

Social Intervention

Code: 43144
ECTS Credits: 15

2024/2025

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

Contact

Name: Jose Luis Molina Gonzalez

Email: joseluis.molina@uab.cat

Teachers

Silvia Carrasco Pons

María Teresa Tapada Berteli

Lucia Sanjuan Nuñez

Adriana Rosa Kaplan Marcusan

Jordi Castellvi Girbau

Diana Marre

Silvia Gomez Mestres

Maria Bruna Alvarez Mora

Laia Narciso Pedro

(External) 1209766

Teaching groups languages

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

Prerequisites

There are no requirements.

Objectives and Contextualisation

This module is part of the specialization E2 "Sociocultural and environmental intervention".

Objectives:

- To know from a historical perspective applications of anthropology and theoretical debates related to these applications.

- To be able to apply anthropological knowledge in the design of projects of social intervention.
- To be able to propose projects of collaboration and intervention, as well as to present the obtained results to different audiences.
- To be able to collaborate interprofessionally in sociocultural intervention programs and programs of cooperation and development.

Competences

- Carry out ground-breaking, flexible research in anthropology by applying theories and methodologies and using appropriate data collection and analysis techniques.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
- 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.
- Make interpretations and relational explanations to assist in understanding specific ethnographic contexts.
- 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.

Learning Outcomes

1. Apply the knowledge acquired to problem-solving in new or unfamiliar intervention contexts of applied anthropology.
2. Choose research methods that fit the aim of understanding the population being studied and the social and cultural problems to be solved.
3. Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
4. Discern the type of comparative ethnographic studies to be made before the design of social intervention policies.
5. Identify associations, organisations and/or local leaders and assess their importance in intervention programmes.
6. Identify important elements in an interview, or in a particular ethnographic observation, that help to formulate judgments and reflect on social and ethical responsibilities in anthropology.
7. Identify the consequences of an intervention in the social and cultural systems of differentiation and stratification.
8. Integrate primary and secondary ethnographic data from varying sources.
9. Present conclusions and intervention proposals in the context of research
10. Systematically link up concepts, and theories within the discipline that fit in with the specific ethnographic context of an intervention.
11. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.

Content

- Analysis of the various proposals on theoretical and methodological guidelines in applied anthropology. Discussions on the various forms of intervention and its ethical implications.
- Specific training in social intervention in the areas of community, educational, socio, socio-environmental and social problems specific populations and intervention.
- Analysis of specific ethnographies that can offer guidance or models proposed in social interventions.

The module is divided into 6 thematic blocks.

Contents of the blocks:

Lifecycle and cultural practices: people, groups, stages

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

- Construction of the lifecycle stages. Childhood, adolescence, youth and old age in anthropology.
- Person, Body, Family, Community and Society.
- 'Governability', 'discipline' and Rights.
- The social and economic value of different ages.
- Scientific disciplines, Application and intervention.

Anthropology applied to the field of space

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

- The built environment from the anthropology: definition, analysis and applicability.
- Processes of social construction and meanings of physical built space and living: vernacular construction, sense of belonging, spatial appropriation and urban segregation.
- Reflections on the relationship between built space and local communities.
- Understanding of the tools and techniques that allow us to apply this knowledge and analysis to different case studies.
- The possibilities and limits of interdisciplinarity: anthropology, architecture and urbanism.

Children and youth affected by migrations of globalization

[Responsible lecturer: Dr. Silvia Carrasco, Dr. Laia Narciso and Dr. Gabriela Poblet] (7 sessions, 14 hours)

- Adultcentrism and mobility regimes from a global, regional and local perspective
- From crisis to violence: minors, agency and care in the new family migration flows
- Unaccompanied minor boys and girls, stratification and perceptions of recipient societies
- Fleeing from conflict zones: refugee children and youth in the MENAT region and in Europe
- Comparative perspectives on migration and social integration (I)
- Comparative perspectives on migration and social integration (II)

Environment

[Responsible lecturer: Dra. Sílvia Gómez Mestres] (7 sessions, 14 hours)

- Conceptual clarification: concepts of sustainable and durable environment and development, the environment as a complex system, environmental rationality, relevance of the sociocultural field, pluri-methodology for intervention, interdisciplinarity, participatory action research.
- Models and instruments of intervention. Social actors, power relations, governance, participatory planning, and social participation in environmental management.
- A critical view of environmental intervention programs, especially in Mediterranean maritime areas

Female genital mutilation (FGM)

[Responsible lecturer: Dr. Adriana Kaplan] (7 sessions, 14 hours)

- Definition, context, geography, type and prevalence
- Life cycle and rites of passage. "Initiation without Mutilation"
- Debate between identity, health and human rights
- Methodological proposals for the prevention of FGM
- "Observatorio Transnacional de investigación aplicada a la transferencia del conocimiento para la prevención y atención de la MGF"
- Support to Primary Care points

Health

[Responsible lecturer: Dr. Lucía Sanjuán] (6 sessions, 12 hours)

- Introduction. General concepts.
- Health and cultural diversity.
- Systems, practices and therapeutic itineraries.
- Health and social inequality.

Anthropology of patrimonial interventions

[Responsible lecture: Dr. Jordi Castellví Girbau] (5 sessions, 10 hours)

- The processes of social construction of heritage.
- The patrimonial objects and the appropriations of meanings.
- The intervention in patrimony. Contexts and power relationships .

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures, activities in small groups	93.5	3.74	1, 2, 4, 7, 10
Type: Supervised			
Tutorial activities	93.5	3.74	2, 3, 8, 9, 11
Type: Autonomous			
Individual study, elaboration of essays. Reading and analyses of reports	187	7.48	1, 2, 5, 6, 9, 10

The methodology is as follows:

- Lectures.
- Reading and analyses of papers / reports.
- Presentation or oral exposition of essays.
- Participation in complementary activities.
- Debates.
- Individual essay.

In the virtual campus, students have access to the whole documentation of each part of the course: teaching materials, programs, general bibliography and complementary information.

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
Blocks assignments	30%	0	0	1, 2, 6, 9, 10, 11
Class attendance	20%	0	0	1, 3, 10
Individual essay	50%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

This section of the Study Guide contains all information related to the process of evaluation of the module.

Assessment of the module:

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

- Regular assistance and 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, students are required to assist at least 80% of each course ("block"). Furthermore, the extent to which they participate in 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, 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 participation in these courses (20%) constitute 50% of the final grade of the module. The deadlines for these activities are indicated by the lecturers.

Lifecycle and cultural practices: people, groups, stages: Elaboration of a case-study comment from one topic of the 1000-word block (30%); a short analysis of the speakers linked with the key concepts of the block -1000 words- (30%); and an individual text of 2500 words maximum on 2 compulsory readings and 1 to choose (40%).

Children, youth, migration and globalization: Critical comment about some of the required readings

Space: Review of some of the texts proposed in the bibliography

Environment: Commentary (poster format) on a case of socio-environmental intervention

Female genital mutilation (FGM): Review of some of the texts proposed in the literature

Health: Review of some of the texts proposed in class.

Anthropology of patrimonial intervention: Critical comment about one of the suggested readings.

- Evaluation of the final paper for the module: Last, the grade obtained on a final paper constitutes the remaining 50% of the grade. In the case of the modules that make up the specializations (in particular, E1.1, E1.2, E2.1, E2.2 and E3.1), each student selects the course that is of major interest for his or her master thesis, from the set of courses that make up the module. The evaluation will be based on this course. The evaluation can consist of a larger essay of approximately 3,000 / 4,000 words, possibly in the format of an article, a review of a state of the art of a specific theme, or a paper that addresses a specific issue in the discipline on the basis of readings recommended by the lecturer of the course that the student has chosen for evaluation. The deadline for the submission of the final paper is the 10th of February.

Lifecycle and cultural practices: people, groups, stages: 4,000 words- paper as a maximum based on the compulsory readings, recommended ones and suggestions made to the students according to their specific subject of research.

Children, youth, migration and globalization: Essay based on the compulsory and recommended readings that relate to some aspect of the ongoing research project.

Space: Two options to choose one (1) Analytical development of a specific architectural-spatial environment (2) Theoretical development of a spatial concept, author or approach of interest to the student

Environment: Elaboration of plans or programs of environmental intervention

Female genital mutilation (FGM): Essay on the treatment of FGM in the media.

Health: Elaboration of a health intervention based on the cases discussed during the class.

Anthropology of patrimonial intervention: Analysis of a case of intervention.

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 or in printed form, in the mailbox of the lecturer). The lecturers communicate the results of the evaluation through the established ways and establish a period of consultation before they communicate the grades to the coordinator of the module. The student can request a tutorial with their lecturers throughout the course if they wish to clarify some point of the contents of the course.

In general, not submitting the documents that are to be evaluated results in the qualification "Not assessable". In exceptional, well justified cases, the Committee of the Master Program may propose an alternative procedure for the evaluation.

General norms

Assessment is understood as a continued process throughout the term.

The qualifications are made on a scale from 0-10 with one decimal. To pass the subject, a minimum final grade of 5.0 is needed, as a result of the assessment procedure explained above. Once the subject is passed, it cannot be subjected to a new evaluation.

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

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.

When a student performs an irregularity that can lead to a significant variation of the qualification of an assessable activity, the activity will be qualified with a 0, independently of the disciplinary process that might follow. In the case that various irregularities in the assessable activities are performed within the same module, the qualification of the module will be 0.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items. The qualification "not assessable" in the final records of evaluation implies the exhaustion of rights inherent in the enrolment to the module, although the "not assessable" module will not figure in the academic transcript.

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. "Copying" a paper refers to a student reproducing the whole or part of a paper of another student. Plagiarism is presenting the whole or a part of the text of another author as if it were the student's own, without citing the references, on paper or digitally. Please see the documentation of the UAB about plagiarism on: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html.

This subject/module does not incorporate single assessment.

Bibliography

Lifecycle and cultural practices: people, groups, stages

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- *Alvarez, B. and Marre. (2021). Motherhood in Spain: from the "baby boom" to "structural infertility". *Medical Anthropology. Cross-Cultural Studies in Health and Illness*, 41:6-7, 718-731.

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- *Burton, Anthony (1978). Anthropology of the young, *Anthropology & Education Quarterly* 9(1):54-70.
- Comas d'Argemir, Dolors; Marre, Diana; San Román, Beatriz (2016). La regulación política de la familia. Ideología, desigualdad y género en el Plan Integral de Apoyo a la Familia. *Política y Sociedad* 53(3).
- *Crampton, Alexandra (2013). Population Aging as the Social Body in Representation and Real Life, *Anthropology & Aging Quarterly* 34(3):100-
- *De Zordo, Silvia; Marre, Diana; Smietana Marcin. Demographic Anxieties in the Age of "Fertility Decline". *Medical Anthropology* 41(6-7): 591-599.
- *Desy, Alexandra & Marre, Diana (2022). Reproductive exclusion: French clients undergoing cross-border reproductive care in Barcelona. En Guerzoni S & Mattalucci C (eds.) *Body Politics and Reproductive Governances: "Flesh", Technologies and Knowledge* (163-177). Emerald Group Publishing.
- Fetterolf, Michael Gabriel (2015). Personhood-Based Dementia Care: Using the Familial Caregiver as a Bridging Model for Professional Caregivers, *Anthropology & Aging. Journal of the Association for Anthropology & Gerontology*, 36(1): 82-100.
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- *Hardman, Charlotte. (1973) 'Can There be an Anthropology of Children?', *Journal of the Anthropological Society of Oxford* IV: 85-99; reprinted in *Childhood* 8(4), 2001: 501-517.
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- *Kaufman, Sharon & Morgan, Lynn (2005). The Anthropology of the Beginnings and End of Life. *Annual Review of Anthropology*, 34, 317-341.
- Kavedzija, Iza (2015). Frail, Independent, involved? Care and the Category of the Elderly in Japan, *Anthropology & Aging. Journal of the Association for Anthropology & Gerontology*, 36(1):62-81.
- *Leinaweaver, Jessaca B; Marre, Diana. Adoption and Fostering. En Han S and Tomori C (eds) *The Routledge Handbook of Anthropology and Reproduction*. Abingdon, UK and Philadelphia, PA: Routledge, 618-630.
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- *Malgosa, Estel, Alvarez, Bruna & Marre, D. (2022). Sexualidad e infancia en Catalunya, España: sentidos gobernados. *Perifèria. Revista de Recerca i Formació en Antropologia*, 27(2), 4-29.
- *Malgosa, Estel; Alvarez, Bruna; Marre, Diana. Touches, genitals, pleasure and intimacies: the governmentality of sexuality through the governance of genitals at primary schools in Spain. *Sex Education*
- *McIntyre, Lynne; Alvarez, Bruna; Marre, Diana. "I Want to Bury It, Will You Join Me?": The Use of Ritual in Prenatal Loss among Women in Catalonia, Spain in the Early 21st Century. *Religions* 13: 336.
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- Spyrou, Spyros (2011). The limits of children's voices: From authenticity to critical, reflexive representation. *Childhood*, 18(2), 151-165.
- *Unluoglu, Selen Kars, Çangarli, Bucu Güneri & Gaggiotti, Hugo (2022). Narrative Practicing of the Meaning of Work: The Gender We Think and Talk. in Uçel, Ela Burcu (2022). *Eastern Perspectives on Women's Roles and Advancement in Business* (pp. 1-27). Igi Global.
- *Vives, Alejandra; Gray, Nora; González, Francisca & Molina, Agustín (2018). Gender and Ageing at Work in Chile: Employment, Working Conditions, Work-Life Balance and Health of Men and Women in an Ageing Workforce. *Annals of Work Exposures and Health*, 62(4): 475-489.

** Compulsory

* To choose one at least

Anthropology applied to the field of space

- Giglia, Angela (2012). *El habitar y la cultura; perspectivas teóricas y de investigación*. Barcelona, México: Anthropos, UNAM.
- Hall, Edward Thomas (1973). *La dimensión oculta*. Madrid: IEAL.
- Jacobs, Jane (2011). *Muerte y vida de las grandes ciudades*. Madrid: Capitán Swing. [Título original: *The Death and Life of Great American Cities*, 1961].
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- Low, Setha, Lawrence-Zúñiga, Denise (eds.) (2003). *The anthropology of space and place: locating culture*. Malden, MA : Blackwell Pub.
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- Rapaport, Amos (2003). *Cultura, arquitectura y diseño ; Culture, Architecture and design*. Architectonics; Mind, Land & Society, nº 5..
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Children, youth, migration and globalization

- Carrasco, Silvia; Narciso, Laia; Bertran, Marta (2018). Neglected aspirations. Academic trajectories and the risk of ESL among immigrant and minority youth in Spain, in Ch. Timmermann, L. Van Praag & N. Clycq, eds., *Reducing Early School Leaving in the EU. A Quantitative and Qualitative Study*. London: Routledge, 164-182.
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- Montero-Sieburth, Martha.; Mas-Giralt, Rosa. (2020). *Family practices in migration: everyday lives and relationships*. London: Routledge (in press).
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Environment (two readings from the nine choices):

- Comas Argemir, Dolors (1998). *Antropología económica*. Editorial Ariel Barcelona
- Dourogenní, Axel (2000). *Procedimientos de gestión para el desarrollo sustentable*. Editorial de la CEPAL. Chile.
- Escobar, Arturo (1999). *El final del salvaje. Naturaleza, cultura y política en la antropología contemporánea*, CEREC-INCAN, Bogota.
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- Gómez, Sílvia; Maynou, F. (2021) *Balancing ecology, economy and culture in fisheries policy: Participatory research in the Western Mediterranean demersal fisheries management plan*. *Journal of Environmental Management*. 291 :112728. <https://doi.org/10.1016/j.jenvman.2021.112728>
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Female genital mutilation (two readings from the six choices):

- Gage AJ, Van Rossem R: Attitudes toward the discontinuation of female genital cutting among men and women in Guinea. *Int J Gynecol Obstet* 2006, 92(1):92-96.
- Kaplan Adriana, Hechavarría, Martín M, Bonhourel: Health consequences of female genital mutilation/cutting in the Gambia, evidence into action. *Reproductive Health* 2011, 8:26.
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- Simpson J, Robinson K, Creighton SM, Hodes D: Female genital mutilation: the role of health professionals in prevention, assessment, and management. *British Medical Journal* 2012, 14: 344.
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Health

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- Esteban, Mari Luz; Comelles, Josep Maria, Diez, Carmen. (eds.). (2010). *Antropología, género, salud y atención*. Barcelona, Bellaterra.
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Anthropology of patrimonial interventions

- Augé, Marc 2008 (2003). *El tiempo en ruinas*. Barcelona: Gedis
- Clifford, James 2001 (1995). *Dilemas de la cultura*. Barcelona: Gedisa
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Software

The corporative software available at computer rooms.

Language list

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