMPLEMENTARY READING

- Villalta, Carla (2006). Cuando la apropiación fue adopción. Sentidos, prácticas y reclamos en torno al robo de niños. *Cuadernos De Antropología Social*, 24: 147-173.

Group 12: Memory, origins and states

COMPULSORY READING

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

COMPLEMENTARY READING

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

Group 13: Globalisation and new industries

COMPULSORY READING

- Desy Alexandra & Marre Diana (2021) Reproductive exclusion: French clients undergoing cross-border reproductive care in Barcelona. In: Guerzoni S & Mattalucci C (eds.) *Body Politics and Reproductive Governances: "Flesh", Technologies and Knowledge* (pp. 163-168). Bingley, UK: Emerald Group Publishing.

COMPLEMENTARY READING

- Molas, Anna and Perler, Laura (2020). Selecting women, taming bodies? Body ontologies in egg donation practices in Spain. *Tapuya: Latin American Science, Technology and Society* 3(1): 396-414.

Group 14: Globalisation and new industries

COMPULSORY READING

- Desy Alexandra & Marre Diana (2021) Reproductive exclusion: French clients undergoing cross-border reproductive care in Barcelona. In: Guerzoni S & Mattalucci C (eds.) *Body Politics and Reproductive Governances: "Flesh", Technologies and Knowledge* (pp. 163-168). Bingley, UK: Emerald Group Publishing.

COMPLEMENTARY READING

- Zelizer, Viviana (2005 [2009]). Encuentros entre la intimidad y la economía. En *La negociación de la intimidad* (pp. 31-70). México: FCE.

Group 15: Globalisation and new industries

COMPULSORY READING

- Desy Alexandra & Marre Diana (2021) Reproductive exclusion: French clients undergoing cross-border reproductive care in Barcelona. In: Guerzoni S & Mattalucci C (eds.) *Body Politics and Reproductive Governances: "Flesh", Technologies and Knowledge* (pp. 163-168). Bingley, UK: Emerald Group Publishing.

COMPLEMENTARY READING

- Deomampo, Daisy (2016). Egg Donation and Exotic Beauty. In Deomampo, D. (ed). *Transnational Reproduction: Race, Kinship, and Surrogacy in Rural India* (pp. 95-121). New York: New York University Press.

Group 16: Global mobilities in local contexts

COMPULSORY READING

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

COMPLEMENTARY READING

- Constable, N. (2009). The Commodification of Intimacy: Marriage, Sex, and Reproductive Labor, *Annual Review of Anthropology* 38: 49-64

Complementary bibliography:

- Brodin, K. (2006). Toward a Unified Theory of Class, Race, and Gender. In Lewin E. (ed.). *Feminist Anthropology. A Reader*. (p. 129-146). Oxford: Blackwell.
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Software

Required by UAB.

Language list

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