

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

## Contact

Name: Maria Bruna Alvarez Mora

Email: bruna.alvarez@uab.cat

## Teachers

María Teresa Tapada Berteli

Montserrat Ventura Oller

Jose Luis Molina Gonzalez

Maria Montserrat Clua Faine

Diana Marre

Maria Bruna Alvarez Mora

Didac Santos Fita

Josep Lluís Mateo Dieste

Hugo Valenzuela Garcia

(External) Begonya Enguix

## Teaching groups languages

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

## Prerequisites

There are no prerequisites

## Objectives and Contextualisation

General objectives:

- To orient the investigation towards the understanding of the emerging processes of adaptation of culturally diverse communities.
- To know the epistemological and methodological problems that cross-cultural comparison entails.

- To know the value of ethnographic research for the design of interventions that help improve aspects of social life.

#### Objectives Projects I:

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

Objectives of Applied Anthropology and Public Policy: 1. Know the basic concepts of applied anthropology, anthropology of public policies, anthropology for social intervention, public-oriented anthropology and public anthropology as a result of the history of this sub-discipline. 2. Identify the various fields of intervention in applied anthropology and their uses. 3. To raise the various ethical problems of anthropology and some reflections on its applicability. 3. Some case studies d'aplicació al món de l'urbanisme i el design of public space.

Objective of Gender and Social Classification: 1. Ethnographic and historical-anthropological analysis of the development of soci-cultural categories and classifications, and their impact in generating differences and legitimising inequalities. 2. To analyse the role of sex-gender systems in the construction of categories of classification, in the shaping of inequalities and forms of social identification. 3. To present the articulation between gender, "race" and class.

Objective of Peoples, territories and environment: Introducing environmental anthropology including aspects such as: human-nature relationship; perception, use, and sustainable management of natural resources/goods; the significance of space in culture; customs and the social construction of territory; indigenous rights and those of traditional populations in relation to territory; rights of nature.

Objective of Ethnography of urban poverty: 1. To become familiar with the fundamental themes of ethnography on contemporary urban poverty. 2. Know the different modalities and main ethnographic strategies used in ethnography on exclusion and poverty in urban contexts. 3. identify the political and ethical positions that underlie the ethnographic text on urban poverty.

Objective of Cultural Dimensions and practices of globalisation: 1. Analyse the concept of cultural dimensions of globalisation from the anthropological perspective. 2. Understand the international mobilities of people and objects. 3. To analyse contemporary ethnographies of the local and the global.

## Competences

- Carry out ground-breaking, flexible research in anthropology by applying theories and methodologies and using appropriate data collection and analysis techniques.
- Carry out theoretical ethnographic research into anthropological topics linked to identity and transnationality.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Design programmes of social intervention and cooperation and development and analyse their cultural appropriateness.
- Identify, in ethnographic fieldwork, different outlooks corresponding to ethnic, class, gender and age inequalities and identities.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Know the methodological and epistemological developments in the fields of anthropology research and social intervention in contexts of cultural diversity.
- Make cross-cultural comparisons using the various procedures in anthropology.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

- Systematically link up concepts, and theories within the discipline so as to analyse specific ethnographic contexts.
- Use information and communication technologies efficiently to acquire, create and spread knowledge.
- Work in teams, generating synergies in work environments where different people need to collaborate and coordinate themselves.

## Learning Outcomes

1. Apply the knowledge acquired to problem-solving in new or unfamiliar intervention contexts of applied anthropology.
2. Discern the differential use of cross-cultural ethnographic archives and inventories of codified ethnographic data.
3. Establish relationships and networks between persons in the context of research into diversity.
4. Identify cross-cultural ethnographic archives and their historical and current usefulness in anthropology research.
5. Identify important elements in institutional documents and/or scientific texts that help to formulate judgments and reflect on social and ethical responsibilities in anthropology.
6. Identify the appropriateness of programmes for social intervention and/or cooperation and development in a specific social and cultural context.
7. Identify the dialectic between particularity and comparison that permeates the whole history of anthropology in theoretical ethnographic documents.
8. Identify the research methods used in specific ethnographic research projects.
9. Identify, in the work of an ethnographer, different outlooks corresponding to ethnic, class, gender and age inequalities and identities.
10. In ethnographic monographs, identify differences that correspond to national and ethnic knowledge contexts, from different gender perspectives.
11. Present conclusions from research work in anthropology.
12. Systematically link up concepts, and theories within the discipline that fit in with the specific ethnographic research context.
13. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.
14. Use social networking techniques to compile and analyse ethnographic data.
15. Work in coordination with other team members on the analysis of anthropological studies and on compiling and analysing ethnographic data.

## Content

The module is divided into 6 blocks:

Applied Anthropology and Public Policies

*[Responsible lecturer: Dr. Teresa Tapada] (7 sessions, 14 hours)*

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

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

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

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

Gender and systems of social classification

*[Responsible lecturers: Dr. Montserrat Clua, Dr. Josep Lluís Mateo, Dra. Montserrat Clua with the participation of Dr. Begonya Enguix and Dr. Alice van den Bogaert] (8 sessions, 16 hours)*

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

Theme 2. Sexual borders and the definition of social groups around gender

Theme 3-4. Miscegenation: presentation and an American example.

Theme 5. Naturally yours: gender, body and sexuality (nature, culture, classification)

Theme 6. Naturally yours: gender, body and sexuality (nature, culture, classification)

Theme 7. Race, racialism, and racism. Ways of classifying humanity

Theme 8. The caste system: the case of India

Peoples, territories, and environments

*[Responsible lecturers: Dr. Montserrat Ventura and Dr. Dídac Santos] (8 sessions, 16 hours)*

Theme 1: Human-environment relationships: theoretical introduction. Case studies.

Theme 2: Perception, use, and management of natural resources/goods. Conservation and sustainability.

Theme 3: Space, time, symbolic cartography, and delimitation of indigenous territory: introduction and case studies.

Theme 4: Territory and symbolic cartography. Case study in Venezuela.

Theme 5: Customs and customary law. Social construction of territory.

Theme 6: Rituals associated with the management of natural resources/goods and territory. Case studies.

Theme 7: Peoples, territories, and media: presentations and final reflections.

Theme 8: Kuna-Yala: land of the sea.

Ethnographies of Urban Poverty

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

Unit 1. Concepts and theories about poverty in anthropology and the social sciences. Ethnographies of poverty: Poverty as a polymorphic phenomenon. Methodological and ethical reflections.

Unit 2. Readings and discussions - fragments of modern ethnographies of poverty.

Cultural Dimensions of Globalization

*[Responsible lecturers: Dr. Bruna Álvarez and Diana Marre] (8 sessions, 16 hours)*

Session 1: Globalisation: Key Concepts and Stages

Session 2: Globalisation: Migrations / Reproductive Mobilities

Session 3: Globalisation: Mobilities / Transnationalism / Border relations

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

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

Projects I: Design

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

### Introduction

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

### Preliminary phases

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

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

### The formal phases of the elaboration of a proposal

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

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

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

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

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

## Activities and Methodology

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

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

General characteristics:

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

Projects I:

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

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

Statement on the use of generative tools (AI)

The use of style review tools, translation, and bibliographic references in the edition of the TFG or TFM does not require an explicit declaration in the text. However, if AI-assisted technologies were used to generate new textual or graphic content during the writing process, it must be declared in a section before the bibliographic references titled "Declaration of use of AI." The author must provide adequate justification for including the AI-generated content. Regardless, the author assumes full responsibility for the publication's content.

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
Assistence and active participation in class	20%	10	0.4	4, 5, 6, 7, 8, 9, 10, 12
Individual paper	50%	25	1	11, 12, 13
Submission of reports / assignments	30%	15	0.6	1, 2, 3, 12, 14, 15

SPECIFIC EVALUATION PER BLOCK (Minimum 80% attendance to be evaluated in all blocks of the Module)

Applied anthropology and public policy: Make a critical commentary on the (2) required readings: (1) San Román, Teresa (2006) *¿Acaso es evitable? El impacto de la antropología en las relaciones e imágenes sociales*. *Revista de Antropología Social*, 15, 373-410 (2) Shore, Chris (2020) *La antropología y el estudio de*

la política pública: reflexiones sobre la "formulación" de las políticas. Antípoda, Revista de Antropología y Arqueología, 10, 21-349.

Gender and social classification systems: -Compulsory block work: presentation of an essay-reflexion on possible applications of the course topics to on's own research project (proposals will handle ideas, concepts, theories, questions, materials or readings from the course). This reflection must incorporate a dialogue with a minimum of two texts to choose from among those proposed, available on Moodle.-Alternative option: for those who have not defined a research proposal: presentation of a reasoned reflection on a topic related to the course syllabus, based on a minimum of two texts to choose from among the proposed texts, available on Moodle.

Peoples, territories and environment: Mandatory block work: reading a title from the recommended bibliography or a general title in dialogue with the planned topic of the Final Master's Project (TFM), or alternatively, a social issue of interest to the students, linked to the theme of the block. Reflections will be presented in class on the last day of the course. Structure: 1. Brief context of the author of the text; 2. Description of the text's content; and 3. Commentary by the student regarding the proposed topic. Upload the presentation in ppt format to the designated space on the Virtual Campus module at the appropriate time.

Ethnography of urban poverty: The evaluation of the course consists of the following criteria: a) Compulsory attendance. in order to be assessed, students must attend at least 80% of the classes (4 out of 5). This will be checked by means of a list of signatures. It is the student's responsibility to sign the attendance sheet. b. Presentation and discussion by each group (maximum 3 people) of a section of the reading dossier. In the first session the groups and readings will be determined (70% of the grade). c) When the group does not present, they must formulate two relevant questions addressed to the presenting group in relation to their readings. These questions will be based on the reading of the texts presented (30%).

Cultural dimensions and practices of globalization: 30%: Multiple-choice exam on required readings; 10%: Attendance and class participation; 60%: Written reflection of 800 words linking two required readings and two readings by themes, with a current news item and/or personal experience. Proper bibliography formatting is essential to pass this assignment.

MODULE ASSESSMENT SYSTEM (MC1): the MC1 module is compulsorily assessed with the specific Projects I block (50% of the final module mark).

Projects I: The evaluation of the block will be based on: a) the average of the five intermediate deliveries programmed through the Virtual CAMPUS (50% of the mark) and b) the final work of the block (50%). In addition, the final work of this block corresponds to 50% of the final grade of the module. Attendance to at least 80% of the classes is required (except in case of illness or other force majeure) and active participation in the classes.

#### GENERAL INFORMATION OF THE EVALUATION SYSTEM OF MODULES AND BLOCKS

Assessment of the module: In order to pass the module, the following aspects are taken into account:

- Regular assistance and active participation: First, to ensure that the expected learning results are obtained, we consider it fundamental that students assist the classes and participate actively in them. For this reason, the extent to which students participate in classes, presentations, discussions, training sessions is evaluated. This participation is considered in the final note for each course.
- Continued assessment of the blocks: Second, each course or block proposes one or multiple activities that allow a continued assessment of the learning process. The activities can vary from a written test to a presentation in class, computer lab assignments, a review of a few articles or chapters, or a short essay, among others. Jointly, the evaluations for the different courses that make up the module (30%) and the active participation in these courses (20%) constitute 50% of the final grade of the module. The deadlines for these activities are indicated by the lecturers.
- Evaluation of the final paper for the module: Last, the grade obtained on a final paper constitutes the remaining 50% of the final grade for the module. In the case of the present module (Common Module 1), the general evaluation consists of a mandatory exposition for all students, the elaboration of a research design that forms the first step of the elaboration of the Master Thesis (TFM), following the indications explained in Projects I. It is evaluated to what extent each student has acquired the competence to (1) propose a relevant and pertinent research problem; (2) conduct a search for

bibliographical sources and use them appropriately; (3) define the object of study and the objectives of the investigation; (4) define a theoretical orientation within the discipline; (5) define a theoretical framework in function of the object and objectives; (6) delimit the studied group, define the unit of analysis and the units of observation; (7) explain the adopted method of case selection or sampling (if the type of work requires it); (8) propose and justify the techniques for the collection and analysis of data adapted to the object and objectives of study. The deadline for the submission of the final paper is indicated in the teaching plan and calendar of the Master.

It is essential to respect the deadlines.

Each lecturer determines the way in which papers are to be submitted (through the Campus Virtual, by e-mail) and informs students in the beginning of their block regarding the procedure and date of revision of grades. The lecturers communicate the results of the evaluation via the Campus Virtual and establish a period of consultation before they communicate the grades to the coordinator of the module. The student can request a tutor meeting with their lecturers throughout the course if they wish to clarify some point of the contents of the course. The final grade will also be communicated through the Campus Virtual, and a grade review session will be scheduled.

General criteria: Following the evaluation regulations of studies at the UAB, the final qualification will be graded at a 0-10 scale with a single decimal. To pass the course, students will need a minimum final grade of 5.0, as a result of the assessment procedure explained above. Students will receive the qualification "Not evaluable" if they have submitted less than 30% of the assessment items. In exceptional, well-justified cases, the Committee of the Master Program may propose an alternative procedure for the evaluation. Once the subject is passed, it cannot be subjected to a new evaluation. The programming of assessment activities cannot be modified unless an exceptional and well-justified reason exists for this, in which case a new program is proposed during the term. Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive the grade "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final grade of "0" for the course. Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism means presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e., without citing it. Copying is reproducing all or a part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalized. Please see the documentation of the UAB about plagiarism on: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Evaluation in case of face-to-face evaluation is not possible: In the event that tests or exams cannot be taken on-site, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities, and class participation will be carried out through forums, wikis, and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools or will offer them feasible alternatives.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

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

Plagiarism: In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

This module provides for a single assessment: Module work 50%, Block work: 40% and Participatory activity (activity must be detailed): 10%.

## Bibliography



Applied anthropology and public policies

Compulsory readings:

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

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

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Recommended readings:

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

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

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

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Gender and systems of social classification

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#### *Introductory readings:*

Farmer, Paul (2004). An anthropology of structural violence. *Current Anthropology*, 45(3), 305-325. <https://doi.org/10.1086/382250> (and comments)

Lewis, Oscar (1998). The culture of poverty. *Society*, 35(2), 7-9.

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Small, Mario L. (2015). De-exoticizing ghetto poverty: On the ethics of representation in urban ethnography. *City and Community*, 14(4): 352-358. <https://doi.org/10.1111/cico.12137>

*The ethnographies (a reader will be composed of a chapter of each):*

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#### Complementary readings:

Bowles, Samuel, Durlauf, Steven N., & Hoff, Karla (2016). Introduction. En Bowles, Samuel, Steven Durlauf, & Karla Hoff (Eds.), *Poverty traps*. Princeton University Press.

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- Levine, Judith (2013). *Ain't no trust: How bosses, boyfriends, and bureaucrats fail low-income mothers and why it matters*. University of California Press.
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1. Appadurai, Arjun (1996). Here and now. *Modernity at Large. Cultural Dimensions of Globalization* (1-27). Minneapolis: Public World. (Versión en castellano: Appadurai Arjun [1996] 2001. Aquí y ahora. En *La modernidad desbordada. Dimensiones Culturales de la Globalización* (pp. 17-40). Buenos Aires: Fondo de Cultura Económica).
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3. 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 21th century* (pp. 2007-226). Switzerland: Palgrave Macmillan.
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### Compulsory bibliography of the sessions

#### Theme 1: Reproductive mobilities:

- Marre Diana, San Román Beatriz, Guerra Diana (2018). On reproductive work in Spain. Transnational adoption, egg donation, surrogacy. *Medical Anthropology*, 37(2):158-173. doi: [10.1080/01459740.2017.1361947](https://doi.org/10.1080/01459740.2017.1361947)
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- Scheper-Hughes, Nancy (2002). The Global Traffic in Human Organs. In Ina Jonathan Xavier & Rosaldo Renato (eds). *The Anthropology of Globalization. A reader* (pp. 270-308). London: Blackwell.
- Le Gall, Josaine & Rachédi, Lilyane (2019). The emotional costs of being unable to attend the funeral of a relative in one's country of origin. In Saramo Samira, Koskinen-Koivisto Eerika and Snellman Hanna (eds.). *Transnational death* (pp. 65-81). Helsinki: Studia Fennica.

### Recommended bibliography:

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- Appadurai, Arjun (ed.) (2001). *Globalization*. Durham (NC): Duke University Press.
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- Bauman, Zygmunt ([2008]2010). *Mundo-consumo. Ética del individuo en la aldea global*. Barcelona: Paidós.



- Beck, Ulrich & Beck-Gernsheim, Elisabeth ([1990] 2001). *El normal caos del amor: las nuevas formas de la relación amorosa*. Barcelona: Paidós.
- Beck, Ulrich & Beck-Gernsheim, Elisabeth ([2011] 2012). *Amor a distancia. Nuevas formas de vida en la era global*. Barcelona: Paidós.
- Beck, Ulrich ([1997] 1998). *Que es la globalización. Falacias del globalismo. Respuestas a la globalización*. Barcelona: Paidós.
- Beck, Ulrich ([1999] 2000). *Un nuevo mundo feliz. La precariedad del trabajo en la era de la globalización*. Barcelona: Paidós.
- Childhood (1996). Editorial: The Globalization of Childhood or Childhood as a Global Issue, *Childhood* 3: 307-311.
- De Zordo, Silvia, Mishtal, Joanna & Anton, Lorena, (eds.) (2016). *A Fragmented Landscape: Abortion Governance and Protest Logics in Europe*. Oxford and New York: Berghahn Books.
- 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*. Bingley, UK: Emerald Group Publishing.
- Edelman, Marc & Haugerud, Angélique (eds.) (2005). *The Anthropology of Development and Globalization. From Classical Political Economy to Contemporary Neoliberalism*. London: Blackwell.
- Eriksen, Thomas (2003). *Globalization. Studies in Anthropology*. London: Pluto Press.
- Eriksen, Thomas (2007). *Globalization. Key Concepts*. Oxford: Berg.
- Gaggiotti, Hugo (2012). The rhetoric of synergy in a global corporation. Visual and oral narratives of mimesis and similarity, *Journal of Organizational Change Management* 23(2):265-282.
- Gaggiotti, Hugo (2017). US/Mexico borderland communities: Organising resilience with wall, bridges and other artefacts. Bristol. Available from <https://uwe-repository.worktribe.com/output/897298>
- Geertz, Clifford ([1984, 1986] 1996). *Los usos de la diversidad*. Barcelona: Paidós.
- Groes, Christian & Fernández, Nadine (2018). Introduction: Intimate Mobilities and Mobile Intimacies. In Groes Christian and Fernández Nadine (eds). *Intimate Mobilities. Sexual Economies, Marriage and Migration in a Disparate World* (pp. 1-27). Oxford: Berghahn Books.
- Gupta, Akhil & Ferguson, James (2002). Beyond "Culture": Space, Identity, and the Politics of Difference. In Ina Jonathan Xavier & Rosaldo Renato (eds). *The Anthropology of Globalization. A reader* (pp. 65-80). London: Blackwell.
- Hannerz, Ulf (2002). Notes on the Global Ecumene. In Ina Jonathan Xavier & Rosaldo Renato (eds). *The Anthropology of Globalization. A reader* (pp. 37-45). London: Blackwell.
- Illouz, Eva ([2006] 2007). *Intimidades congeladas. Las emociones del capitalismo*. Buenos Aires: Kraft.
- Inda, Jonathan Xavier & Rosaldo, Renato (eds). *The Anthropology of Globalization. A reader* (pp. 270-308). London: Blackwell.
- Inda, Jonathan Xavier & Rosaldo, Renato. (2002). Introduction. A World in Motion. In Ina, Jonathan Xavier & Rosaldo, Renato (eds). *The Anthropology of Globalization. A reader* (pp. 1-34). London: Blackwell.
- Jameson, Frederic & Miyoshi, Miyoshi (eds). (1999). *The cultures of globalization*. Durham (NC): Duke University Press.
- Mol, Annemarie (2021). *El cuerpo múltiple: Ontología y práctica médica*. Bellaterra Ediciones.

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.

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

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

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

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

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

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

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

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

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

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

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

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

TrangThu Do, Andrea Whittaker & Mark Davis (2020) Reconfiguring Breast Reconstruction in the Post-Cancer Lire in Vietnam, *Medical Anthropology*, 42: 3, 295-310.

Warin, M., et al. (2022). Circuits of Time: Enacting Postgenomics in Indigenous Australia. *Body and Society*. online first.

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

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

#### Recommended films and series:

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

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

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

- Lahl, Jennifer (2010). Eggsplotation. US.45'. Accesible en Youtube con subtítulos en español: [https://www.youtube.com/watch?v=VcK\\_I3FLgKs](https://www.youtube.com/watch?v=VcK_I3FLgKs)

Projects I: Design

### Required readings:

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

University of Southern California Libraries. Research Guides.

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

or

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

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

### Recommended readings:

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

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

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

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

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

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

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

[http://www.ugr.es/~pwlac/G15\\_01Marialsabel\\_Jociles\\_Rubio.html](http://www.ugr.es/~pwlac/G15_01Marialsabel_Jociles_Rubio.html)

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

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

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

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

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

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

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

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

### Ethics resources:

<pstyle="text-align: justify;">American Association of Anthropology (adopted in 1971, amended in 1986). *Principles of Professional Responsibility*.

<http://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1656>

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

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

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

## Software

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

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

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

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

## Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	first semester	afternoon