

## Anthropology of Kinship

Code: 101268  
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500256 Social and Cultural Anthropology	OB	2

### Contact

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### Teaching groups languages

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

### Prerequisites

There are no prerequisites for taking the course but it is advisable to have completed the first academic year of the Degree in Social and Cultural Anthropology or any subject of Introduction to Social and Cultural Anthropology.

### Objectives and Contextualisation

#### CONTEXTUALIZATION

Second year course that explores the development of anthropological theory and the analysis of cultural diversity in the field of kinship and social organization and that corresponds to the main subject 'Classical fields of Anthropology'.

This course focuses on the analysis of kinship relationships from the anthropological perspective as well as on the presentation of the basic tools in a terminological, methodological and theoretical sense, in order to understand kinship as a cultural construction. The cross-cultural study of the diversity that exists in the field of kinship is another focus of the subject, linking it with the changes that have taken place and the social organizations that created them.

#### TRAINING OBJECTIVES

After completing the course, students should be able to:

- understand and analyse the basic terminology of kinship relationships in any sociocultural context.
- recognize the ideological interpretations that frame kinship in its diversity.
- interpret and compare the meaning of the diversity that exists in the field of kinship in any type of society.

### Competences

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

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate skills for working autonomously or in teams to achieve the planned objectives including in multicultural and interdisciplinary contexts.
- Students must be capable of 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.
- Using the discipline's ethnographic and theoretical corpus with analytical and synthesis skills.

## Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analysing the complementarity and incongruities of several ethnographic reports from the same area.
3. Applying the basic concepts of the anthropological theory.
4. Assess the reliability of sources, select important data and cross-check information.
5. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
6. Carry out ethical use of the information especially when it is of a personal nature.
7. Communicate using language that is not sexist or discriminatory.
8. Consider how gender stereotypes and roles impinge on the exercise of the profession.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Establishing historical connection between ethnographic and theoretical development.
11. Express ideas with a specific vocabulary appropriate to the discipline.
12. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
13. Identifying the sociocultural variability through ethnographic texts and audiovisual resources.
14. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
15. Interpreting the cultural diversity through ethnography.
16. Knowing and understanding the culture's influence in the various institutional systems of social action.
17. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
18. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.
19. Summarizing the characteristics of a written text in accordance to its communicative purposes.
20. Theoretically analysing ethnographic examples of cultural diversity in the fields of kinship, economy, politics and religion.
21. 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

INTRODUCTION. Kinship as a cultural construction and as a theoretical domain

Topic 1 - Kinship as a cultural construction.

Topic 2- The disciplinary construction of the Anthropology of Kinship.

FIRST PART Parental groups and regulation of procreation.

Topic 3 - The control of sexuality and the cultural construction of descendance.

Topic 4 - Filiation and Kinship.

Topic 5 - Exogamy, marriage and Kinship.

SECOND PART. Family units and network of relatives

Topic 6 - The domestic and familiar unit in traditional societies.

Topic 7 - Changes in households in Europe.

THIRD PART. Gender, economy and social organization of kinship

Topic 8 - Kinship relationships, gender and economic activities.

Topic 9 - Kinship relationships, gender and social organization.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exposition magistral class	40	1.6	3, 10, 14, 16, 18, 20
Tutoring preparation final work	8	0.32	15, 19, 20
Written Test	2	0.08	3, 10, 18
Type: Supervised			
Class group discussions	10	0.4	13, 19
Documentary visionary and discussion	5	0.2	2
Teamwork	15	0.6	3, 5, 20
Type: Autonomous			
Individual study	15	0.6	10, 14, 15, 16, 18
Reading of texts	15	0.6	5, 10, 13, 15, 20

## FORMATIVE ACTIVITIES

- 1 - Theoretical classes and directed practices
- 2 - Reading of texts and discussion in teams
- 3 - Analysis of audio-visual products with ethnographic content
- 4 - Writing and presentation of works. Teamwork
- 5 - Individual study

## 6 - Evaluation

### TEACHING METHODOLOGY

1.1 - Master classes with ICT support

1.2 - Debates in the class group

2.1 - Comprehensive reading and discussion of texts

3.1 - Viewing and discussing of ethnographic documentaries

4.1 - Recensions and bibliographical essays based on a guide for its realization

4.2 - Writing a group work based on a guide for its implementation. Application of theoretical concepts to the analysis of ethnographic situations.

5.1 - Draw diagrams, conceptual maps and summaries

6.1 - Written test

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
Final work (in group). Reflection, analysis and proposal definition concept 'family'	30%	2	0.08	3, 5, 14, 16, 18, 20
Participation in the discussions documentary view and comment delivery	10%	6	0.24	1, 2, 5, 8, 12, 13, 16, 20, 21
Read Dossier Files	20%	20	0.8	3, 4, 5, 11, 14, 15, 19
Written test on basic concepts	40%	12	0.48	1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 19, 21

### CONTINUOUS EVALUATION

Module 1: essay

Final project (group activity). 40%. Reflection and proposal definition of 'family' based on analyzing a family domestic unit. The lecturer will detail the submission format in the first session and render the information on the Virtual Campus.

Module 2: Participation

Participation and delivery of evidence from materials worked on in the classroom. 20%. This module cannot be reassessed.

Module 3: Written Test

Written test on basic concepts. 40%.

The lecturer will present learning activities and course calendars in the first session and will be available on the Virtual Campus so that students can access them.

Students who do NOT present the result of module 1 or module 3 on the due dates will be considered NOT ASSESSED.

To PASS the subject, the student must pass modules 1 and 3. The minimum grade to pass each of them is a "5".

Procedure for REVIEWING grades: At the time of each assessment activity, the teacher will inform the students (Moodle) of the procedure and date to grade reviewing.

Reassessment: If reassessment was needed, students must have been previously graded in modules 1 and 3. The module 2 cannot be reassessed.

If the student performs any irregularity (plagiarism, academic fraud due to unauthorized use of AI tools, etc.) that may lead to a significant variation in the grade of an assessment act, this assessment act will be graded with a zero (0), regardless of the disciplinary process that may be instructed. In the event that there were several irregularities in the assessment of the same subject, the final grade of this subject will be zero (0).

#### SINGLE ASSESSMENT (SA)

On the single assessment date, students who take advantage of the single assessment must complete the following tests:

30% Reflection and proposal definition of the concept of 'family' based on the analysis of a family domestic unit different from one's own, completing all the parts of the work according to the script provided by the lecturer

20% Work on the material given to the student at the beginning of the test, following the guidelines that the lecturer will provide.

50% Exam on basic course concepts.

Length:

These tests may exceed 4 hours so that they may be scheduled outside the usual teaching slot.

Procedure for grade reviewing:

At the time of each assessment activity, the teacher will inform the students (Moodle) of the procedure and the date of review of the grades.

Consideration of "Not assessed":

Students who do not complete tests 1 and 3 on the day and time established as the single evaluation test will be NOT ASSESSED.

Reassessment (SA):

To be reassessed, students must submit all the planned tests.

Plagiarism/irregularities (AU):

The same actions apply as in the case of continuous evaluation.

## Bibliography

To ensure their availability, the final list of compulsory materials will be posted on the Virtual Campus on the first day of the course.

### DOSSIER 'Course readings'

Topic 3- The control of sexuality and the cultural construction of descent

Malinowski, Bronislaw (1927). "Kinship and descent in a Matrilineal Society" (pp: 8-16), in *the Father in Primitive Psychology*, London: Routledge. Vol 5. Accessible via [Google Books](#).

Topic 4 - Filiation, Descent and Kinship

San Román, Teresa.; González Aurora; Grau, Jorge (2003) 'Los grupos de filiación' in *Las relaciones de parentesco*. Bellaterra: Publicacions d'Antropologia Cultural, núm. 23, Universitat Autònoma de Barcelona, Servei de Publicacions. Pp. 75-96.

[https://bibcercador.uab.cat/permalink/34CSUC\\_UAB/avjcib/alma991002185659706709](https://bibcercador.uab.cat/permalink/34CSUC_UAB/avjcib/alma991002185659706709)

Topic 5 - Exogamy, Marriage and Kinship

Goody, Jack (2007[1969]). "Herencia, propiedad y matrimonio en África y Eurasia", (pp. 211-224) in Parkin, R. & Stone, L. *Antropología del parentesco y de la familia*. Madrid: Editorial Universitaria. Ramón Areces.

[https://bibcercador.uab.cat/permalink/34CSUC\\_UAB/1eqfv2p/alma991001826429706709](https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991001826429706709)

Topic 6 - The Domestic Unit in Traditional Societies

Lévi-Strauss, Claude. (1984). "La Familia" in Lévi-Strauss, Claude.; Spiro, Melford. y Gough, Kathleen. (pp. 7-49) *Polémica sobre el origen y la universalidad de la Familia*. Barcelona: Anagrama. 4ª ed.

[https://bibcercador.uab.cat/permalink/34CSUC\\_UAB/1eqfv2p/alma991004142419706709](https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991004142419706709)

Topic 7 - Household changes in Europe.

Roigé, Xavier. (1996). "De la familia troncal a las nuevas familias. Continuidades y cambios en la familia catalana", in Roigé, Xavier. (Ed.) *Familias de ayer, familias de hoy. Continuidades y cambios en Cataluña*. Barcelona: Icària. Pp: 9-23.

[https://bibcercador.uab.cat/permalink/34CSUC\\_UAB/1eqfv2p/alma991001826859706709](https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991001826859706709)

Topic 8 - Gender, Economy and Social Organization in the field of Kinship

Moore, Henrietta. (1991). "Parentesco, trabajo y hogar: comprender la labor de la mujer", (pp: 59-95), in *Antropología y feminismo*. Madrid: Cátedra.

[https://bibcercador.uab.cat/permalink/34CSUC\\_UAB/1eqfv2p/alma991001826859706709](https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991001826859706709)

#### BIBLIOGRAPHY. Further reading

Aixelà, Yolanda. (2000). *Mujeres en Marruecos. Un análisis desde el parentesco y el género*. Barcelona: Edicions Bellaterra. Colección Alborán.

Barrera, Antonio. (1990). *Clase, herencia y familia en la Cataluña rural*. Madrid: Alianza Universidad. Ed. Alianza.

Beattie, John H. M. (1972). *Otras Culturas*. México: F.C.E.

Bestard, Joan. (1998). *Parentesco y modernidad*. Barcelona, Buenos Aires: Paidós.

Bott, Elizabeth. (1990). (1975) *Familia y red social*. Barcelona: Taurus.

Buchler, Ira. (1982). *Estudios de Parentesco*. Barcelona: Anagrama. Col. Panorama de la Antropología Cultural Contemporánea. Núm. 5.

Collier, Jane F.; Yanagisako, Sylvia J. (eds.). (1987). *Gender and kinship. Essays toward a unified analysis*. Stanford, California: Stanford University Press.

Del Valle, Teresa (Ed). (1993). *Gendered Anthropology*. Londres: Routledge.

Dumont, Louis. (1975). *Introducción a dos teorías de la Antropología Social*. Barcelona: Anagrama.

Firth, Raymond. (et al.). (1970). *Families and their relatives*. London: Routledge and Kegan Paul.

Fox, Robin. (1980). *Sistemas de parentesco y matrimonio*. Madrid: Alianza Universidad.

González Echevarría, Aurora; San Román, Teresa; Grau Rebollo, Jorge. (2003). *Las relaciones de parentesco*. Bellaterra: Universidad Autónoma de Barcelona. Serie Materiales.

González Echevarría, Aurora. (et al.). (2010). "Sobre la definición de los dominios transculturales. La Antropología del Parentesco como teoría sociocultural de la procreación", *Alteridades*, v. 20, n. 39, pp. 93-106.

Goody, Jack. (1986). *La evolución de la familia y del matrimonio en Europa*. Barcelona: Editorial Herder.

Grau Rebollo, Jorge. (2018) "Familia", (pp: 233 - 237) in Aguirre Baztán, Ángel. (2018). *Diccionario temático de antropología cultural / Ángel Aguirre Baztán (editor)* (Primera edición). Delta Publicaciones. Versió electrònica (via UAB): <https://elibro.net/es/ereader/uab/227442>. Permalink:

[https://bibcercador.uab.cat/permalink/34CSUC\\_UAB/1eqfv2p/alma991009928789706709](https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991009928789706709)

Grau Rebollo, Jorge. (2002). *La familia en la pantalla*. Oviedo: Septem Ediciones.

- Grau Rebollo, Jorge; Rodríguez García, Dan; Valenzuela, Hugo. (eds.). (2011). *ParentescoS: modelos culturales de reproducción*. Barcelona: PPU.
- Harris, Marvin. (1987). *Introducción a la Antropología general*. Madrid: Alianza. Capítulos 13 "La organización de la vida doméstica" y 14 "Parentesco, residencia y filiación".
- Laslett, Peter. (1972). *Household and Family in Past Time*. Cambridge: Cambridge University Press.
- Lévi-Strauss, Claude. (1972). *El futuro de los estudios del parentesco*. Barcelona: Anagrama.
- Lévi-Strauss, Claude. (1973). *Las estructuras elementales del parentesco*. Barcelona, Buenos Aires: Paidós. 3ª reimpresión (1a. edición 1949).
- Malinowski, Bronislaw. (1969). *Sexe i repressió en les societats primitives*. Barcelona: Edicions 62.
- Malinowski, Bronislaw. (1970). *Estudios de psicología primitiva*. Buenos Aires, Barcelona: Ediciones Paidós.
- Mead, Margaret. (1983). *Sexe i Temperament en tres Societats Primitives*. Barcelona: Edicions 62. Edición original de 1935.
- Meillassoux, Claude. (1977). *Mujeres, graneros y capitales*. Barcelona, Madrid: Siglo XXI. 8ª Edición.
- Murdock, George P. (1967). *Ethnographic Atlas*. Pittsburgh: University of Pittsburgh Press.
- Needham, Rodney. (1971). *Rethinking Kinship and Marriage*. Londres: Tabistock.
- Parkin, Robert; Stone, Linda. (2006). *Antropología del parentesco y de la familia*. Madrid: Editorial Centro de Estudios Ramón Areces.
- Radcliffe-Brown, Alfred R.; Forde, Daryll. (eds.). (1982). *Sistemas africanos de parentesco y matrimonio*. Barcelona: Anagrama.
- Roigé Ventura, Xavier (Coord.). (2006). *Familias de ayer, familias de hoy. Continuidades y cambios en Cataluña*. Barcelona: Icària.
- Roigé, Xavier; García, Ana; Mascarell, Montserrat. (eds.). (1994). *Antropología del Parentiu*. Barcelona: Icària.
- Sahlins, Marshall. (2011). "What Kinship is (part one)" and "What Kinship is (part two)", *Journal of the Royal Anthropological Institute*, 17, pp. 2-19, pp. 227-242.
- Segalen, Martine. (1992). *Antropología histórica de la familia*. Madrid: Taurus Universitaria. Primera parte: el espacio del parentesco. Pp. 37-97.
- Schneider, David M. (1968). *American Kinship. A Cultural Account*. New Jersey: Prentice-Hall.
- Stone, Linda (Ed). (2001). *New Directions in Anthropological Kinship*. Nueva York: Rowman and Littlefield Publishers Inc.
- Yanagisako, Sylvia. (2015). Kinship. *HAU Journal of Ethnographic Theory*, 5(1), 489-494. <https://doi.org/10.14318/hau5.1.023>

## Software

It is recommended to use the a bibliographic manager (Mendeley or Zotero, for example).

## Language list

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

PROVISIONAL