

Degree	Type	Year
Social and Cultural Anthropology	OT	3
Social and Cultural Anthropology	OT	4

Contact

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Teaching groups languages

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

Prerequisites

There are not prerequisites

Objectives and Contextualisation

A fundamental characteristic of this seminar is that it constitutes a space for debate and exchange of visions on the fit of anthropologists in the field of cultural management in a broad sense, since we want to explore the contribution of anthropology to museology, collecting and service design. In fact, the world of cultural heritage is one of the classic fields of action of anthropology professionals. His work is mainly carried out in museums, interpretation centres and public administration, not to mention increasingly numerous private initiatives. However, cultural heritage is undergoing significant changes, which encourage the widening of the gaze on this sector and that its management is now more complex. New professionals break into the cultural management scene as an example of the overflow of traditional borders between disciplines.

The objective is to review and analyse theoretical and methodological proposals from an anthropological perspective, as well as their application in the field of heritage, cultural management and service design. Through a historical synthesis of museology, historical memory policies, of the principles of the anthropology of design, visits to different collections and/or heritage interpretation centres, case study, design of cultural projects, reading support, class participation and group work, students will acquire a basic knowledge of the professional practice of anthropologists in the field of heritage and cultural management. Resources that must be taken into account for possible career opportunities.

The purpose of the seminar is to transcend historically contingent disciplinary boundaries and become a laboratory where, in a safe environment, rehearse proposals for anthropological intervention. In this sense, we will try to collaborate with external professionals linked to heritage or design. In addition, special emphasis will be placed on the methodology of virtual ethnography, which can become the means to develop the proposal of sociocultural intervention that must constitute the final work of the subject.

Competences

Social and Cultural Anthropology

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Assessing epistemological and methodological problems attached to the dialectics between particularism and comparison.
- Assessing in theoretical, methodological and ethical terms the anthropology investigations aimed to basic objectives or oriented to intervention.
- 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.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- 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.
- Use digital tools and critically interpret specific documentary sources.

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Applying the current ethical codes to the ethnographic fieldwork.
3. Assess the reliability of sources, select important data and cross-check information.
4. Carry out ethical use of the information especially when it is of a personal nature.
5. Carrying out oral presentations using appropriate academic vocabulary and style.
6. Classifying and defining different transcultural comparison procedures.
7. Critically considering and trying to avoid ethnocentric projections in theory building.
8. Critically identify and compose a basic bibliography for the field of study.
9. Differentiating specific methodological aspects of basic researches.
10. Distinguishing ethnographic specificity and theoretical definitions of fields and concepts in the comparative processes.
11. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
12. Effectively working in teams and respecting different opinions.
13. Explain the explicit or implicit code of practice of one's own area of knowledge.
14. Express ideas with a specific vocabulary appropriate to the discipline.
15. Identify main and secondary ideas and express them with linguistic correctness.
16. Identify situations that require improvement or change.
17. Identifying the transcultural variability of economic, kinship, political, symbolic and cognitive, educational and gender systems as well as their corresponding anthropological theory.
18. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
19. Proponer proyectos y acciones que estén de acuerdo con los principios de responsabilidad ética y de respeto por los derechos y deberes fundamentales, la diversidad y los valores democráticos.
20. Propose new experience-based methods or alternative solutions.
21. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
22. Providing a context for a research related to the state of its concerning anthropological theory .
23. Recognising the ethical implications of the ethnological relationships established during the fieldwork internship.
24. Recognising the ethical implications of the investigations aimed at basic objectives.
25. Relating elements and factors involved in the development of scientific processes.
26. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.
27. Summarizing the characteristics of a written text in accordance to its communicative purposes.

28. Using suitable terminology when drawing up an academic text.
29. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

The Seminar on Advanced Anthropological Theories and Research is structured into three thematic blocks.

The first block offers an introduction to the world of tangible and intangible heritage and its relationship with anthropology, reflecting on the current role of professionals in this field.

The second block will focus on cultural tourism, a global phenomenon closely linked to heritage. This section will examine various sociological phenomena related to the overcrowding of tourism, as well as its impact on cultural practices and the consumption of heritage.

Finally, the third block will adopt a methodological approach and will focus on the design of cultural or service-oriented projects, aiming to provide students with the technical and conceptual tools needed to successfully complete the final assignment.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Assistance to conferences, with preparation prior to theoretical guidance and later discussion	10	0.4	2, 9, 5, 17, 7, 23, 25
Proposal of general reading texts, in their theoretical and methodological context	10	0.4	6, 22, 9, 10, 7, 26
Readings to be done by each group, in their disciplinary context and articulation with the readings made by the other groups	10	0.4	6, 22, 9, 10, 7, 25, 26
Theoretical classes, discussion of common readings and presentation of group works	40	1.6	2, 22, 11, 5, 24, 25, 26
Tutorials for groups	30	1.2	2, 6, 22, 9, 17, 25
Type: Supervised			
Elaboration of group work and preparation of a ppt or an audio-visual document for presentation in the classroom	30	1.2	11, 5, 25, 26
Type: Autonomous			
Individual reading of texts for later discussion in a group and presentation to the classroom.	10	0.4	22, 9, 10, 28, 17, 25, 27, 26

Individual reading of texts and synthesis of basic and / or problematic topics for the, discussion in the classroom	20	0.8	9, 28, 17, 7, 24, 27, 26
Preparation of individual essays that critically synthesize the main topics throughout the course, including those presented by the different groups.	20	0.8	22, 9, 10, 14, 11, 28, 24

The seminar will be developed through a range of pedagogical strategies that combine the acquisition of theoretical knowledge with practical experimentation, encouraging active and critical student participation. All activities are framed within active learning methodologies, aimed at developing professional skills in the fields of heritage, cultural management, and service design.

The main learning activities are:

- **Reading and group discussion of texts**
Students will be required to read the assigned texts for each session and prepare an oral presentation to serve as the basis for classroom debate. This exercise is rooted in collaborative and dialogical learning, fostering critical thinking, argumentation skills, and active listening.
- **Design and production of a collective exhibition**
Students will take part in the full development of an exhibition project, from concept creation to public communication. This activity is based on Project-Based Learning (PBL) and promotes interdisciplinary collaboration, decision-making, and the collective management of a creative and professional process.
- **Workshop on collection documentation and applied practices**
A specific workshop will be conducted focusing on the documentation of ethnological collections, complemented by other individual or group-based practical sessions. These activities are based on experiential learning, allowing students to deepen their technical and methodological knowledge through direct interaction with real materials and contexts.
- **Development and defense of a sociocultural intervention proposal**
Students will be expected to design an intervention proposal linked to a heritage element, space, community, or institution-whether tangible or intangible. This activity follows the principles of Service Learning (SL), promoting applied research with a transformative goal, committed to its context and oriented towards social impact.

To successfully carry out these activities, students are expected to:

- Actively participate in sessions and collaborate as part of a team.
- Read and prepare the assigned materials for discussions and practical work.
- Engage with the development of the intervention proposal.
- Attend scheduled tutorials for both the collective exhibition and the intervention proposal.

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
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Group's work 1	40%	50	2	1, 2, 6, 22, 9, 10, 14, 11, 5, 28, 4, 17, 16, 7, 18, 29, 20, 21, 19, 24, 23, 25, 27, 26, 12, 3
Group's work 2	30%	30	1.2	1, 2, 22, 14, 11, 5, 4, 16, 7, 18, 29, 20, 21, 19, 24, 23, 12
Reading and discussion in the class-room of the texts proposed	15%	20	0.8	2, 22, 9, 10, 13, 11, 5, 28, 8, 17, 15, 7, 24, 27, 26
Realization of an individual essay on each of the blocks	15%	20	0.8	6, 22, 9, 10, 11, 28, 17, 7, 24, 27, 26

This course/module does not include a single-assessment option.

It is a 12 ECTS credit seminar, based on continuous assessment, which involves the development of a collective exhibition project (PBL) and a sociocultural intervention proposal (Service Learning). These active methodologies require mandatory ongoing participation, with a minimum attendance of 80%. In exceptional and justified cases, alternative tasks may be considered for students who cannot meet this requirement.

The assessment is structured in four blocks:

- BLOCK 1 | Presentation and discussion of mandatory readings | 10% | Group work (small groups)
- BLOCK 2 | Design and production of a collective exhibition + classroom activities (exercises, lectures, interviews, workshops) | 40% | Mixed: individual and group
- BLOCK 3 | Sociocultural intervention proposal | 25% | Group work (small groups)
- BLOCK 4 | Final exam | 25% | Individual

Assessment

For the collective exhibition (Block 2), the class will be divided into working teams to address the challenges of the curatorial project. This approach is intended to foster peer learning and optimize seminar time dedicated to production.

The working teams in Block 2 may differ from those in Block 3, where the intervention proposal will be developed concurrently. This proposal requires a minimum of three mandatory follow-up tutorials, which are necessary for validation.

The final presentation is scheduled for June 2026.

To pass the course, the weighted average of the four blocks must be equal to or higher than 5.

Assessment Irregularities

If a student commits any irregularity that significantly affects the outcome of an assessment task, that task will automatically receive a 0, regardless of any disciplinary measures that may follow.

If multiple irregularities are detected across the assessment process, the final grade for the course will be 0.

Artificial Intelligence (AI)

Model 2: restricted use with identification of tools and critical reflection.

Lack of transparency in the use of AI tools will be considered plagiarism.

Resit (Recovery)

To qualify for the resit process, students must have been assessed in at least 66% of the scheduled activities (equivalent to 2/3 of the total grade).

Those who do not meet this requirement will not be eligible for assessment.

- If the student fails Block 1 or Block 4, they may resit by submitting reading reports, taking a written exam, or completing a practical task, as determined by the course coordinator.
 - If Block 3 is not passed, the proposal must be revised and resubmitted during the resit period.
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Bibliography

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QUEROL, María Ángeles (2020). *Manual de gestión del patrimonio cultural* (2a edició, actualitzada i augmentada). Akal.

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SANTACANA, Joan; LLONCH, Nayra (Eds.). (2015) *El Patrimonio cultural inmaterial y su didáctica*. Trea.

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Software

Technical resources and software

Word, PowerPoint, Keynote, as well as other layout and presentation design programs the students may choose to use.

In addition, for the development of the collective exhibition project, students will have access to the technical and digital resources necessary for designing the graphic elements. Technical support will be provided by the OpenLab and the School of Art and Design in Sant Cugat, offering both access to specialized design software and guidance in the graphic production of the exhibition materials.

The required software will be available in the designated facilities of the Faculty (OpenLab).

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
(SEM) Seminars	1	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed