

Introduction to Social and Cultural Anthropology

Code: 100010
ECTS Credits: 6

2025/2026

Degree	Type	Year
Art History	FB	1
Musicology	FB	1
Philosophy	FB	1
History	FB	1
Humanities	FB	1

Contact

Name: Alice Marie Sophie Van Den Bogaert

Email: alicemarie.vandenbogaert@uab.cat

Teachers

Jordi Castellvi Girbau

Alice Marie Sophie Van Den Bogaert

(External) A determinar

(External) a determinar

(External) a determinar

Teaching groups languages

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

Prerequisites

This course has no prerequisites.

Objectives and Contextualisation

The Introduction to Social and Cultural Anthropology (6 ECTS) is a subject considered UAB Basic Training, scheduled for the first year of following undergraduate programs: Archeology (Group 1, 1st semester), Musicology (Group 2, 1st semester), History of Art (Group 3 and 4, 1st semester), Humanities (Group 5, 2nd semester), Philosophy (Group 6, 2nd semester), History (Group 6, 2nd semester), English (Group 7, 2nd semester), Geography, Environment and Territorial Planning.

The aim of the course is to provide an introduction to the social and cultural anthropology. This overview of the discipline recaps its main contributions: Analysis of cultures and their diversity, historical development, methodology and research techniques, economy, politics, religion, kinship systems, and some of its applications to the contemporary world.

This overview is illustrated with some ethnographies and key texts that allow students to acquire a relativistic and critical perspective of human cultures.

The subject of Introduction to Social and Cultural Anthropology aims to rigorously train future professionals so that they are able to work in a qualitative and critical way, and at the same time seeks to consolidate the joint search for solutions for social transformation, more global justice and environmental protection. For these reasons, the agenda conforms to the SDGs defined by the UN.

Sustainable Development Goals (SDGs)

Faced with the challenges facing different societies, in 2015 the United Nations (UN) set 17 goals for sustainable development (SDGs), which are broken down into 169 goals. The SDGs address issues affecting different areas, from poverty eradication to the preservation of marine life. These are the goals that must be achieved by the year 2030, and that challenge the whole of society.

The SDGs included in this subject are as follows:

SDG 1: Ending Poverty

SDG 5: Gender equality

SDG 10: Reducing inequalities

SDG 11: Sustainable cities and communities

SDG 12: Responsible consumption and production

SDG 16: Peace and Justice Solid Institutions

Competences

Art History

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- 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.

Musicology

- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- 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.

Philosophy

- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- 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.

History

- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- 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.

Learning Outcomes

1. Analysing a contemporary fact from an anthropological perspective.
2. Analysing current events from an anthropological perspective.
3. Applying the basic concepts of social and cultural anthropology to the understanding of relationships between different societies and cultures.
4. Applying the basic concepts of social and cultural anthropology to understand relationships between different societies and cultures.
5. Applying the basic concepts of Social and Cultural Anthropology to understand relationships between various societies and cultures.
6. Applying the knowledge of cultural variability and its genesis in order to avoid ethnocentric projections.
7. Applying the knowledge of cultural variability and its genesis to avoid ethnocentric projections.
8. Carrying out a planning for the development of a subject-related work.
9. Carrying out oral presentations using an appropriate academic vocabulary and style.
10. Demonstrate skills of self-analysis and self-criticism.
11. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
12. Effectively express and textual argumentative applying formal procedures and scientific texts.
13. Enumerating the theories about human species in their relation to society and culture production.
14. Enumerating theories about human species and relating them with the production of society and culture.
15. Identifying the theories about human species.
16. Identifying the theories about human species in their relation to society and culture production.
17. Identifying the theories concerning the different meanings of the concept of culture.

18. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
19. Interpreting the cultural diversity through ethnography.
20. Interpreting the relationships between different societies and cultures by applying the specific notions of Anthropology.
21. Solving problems autonomously.
22. Use the appropriate terminology in the construction of an academic text.
23. Use the scientific and professional language of the social sciences.
24. Using suitable terminology when drawing up an academic text.
25. Using the basic concepts of Social and Cultural Anthropology for the understanding of relationships between various societies and cultures.
26. 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

The course Introduction to Social and Cultural Anthropology is a first approach to the study of human social and cultural variability, from a comparative perspective. Throughout the semester the basic concepts and key issues of Social and Cultural Anthropology are presented and developed. It will cover classic subject areas, anthropological perspectives on difference and inequality and some of the most recent developments in the discipline. Through ethnographic case studies the course will illustrate cultural diversity and highlight the contrasts and similarities with student's own cultural context.

Topic 1. Introduction. The anthropological discipline.

- Anthropology in the field of human and social sciences.
- Object, method and techniques of anthropology.
- Ethnography and fieldwork.
- Fundamental concepts: culture, diversity, ethnocentrism, relativism, na

Topic 2. Socio-political classifications

- Racism.
- Cultural fundamentalism.

- Exotism.

- Gender.

Topic 3. Economy and subsistence.

- Adaptation strategies: hunting-gathering, horticulture, agriculture, livesl
- Modes of production.
- Distribution: exchange, reciprocity, market, redistribution.
- Types of economies: matrimonial, ritual, prestige economy, care econo

Topic 4. Family and kinship.

- What is kinship?
- Affiliation.
- Alliance: polygyny, polyandry, same-sex marriages.
- Terminology of kinship.
- New forms of kinship in the West.

Topic 5. Politics

- Structures of political organization: gangs, tribes, chiefdoms, states.
- Theories about the origin of the head and the State.
- Authority and conflict.
- Origin of inequalities.
- Power and biopolitics
- Resistances and agency

Unit 6. Belief systems, symbolism and ritual.

- Rituals and rites of passage.
- Universality of the religious phenomenon: beliefs, practices and communication.
- Social functions of religiosity: explaining, crises, emotions, political control.
- Ontologies: animism, naturalism, totemism and analogism.
- Varieties of communication with the intangible world: shamanism and p
- Syncretism.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oriented	50	2	2, 7, 18, 17, 19, 20, 3
Type: Supervised			
Supervised	25	1	2, 7, 10, 12, 9, 22, 18, 17, 20, 21, 3, 26
Type: Autonomous			
Self-organized	75	3	2, 7, 10, 12, 9, 22, 18, 17, 20, 21, 23, 3, 26

- All activities have a deadline that must be met strictly, according to the proposed schedule.

- Work by students mainly consists in assisting to the lectures, research and analysis of information, assignments (via virtual campus) and participation in guided discussions.

- The readings are aimed to enable academic discussion, the monograph essay, and thematic assignments.

- The different exercises will be returned with comments and guidelines for further improvement, if deemed necessary by the professor.

- The student must take into account the news and informations published on the Virtual Campus / Moodle.

- The main tools used in the virtual campus will be: Teaching material (which can be found reading and course materials), News (for various information about the course), Delivery of assignments (to be opened during delivery periods established), and Forum (where you can discuss the issues and where should add comments and reactions to others comments). Professors will inform if you use other tools are available as well.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of readings (group or individual)	25%	0	0	2, 1, 6, 7, 10, 14, 13, 8, 11, 12, 9, 24, 22, 18, 17, 15, 16, 19, 20, 21, 23, 5, 3, 4, 25
Critic essay based on a monography	25%	0	0	2, 1, 6, 7, 10, 14, 13, 8, 11, 12, 9, 24, 22, 18, 17, 15, 16, 19, 20, 21, 23, 5, 3, 4, 25
Written tests	50%	0	0	2, 1, 6, 7, 10, 14, 13, 8, 11, 12, 9, 24, 22, 18, 17, 15, 16, 19, 20, 21, 23, 5, 4, 3, 25, 26

The evaluation system is organized into three modules, each of which is assigned a specific weight in the final grade.

The three types of evaluation modalities are the following:

- 1) CRITICAL SYNTHESIS MODULE OF A MONOGRAPH. In this module the use of AI is strictly prohibited.
- 2) READING ANALYSIS MODULE. One or several works, individual or group. The use of AI is strictly prohibited.
- 3) WRITTEN TESTS MODULE. They can be one or more written tests of

Requirements to be entitled to re-evaluation

-To participate in the re-evaluation process students must have been previously evaluated (does not mean approved) in a set of activities whose weight equals to a minimum of 2/3 parts of the total grade or 60% of the final grade.

Re-evaluation process

At the beginning of the course, the professor will indicate the procedure for the recovery of the subject, which will take place on the day, place and time indicated by the Faculty.

The activities that the professor considers to be unrecoverable can be excluded from the re-evaluation process (for example: oral presentations, group work, tasks related to the daily teaching activity). In this case, the

professor responsible will explicitly state in the program those partial evaluation activities that, according to their criteria and depending on their nature, are not recoverable.

The total score that can be obtained from the sum of the partial qualifications of the non-recoverable activities can never exceed 50% of the final mark of the subject. The failure to pass an evaluation activity that, by its nature, is not recoverable will not be sufficient reason to prevent the positive evaluation of the subject.

- In order to have passed the subject, you must have a minimum of 5/10.
- In order to be EVALUABLE, the student must have presented at least in 2 modules of 3.
- Therefore, a student who has not completed minim 2 tests during the semester will NOT be EVALUABLE.

In case that the student performs any irregularity that could lead to a significant variation in the grade of an evaluation test, this will be scored with 0, regardless of the disciplinary process that can be ordered. In case there are several irregularities in the evaluation tests at the SAME subject, the final grade of this subject will be 0. (Article 116. Results of the evaluation, modified by agreement of the Consell de Govern UAB of March 19, 2015).

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

The teacher has the right to demand a minimum grade in the tests, in order to be able to participate in the reassessment.

UNIQUE ASSESSMENT:

Students who decide to opt for the single assessment will have:

- to carry out the necessary procedures to be able to take up this option,

-

Notify the teacher at the start of the course.

- to deliver all assessment parts on the same day, when indicated by the teacher.

- Relative weight of each module in the event of a single assessment: Exam (50%), Written work on the monograph (50%).

Each teacher will communicate, in the program at the beginning of the year (Virtual Campus), the details of each evaluation activity.

In no case will the single assessment tests be of a lower level than the continuous assessment.

Single Evaluation

only means that students submit all assessments on a single day. It does not mean that the evaluation is only once.

mean that
class attendance is optional

.

If a student is unable to attend the sessions, it is their responsibility to catch up on the material covered. It is not the teacher's responsibility to provide materials to make up for missed sessions.

If you are unable to attend a session, it is strongly recommended that you inform the teacher in advance and provide a valid justification.

Bibliography

Manuals

AADD (1993) *Diccionari d'Antropologia*. Barcelona, TERMCAT.

AUGE Marc, COLLEYN Jean-Paul (2005) *Que es la antropologia*. Barcelona, Paidós.

BARRET, Stanley R. (1997) *Anthropology: A student's guide to Theory and Method*, Toronto, University of Toronto Press.

BOHANNAN, Paul. (1996) *Para raros, nosotros: introduccion a la antropologia cultural*, Madrid, Ediciones Akal.

BOHANNAN, Paul y GLAZER, M. (eds.) (1992) *Antropología: lecturas*. Madrid: McGraw-Hill.

BOIVIN, Mauricio F. , ROSATO, Ana y ARRIBAS, Victoria (1998) *Constructores de Otredad. Una introduccion a la Antropologia Social y Cultural*, Buenos Aires: Eudeba

EMBER, Carol (2003) *Introduccion a la Antropologia*. Madrid, McGraw-Hill

EMBER, Carol R. y EMBER, Melvin (2004) *Antropologia cultural*. Madrid: Prentice Hall.

HARRIS, Marvin (2004) *Introduccion a la Antropologia General*. Madrid, Alianza Editorial.

HARRIS, Marvin (1999) *El desarrollo de la teoria antropologica: historia de las teorias de la cultura*. Madrid, Siglo XXI.

HENDRY, Joy. (1999) *An Introduction to Social Anthropology. Other People's Worlds*, Macmillan Press, London.

KOTTAK, Conrad Phillip (2002) *Antropologia cultural. Espejo para la humanidad*, Madrid: McGraw-Hill.

LAURTHE-TOLRA, Pierre y WARNIER, Jean-Pierre (1998), *Etnologia y Antropologia*. Madrid: Akal

LISON Carmelo (ed.) (2007) *Introduccion a la Antropologia Social y Cultural. Teoria, metodo y practica*. Madrid, Akal.

LLOBERA, Josep Ramon (1999) *Manual d'antropologia social : estructura i evolucio de les societats humanes*. Edicions de la Universitat Oberta de Catalunya : Pòrtic, Barcelona

GENERAL BIBLIOGRAPHY

ANDERSON, Benedict. (1983) *Imagined Communities. Reflections on the Origin and Spread of Nationalism*, Verso, London.

APPADURAI, Arjun (1996) *Modernity at large. Cultural dimensions of globality*. London, Routledge.

AUGE, Marc (1995) *Hacia una antropologia de los mundos contemporaneos*, Barcelona: Gedisa.

BARAÑANO, Ascención; GARCÍA, José Luis; CATEDRA, María; DEVILLARD, Marie J. (eds.) (2007) *Diccionario de relaciones interculturales*. Madrid: Editorial Complutense.

BARLEY, Nigel (1999) *El antropologo inocente*. Barcelona, Anagrama.

BARNARD, Alan (2000) *History and Theory in Anthropology*, Cambridge University Press, Cambridge.

BARTH, Fredrik. (1969) *Ethnic Groups and Boundaries. The Social Organization of Culture Difference*, Scandinavian University Press.

BAUMAN, Richard (ed.) (1992) *Folklore, Cultural Performances and Popular entertainments. A Communications-centered Handbook*. New York, Oxford: Oxford University Press.

BECK, Urlick (2002) *La sociedad del riesgo global*, Madrid Siglo XXI.

BESTARD, Joan CONTRERAS, Jesús (1987).- *Barbaros, paganos, salvajes y primitivos. Una introduccion a la Antropologia*. Barcelona, Barcanova.

BOHANNAN, Laura 1995 [1966] "Shakespeare en la selva", H. Velasco (comp.) *Lecturas de Antropologia Social y Cultural*. Madrid: UNED, p. 83-93.

CATEDRA, María (coord.) (1991) *Los espanoles vistos por los antropologos*. Madrid: Júcar.

CAVALLI SFORZA, Luca; CAVALLI SFORZA, Francesco (1994).- *Quienes somos. Historia de la diversidad humana*. Barcelona, Crítica.

CLIFFORD, James; MARCUS, George. E. (eds.) (1991) *Retoricas de la antropologia*. Madrid: Júcar.

COHEN, Anthony. (1986) *Symbolizing Boundaries*, Manchester University Press.

D'ANDRADE, Roy G. (1995) *The development of Cognitive Anthropology*, Cambridge, Cambridge University Press.

DOUGLAS, Mary (1966). *Purity and Danger*.

FABIETTI, Ugo (1997) "De la etnización al conflicto étnico: hutus y tutsi en Ruanda", *L'identita etnica. Storia e critica di un concetto equivoco*. Roma: La Nuova Italia Scientifica.

FEIXA, Carles (1998). *De jovenes bandas y tribus*, Barcelona Anagrama

FRIEDMAN, Jonathan (1994) *Cultural identity and Global Process*, London, Sage.

GEERTZ, Clifford (1987) *La interpretación de las culturas*, Barcelona, Gedisa

- GEERTZ, Clifford (1973). *La interpretacion de las culturas*, Gedisa, Barcelona.
- GENNEP, Arnold van, (1960 [1909]) *Rites of Passage*, Routledge, London.
- GLUCKMAN, Max (1955). *The Judicial Process among the Barotse of Northern Rhodesia*, ManchesterUniversity Press.
- GOFFMAN, Erving (1993) *La presentacion de la persona en la vida cotidiana*, Buenos Aires, Amorrortu.
- GONZALEZ ECHEVARRIA, Aurora. (1994) *Teorias de parentesco. Nuevas aproximaciones*, Eudema, Madrid.
- HALL. Stuart & DU GAY, Paul (eds.) (1996) *Questions of cultural identity*, London, Sage Publications.
- HARRIS, Marvin (1991).- *Nuestra especie*. Madrid, Alianza Editorial.
- KAHN, J.S. (ed.) (1975).- *El concepto de cultura*. Barcelona, Anagrama.
- KUPER, Adam. (1973) *Antropologia y antropologos: la escuela britanica (1922-1972)*, Anagrama, Barcelona.
- LABURTHE-TOLRA, Philippe; WARNIER, Jean-Pierre (1993) *Etnología y antropología*. Madrid, Akal.
- LEACH, Edmund R. (1970) *Political Systems of Highland Burma*, Athlone, London.
- LEAKEY, Richard; LEWIN, Roger (1994).- *Nuestros orígenes*. Barcelona, Crítica.
- LEVI-STRAUSS, Claude (1993).- *Raza y cultura*. Madrid, Cátedra.
- LEVI STRAUSS, Claude (1987) *Antropologia Estructural*, Barcelona, Paidós.
- LEVI-STRAUSS, Claude (1952) *Raza i historia*, Edicions 62, Barcelona.
- LEVI-STRAUSS, Claude et al. (1974) *Polemica sobre el origen y la universalidad de la familia*.
- LLOBERA, Josep Ramón (Ed.).- *La antropologia como ciencia*. Barcelona, Anagrama.
- MALGESINI, Graciela y GIMENEZ, Carlos (2000) *Guía de conceptos sobre migraciones, racismo e interculturalidad*. Madrid: La Catarata.
- MEILLASSOUX, Claude. (1975) *Mujeres, graneros y capitales. Economia domestica y capitalismo*, Madrid Siglo XXI.
- MIDDLETON, John and E. H. Winter (eds.) (1963) *Witchcraft and Sorcery in East Africa*, Routledge & Kegan Paul, London.
- MOLINA, José Luis i VALENZUELA, Hugo (2007) *Invitacion a la antropologia economica*, Editorial Bellaterra, Barcelona.
- MORENO FELIU, Paz (comp.) (2004) *Entre las Gracias y el Molino Satanico: Lecturas de antropologia economica*. Madrid: UNED.
- NEEDHAM, Rodney (ed.). (1971) *Rethinking Kinship and Marriage*, Tavistock, London.
- PEACOCK, James L. (1989).- *El enfoque de la Antropologia*. Barcelona, Herder.
- ROSALDO, Renato (1993) *Culture and Truth: The Remaking of Social Analysis* New Yofk Beacon Press.
- SABATER PI, Jordi (1978).- *El chimpance y los orígenes de la cultura*. Barcelona, Anthropos.
- SENNET, Richard (2001) *Vida urbana e identidad personal*, Madrid, Perínsula.

SPERBER, Dan. (1988 [1975]). *El simbolismo en general*, Anthopos, Barcelona, STRANG, V (2009) *What anthropologist do*, Oxford, Berg Publishers Limited

TODOROV, Tzvetan i altres (1988).- *Cruce de culturas y mestizaje cultural*. Madrid, Júcar TURNER, V. (1990) *La selva de los simbolos*, Madrid Siglo XXI.

VELASCO MAILLO, Honorio (2007) *Cuerpo y espacio. Simbolos y metáforas, representacion y expresividad de las culturas*. Madrid Ed. Univ. Ramon Areces.

WEINER, Annette B. (1992) *Inalienable possessions*, University of California Press, Berkeley, Los Angeles and Oxford.

WILLIAMS, Raymond (2000) *Palabras clave: un vocabulario de la cultura y la sociedad*. Buenos Aires, Nueva visión. WINCH, P. (1994) *Comprender una sociedad primitiva*, Barcelona, Paidós

MONOGRAPHS

AIXELA, Yolanda (2000). *Mujeres en marruecos. Un analisis desde el parentesco y el genero*. Ed. Bellaterra

BENEDICT, Ruth (1974 [1946]) *El crisantemo y la espada. Patrones de la cultura japonesa*. Madrid: Alianza.

CARO BAROJA, Julio (1990 [1955]). *Estudios saharianos*. Madrid: Júcar Universidad.

CLASTRES, Pierre (2001 [1972]) *Cronica de los indios guayaquis*, Barcelona, Altafulla.

DOUGLAS, Mary. 1973 [1966]. *Pureza y peligro. Un analisis de los conceptos de contaminacion y tabu*. Madrid: Siglo XXI.

EVANS-PRITCHARD, Edward E. (1976 [1937]). *Brujeria, magia y oraculos entre los azande*. Barcelona: Anagrama.

EVANS-PRITCHARD, Edward E. (1977 [1940]). *Los Nuer*. Barcelona: Anagrama.

EVERS-ROSANDER, Eva (2004 [1991]). *Mujeres en la frontera. Tradicion e identidad musulmanas en Ceuta*. Barcelona: Edicions Bellaterra.

GRIAULE, Marcel (2000 [1966]) *Dios de agua*. Barcelona, Alta Fulla.

KROEBER, Theodora (1992 [1964]). *Ishi. El ultimo de la tribu*. Barcelona: Antoni Bosch. LEVI-

LÉVI-STRAUSS, Claude (1988 [1955]). *Tristes tropicos*. Barcelona: Paidós.

MALINOWSKI, Bronislaw (1975 [1922]). *Los argonautas del Pacífico Occidental. Un estudio sobre comercio y aventura entre los indigenas de los archipiélagos de la Nueva Guinea melanesica*. Barcelona: Península.

MALLART, Lluís (2009) *Soc fill dels evuzok*, Barcelona, La Campana. MIDDLETON, John (1984) *Los lugbara de Uganda*. Bellaterra, UAB, Publicaciones de Antropología Cultural. no4.

MEAD, Margaret. (1990 [1939]). *Adolescencia y cultura en Samoa*. Barcelona: Paidós.

PIELLA, Anna (2002). *Parentiu a Jambun. Canvis i continuïtats en una comunitat aborigen d'Austràlia*, Bellaterra: Servei de Publicacions de la UAB, Publicacions d'Antropologia Cultural, no21

SAN ROMAN, Teresa (1997). *La diferencia inquietante. Viejas y nuevas estrategias culturales de los gitanos*. Siglo XXI.

TOMAS, Jordi & LAMBAL, Patrick (2013) *El pescador que volia anar al país dels blancs*. Barcelona: Editorial Pòrtic.

TURNBULL, Colin (1984 [1961]) *Los pigmeos, el pueblo de la selva*. Barcelona. Javier Vergara.
WILLIS, Paul (1988) *Aprendiendo a trabajar*. Madrid, Akal

WORSLEY, Peter (1980): *Al son de la trompeta final. Un estudio de los cultos "cargo" en Melanesia*. Madrid, Siglo XXI.

Software

There is no specific software for this course.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	3	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	4	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	5	Catalan/Spanish	second semester	morning-mixed
(PAUL) Classroom practices	6	Catalan/Spanish	second semester	morning-mixed
(PAUL) Classroom practices	7	English	second semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	3	Spanish	second semester	morning-mixed
(TE) Theory	4	Catalan	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	6	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	7	English	second semester	morning-mixed