UAB
Universitat Autònoma de Barcelona

Research Seminar

Code: 43145
ECTS Credits: 12

2025/2026

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

Contact

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Teachers

Jose Luis Molina Gonzalez

Miranda Jessica Lubbers

Dan Rodriguez Garcia

Beatriz Ballestin Gonzalez

(External) Por asignar

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There are no prerequisites

Objectives and Contextualisation

This module is part of the common modules to be taken by all students of the Master degree program, regardless of the specialty they are studying. It is taught in the second semester.

General objectives:

- To know the different strategies, traditions, methodologies, and specific techniques that are used for the analysis of the results obtained, both qualitative and quantitative, and the existing computer programs.
- To expose in a narrative way the results of the investigation according to the critical canons of the discipline, taking into account the diverse audiences to which it is addressed.

Objectives of Projects II: Scientific Communication:

To provide guidance to Master students regarding the role and styles of scientific communication in anthropological research and to help them develop their own writings. It focuses primarily on conference

presentations, scientific articles and other scientific texts, and grant proposals, but also describes other types of communication.

Objectives of Methodology for the Analysis of Qualitative Data:

This block provides knowledge about methodologies for the analysis of qualitative socio-scientific data, their potentialities, and limitations. It includes a practical part consisting in an exercise of categoritzation and codification.

Objectives of Social Network Analysis:

This block provides the foundations of social network analysis, a set of theories and methodological techniques used in anthropology and social sciences.

Objectives of International Migration and Mixedness:

The objective of this block is to approach the relationship between migrations and the processes of mixedness or sociocultural hybridism, first offering some theoretical-methodological keys on migration and diversity, and then going more deeply into the resulting processes of mixedness (mixed couples/families and their descendants; multiple, multiracial and multiethnic identities, multiple cultural capital, discrimination, etc.) from an interdisciplinary, intersectional and critical perspective, typical of critical mixed-race studies.

Objectives of Research Laboratory:

To discuss theoretical and methodological advances of the research for the Master theses (TFM) by thematic areas, in order to mature the partial results in the light of the disciplinary landscape. Students are expected to present their work in one of the seminars and participate actively in the other discussion sessions.

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.
- Continue the learning process, to a large extent autonomously
- Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
- Make interpretations and relational explanations to assist in understanding specific ethnographic contexts.
- Use information and communication technologies efficiently to acquire, create and spread knowledge.

Learning Outcomes

1. Choose and suitably combine the different techniques for compiling and analysing data in an anthropological research project.
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. Evaluate the social and cultural appropriateness of survey questionnaires used in small- and large-scale investigations.
5. Present conclusions from research work in anthropology.
6. Propose the appropriate theoretical-methodological intervention or research design for the chosen ethnographic context of an anthropological study.

7. Under the supervision of tutors, carry out all the stages of a research project and/or an intervention (documentation, reflection, analysis of data and writing) in the context of the anthropology master's dissertation.
8. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.
9. Use the procedures of qualitative information and content analysis.

Content

The module is divided in five thematic blocks:

1. Projects II: Scientific Communication

[Prof. Miranda Lubbers] (14 hours)

Theme 1. Introduction: The role of communication in research and the scientific career; Different types of communication; General aspects (collaboration, ethics, gender).

Theme 2. Preparation of a scientific article or text: Reasons to write scientific papers; Types of academic journals; Selection of a journal; Types of papers; The peer review system. Elaboration of a paper/TFM: Structure, contents, style, revision.

Theme 3. Preparation of ethnographic texts: Introduction to ethnographic writing; Elaboration of an ethnographic text: Structure, contents, style; Common conventions; Ethnographic detail: Persons, places, events, dialogue.

Theme 4. Preparation of a grant proposal: Types of grants; Finding opportunities for grants; Understanding the prerequisites of a call; Elaboration of a proposal: Structure, contents, style; Process of evaluation.

Theme 5. Preparation of a conference presentation: Reasons for participation in conferences; Types of conferences; Calls for papers/posters; Types of contributions; Elaboration of an abstract/poster/presentation: Structure, contents, style; Process of evaluation.

Theme 6. Conclusion.

2. Methodology for the Analysis of Qualitative Data

*[*Responsible lecturers: Dr. Beatriz Ballestin] (10 hours) and Prof. Dan Rodriguez (4 hours)

Theme 1. Introduction to qualitative dataanalysis

Theme 2. The analysis of qualitative data: Transcription, the process of coding and treatment of information

Theme 3. Analytical approaches: Discourse analysis, content analysis, grounded theory

3. Social Network Analysis

*[*Responsible lecturer: Dr. José Luis Molina] (14 hours)

Theme 1. Presentation of the course. Introduction. Origins. Basic principles of social media analysis. Relational data management.

Theme 2. Elementary definitions: Density. Distance. Centrality. Cohesion. Positions and structures.

Theme 3. Social media analysis workshop (I). Sociocentric or "whole" networks.

Theme 4. Social network analysis workshop (II). Social Media.

Theme 5. Social media analysis workshop (III). Personal networks.

Theme 6. Analysis of substantive issues.

Theme 7. Participants' presentations and conclusions.

4. International Migration and Mixedness

[Responsible lecturer: Dr. Dan Rodríguez-García] (14 hours)

Topic 1: Contextualization of international mobility

Topic 2: Debates aroundthe management of diversity and interculturality

Topic 3: Second generations. Descent, classification and multiple membership

Topic 4: Mixedness: definition, historical analysis, and social significance

Topic 5: The Spanish case: demographic patterns and narratives of mixedness

Topic 6: Case studies (Afro-descendants, Islam and Rom)

5. Research Laboratory

[Responsible lecturer: Sílvia Gómez] (16 hours)

1 Preparatory session: 4 hours

5 Group Discussion sessions: 2 hours/session. Discussion of Theoretical and/or methodological advances of the research itself for the TFM by thematic areas. Simulation of TFM defense and with group and lectured responsible.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures, master classes and training sessions	70	2.8	4, 2
Type: Supervised			
Individual and/or group tutorials (face-to-face or virtual)	40	1.6	1
Presentation / Oral exposition of assignments, Tutorials	10	0.4	3
Type: Autonomous			
Elaboration of assignments, Assistence and active participation in class, Individual Essays, Submission of assignments and reports	130	5.2	5, 7, 6, 8

Lectures, master classes and training sessions
Reading and analysis of articles / reports of interest
Presentation / oral presentation of works
Participation in complementary activities and assignments

Debates
Tutorials
Personal study

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	2
Individual essay	50%	25	1	5, 7, 6, 8
Submission of reports and assignments	30%	15	0.6	4, 3, 1, 9

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, the extent to which students participate in classes, presentations, discussions, and 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 other activities. The deadlines for these activities are indicated by the lecturers. 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.
- 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 Research Seminar modules (Common Module II), the final individual paper of the module consists in the elaboration of a partial text of the TFM or an academic paper. The academic style, clarity, coherence, and fluency of the argument are evaluated, as well as the logic of structuring logic of the text. In addition, students must show that they know how to make proper use of citations, as a clarifying resources, tor provide greater precision and detail, avoiding paraphrases. The basis of this final paper are the classes of Projects II, which takes as a starting point the final work ofthe first Common Module and the work in progress for the Master thesis. The deadline for the submission of the final paper is indicated in the calendar and "Pla Docent".

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 through 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.

It is essential to respect the deadlines.

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, a minimum final grade of 5.0 is needed, 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 activities of evaluation. 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 a mark of "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 mark of "0" for the subject. Students may not retake assessment activities in which they are found to have engaged in misconduct.Plagiarism is considered to mean 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 considered to mean reproducing all or a substantial 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 penalised. Please see the documentation of the UAB about plagiarism on: 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.

This subjects/module does not incorporate single assessment

Evaluation of blocks

Projects II: Scientific communication: The final project of the module is compulsory in the Projects II block

It consists of writing a partial text of an article or chapter of your dissertation. The academic style, clarity, coherence and fluency of the argumentation, as well as the logical structure of the text will be assessed. In addition, students must show that they are able to make appropriate use of quotations, as a means of clarification, to provide greater precision and detail, avoiding paraphrasing at all times. The basis for this work is the lectures of the Projects II block, taking as a starting point the final work of the first common module (MCI) and the work in progress for the TFM.

Methodology for data analysis: The evaluation of the block will be carried out by means of a categorisation and coding exercise based on an example of an interview transcript by the teacher. The last part of the exercise will consiste of a projection of the object of study that motivated the interview on the basis of the themes an sub-themes (categories) identified. The systematicity, conherence and complexity ofthe analysis operations applied will be assessed.

Social Network Analysis: The evaluation of the course will be based firstly on the individual presentation on the virtual campus of each of the four practices carried out during the workshops. Secondly, participation in the sessions and the presentation through the virtual campus of a brief contribution to the subject studied will be taken into account. This contribution can be a text of 600 words or a presentation of a maximum of 10 minutes on these two questions: *What conclusions have been drawn from the topics studied? What new applications are suggested?*

International Migrations and processes of mixticity: In order to be assessed, attendance at least 80% of the sessions is required, as in the rest of the blocks. The course mark (50%) is obtained from a paper/essay on a topic of free choice, directly related to the contents offered in the course. Document format: Word. length: min. 2.500 and max 3.000 (without Bibliography and Annexes). Typographical format: margins 2.5. Times 12 or Arial 11 font. 1.5 line spacing. Assessment criteria: Originality of the topic/issue addressed, Suitability of the course content and sources consulted, Organization and structure, level of writing and expression, Ability to identify key aspects and critical analysis.

Research laboratory: Classroom practice 40%, Oral presentation practice 50% and Participation activities 10%.

This subject allows the use of AI technologies exclusively for support tasks such as [***bibliographic or content-based searches, text correction or translations, where applicable]. In the case of subjects in a Modern Languages degree, use of translation must be specifically authorised by the teacher. Other specific situations may be contemplated, as deemed appropriate by the teacher.
The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity.
Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Bibliography

Projects II: Scientific Communication

COURSE READING:

Smartt Gullion, Jessica (2016). *Writing Ethnography.* Rotterdam: Sense Publishers. Bajar gratuitamente con el botón ARE (ver programas): https://link.springer.com/book/10.1007/978-94-6300-381-0

RECOMMENDED LITERATURE:

On giving an academic presentation:

Anholt, Robert R. H. (2005). *Dazzle 'em with style. The art of oral scientific presentations*. Elsevier Academic Press: Burlington USA.

On academic writing styles (for scientific articles, Master theses, ...):

Becker, Howard (2013). *Manual de escritura para científicos sociales. Cómo empezar o terminar una tesis, un libro o un artículo.* Siglo XXI; Edición 1.

Belcher, Wendy L. (2010) *Cómo escribir un artículo académico en 12 semanas: Guía para publicar con éxito.* México DF: FLACSO México.

Boellstorff, Tom (2008) How to Get an Article Accepted at American Anthropologist (or Anywhere). *American Anthropologist* 110(3): 281- 83. doi: https://doi.org/10.1111/j.1548-1433.2008.00034.x

Boellstorff, Tom (2010) How to Get an Article Accepted at American Anthropologist (or Anywhere), Part 2. *American Anthropologist* 112(3): 353- 56. doi: https://doi.org/10.1111/j.1548-1433.2010.01244.x

Mewburn, Inger, Firth, Katherine, & Lehmann, Shaun (2018). *How to fix your academic writing trouble. A practical guide.* London: Open University Press.

Saramäki, Jari (2018). *How to Write a Scientific Paper. An Academic Self-Help Guide for PhD students.* Independently Published.

Sword, Helen (2012). *Stylish Academic Writing.* Cambridge, MA: Harvard University Press.

On writing ethnographies:

Ghodsee, Kristen (2016). *From notes to narrative: Writing ethnographies that everyone can read.* The University of Chicago Press.

Narayan, Kirin (2012). *Alive in the writing: Crafting ethnography in the company of Chekhov.* The University of Chicago Press.

Van Maanen, John (2011). Tales of the Field: On Writing Ethnography. 2nd ed. Chicago: Chicago University Press.

On writing a research proposal:

Krathwohl, David R. & Nick L. Smith (2005). *How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences.* Syracuse University Press: New York.

Silverman, Sydel (1991). Writing Grant Proposals for Anthropological Research. *Current Anthropology,* 32(4): 485-489.doi: https://doi.org/10.1086/203987

On gender-neutral writing:

Marçal, Heura, Kelso, Fiona, & Nogués, Mercè (2011). *Guia per a l'Ús No Sexista del Llenguatge a la Universitat Autònoma de Barcelona (2ª edición).* Barcelona: Servei de Llengües i Observatori per a la Igualtat, Universitat Autònoma de Barcelona. https://www.uab.cat/doc/llenguatge

Examples of different writing styles, for class:

Desmond, Matthew (2012). Disposable ties and the urban poor. *American Journal of Sociology*, 117(5): 1295-1335. doi: https://doi.org/10.1086/663574

Kravel-Tovi, Michal (2019). Jews by choice? Orthodox conversion, the problem of choice, and Jewish religiopolitics in the Israeli state. *Ethnography* 20(1): 47-67. doi:10.1177/1466138117712267

Examples of Master theses of the Master in Anthropology at the UAB:

Sanahuja Beltran, Marina (2017). Tirant del fil: la construcció de l'entramat sociocultural del Mas de la Creu. Trabajo final de Máster, UAB.

Netherland, William (2017).Catalonia and the "culture of welcome": grassroots approaches to refugee integration. Trabajo final de Máster, UAB.

Malgosa Gasol, Estel (2017). Maternidades tempranas en Nicaragua: dinámicas y políticas reproductivas en las comunidades rurales del municipio del Tuma y La Dalia.Trabajo final de Máster, UAB.

Web resources:

Academic phrase bank of the University of Manchester: http://www.phrasebank.manchester.ac.uk/

La serie de blog posts de Jari Saramäki "self-help series on writing paper for PhD students" en su blog "It´s Complex": https://jarisaramaki.fi/2017/04/28/why-can-writing-a-paper-be-such-a-pain/

The USC Writing Center's writing guide "Organizing your social sciences research paper": http://libguides.usc.edu/writingguide

Is your writing flabby or fit? The Writer´s Diet test (de Helen Sword): https://writersdiet.com/test/

Jane Sumner´s gender balance checker: https://jlsumner.shinyapps.io/syllabustool/

Mirya Holman´s pre-submission checklist: https://docs.google.com/document/d/1JwwmOgRhd2p-Bl_RFEMnp04P0I2nNhOHW7JHdaLcyGs/edit

Methodology for Data Analysis

Compulsory readings:

1. Ballestin, Beatriz, & Fàbregues Feijóo, Sergi (2018). Chapter IV in *La práctica de la investigación cualitativa en ciencias sociales y de la educación.* Editorial UOC.

Recommended readings:

1. Hammersley, Martyn, & Atkinson, Paul (2010). *Etnografía. Métodos de investigación.* Barcelona: Ediciones Paidós.

2. Friese, Susanne (2014). *Qualitative Data Analysis with Atlas.ti.* Second Edition. London UK: Sage Publications

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

4. Cea D'Ancona,María Angeles (2012). *Fundamentos y aplicaciones en metodología cuantitativa.* Madrid: Síntesis, 377-384.

5. Ruiz Olabuénaga, José Ignacio (2007). *Metodología de la investigación cualitativa.* Bilbao: Universidad de Deusto

6. Birks, M., & Mills, J. (2023). *Grounded theory: A practical guide* (3rd ed.). SAGE Publications.

7. Escobar Fuentes, S., & MontalbánPeregrín, F.M. (Eds.). (2024). *La práctica de la metodología cualitativa.* Dykinson.

8. Kuckartz,U., & Rädiker, S. (2023). *Qualitative content analysis: Methods, practice and software* (2nd ed.). SAGE Publications.

9. Schettini, P., & Cortazzo, I. (2015). *Análisis de datos cualitativos en la investigación social.* Editorial de la Universidad Nacional de la Plata (EDULP).

Social Network Analysis

Compulsory readings:

Molina, José Luis (2011). Los cambios culturales provocados por el software social. *Lychnos 7(4)*: 64-69. < http://www.fgcsic.es/lychnos/es_ES/articulos/los_cambios_culturales_provocados_por_el_software_social> [Acceso : 19-4-2013].

McCarty, Christopher & José Luis Molina (2014). "Social Network Analysis". In: Bernard, H. R., & Gravlee, C. C. (Eds). *Handbook of methods in cultural anthropology* (Vol. 36). Lanham: Rowman & Littlefield. https://doi.org/10.5860/CHOICE.36-4846

Recommended readings:

Adler-Lomnitz, Larissa (1975). *Cómo sobreviven los marginados.* Madrid: SigloXXI.

Borgatti, Stephen P., Everett, Martin G., & Johnson, Jeffrey C. (2013). *Analyzing social networks.* Thousand Oaks, Calif.: Sage Publications.

Lubbers, Miranda J., & Molina, José Luis (2013). El proceso de la reconstrucción de la red personal de los inmigrantes: una descripción longitudinal. *Empiria. Revista de Metodología deCiencias Sociales, 26,* 63-88. https://doi.org/10.5944/empiria.26.7153

Lubbers, Miranda J., Verdery, Ashton M., & Molina, José Luis (2018). Social Networks and Transnational Social Fields: A Review of Quantitative and Mixed-Methods Approaches. *International Migration Review*, 54(1), 177-204. https://doi.org/10.1177/0197918318812343

McCarty, Christopher, Lubbers, Miranda J., Vacca, Raffaele, & Molina, José Luis (2019). *Conducting Personal Network Research: A Practical Guide.* New York: Guilford Publishers.

Molina, José Luis (2001). *El análisis de redes sociales. Unaintroducción.* Barcelona: Edicions Bellaterra.

International Migration and Mixedness

REQUIRED READINGS

Song, Miri (2009) "Is Intermarriage a Good Indicator of Integration?" *Journal of Ethnic and Migration Studies*, 35 (2): 331-348. https://www.researchgate.net/publication/248979348_Is_Intermarriage_a_Good_Indicator_of_Integration/link/547%

Rodríguez-García, Dan; de Miguel Luken, Verónica y Solana, Miguel (2021) "Las uniones mixtas y sus descendientes en España: evolución y consideraciones sobre la mixticidad". In *Anuario CIDOB de la Inmigración 2020*, J. Arango et al. (dirs.), Barcelona: CIDOB, pp. 168-195. https://www.cidob.org/es/articulos/anuario_cidob_de_la_inmigracion/2020/las_uniones_mixtas_y_sus_descendier

Rodríguez-García, D., Habimana Jordana, Teresa, Rodríguez Reche, Cristina (2021) "'Tú como eres negra, harás de lobo'. El debate pendiente sobre la cuestión de la 'raza' en España". *Periferia: revista de investigación y formación en antropología*, 26 (1): 29-55. https://doi.org/10.5565/rev/periferia.833

RECOMENDED READINGS

Alba, Richard (2020) *The Great Demographic Illusion: Majority, Minority, and the Expanding American Mainstream*. Princeton, NJ: Princeton University Press.

Ali, Suki (2003) *Mixed-race, post-race: Gender, new ethnicities and cultural practices*. Oxford: Berg, 2003.

Anthias, Floya (2001) "New hybridities, old concepts: the limits of 'culture'", *Ethnic and Racial Studies*, 24 (4): 619-641.

Anthias, Floya (2002) "Where do I belong? Narrating collective identity and translocational positionality." *Ethnicities* 2 (4): 491-514.

Anthias, Floya (2007) "Gender, Ethnicity and Class: Reflecting on intersectionality and translocational belonging". *The Psychology of Women Review*, 9 (1): 2-11.

Aspinall, Peter; Song, Miri (2013) *Mixed Race Identities*. Basingstoke: Palgrave Macmillan.

Bonilla-Silva, Eduardo (1999) "The Essential Social Fact of Race". *American Sociological Review*, 64(6): 899-906.

Brah, Avtar; Coombes, Annie (eds.) (2000) *Hybridity and Its Discontents: Politics, Science, Culture*. London: Routledge.

Bretell, Caroline; Hollifield, James (2008) *Migration Theory: Talking Across Disciplines*. New York: Routledge.

Campion, Karis (2021) *Making Mixed Race. A Study of Time, Place and Identity*. London: Routledge.

Chito Childs, Erica (2018) "Critical Mixed Race in Global Perspective: An Introduction", *Journal of Intercultural Studies*, 39 (4): 379-381.

de Haas, Hein; Castles, Stephen; Miller, Mark (2020) "Introduction". In *The Age of Migration: International Population Movements in the Modern World*, 6th edn. Hampshire, UK: Palgrave Macmillan, pp. 1-20.

Deaux, Kay (2018) "Ethnic/Racial Identity: Fuzzy Categories and Shifting Positions". *The Annals of the American Academy of Political and Social Science*, 677 (1): 39-47.

Edwards, Rosalind et al. (2012) *International Perspectives on Racial and Ethnic Mixing and Mixedness*. London: Routledge.

Foner, Nancy; Deaux, Kay; Donato, Katharine (2018) "Introduction: Immigration and Changing Identities". *The Russell Sage Foundation Journal of the Social Sciences*, 4 (5): 1-25.

García Canclini, Nestor (1995) *Hybrid Cultures: Strategies for Entering and Leaving Modernity*. Minneapolis: University of Minnessota Press.

Gordon, Milton (1964) *Assimilation in American Life*. New York: Oxford University Press.

Grosfoguel, Ramon (2007) "The Epistemic Decolonial Turn: Beyond Political Economy Paradigms". *Cultural Studies*, 21 (2-3): 211-223.

Habimana-Jordana, Teresa;Rodríguez-García, Dan (2023) "Mixedness and Intersectionality: The Use of Relief Maps to Understand the Experiences of MultiracialWomen of African Descent in Spain."*Genealogy*, 7(1): 6. DOI: 10.3390/genealogy7010006. https://doi.org/10.3390/genealogy7010006

Hunter, Margaret (2005) *Race, gender, and the politics of skin tone*. New York: Routledge.

King O'Riain, Rebecca Chiyoko (2022) "Loving the Stranger: Mixed Couples and Mixed Emotions." *Simmel Studies.* 25 (2): 181-211.

King O'Riain, RebeccaChiyoko (2022) "Loving the Stranger: Mixed Couples and Mixed Emotions." *Simmel Studies.* 25 (2): 181-211.

Le Gall, Josiane, C. Therrien, K. Geoffrion (2022) *Mixed Families in a Transnational World*. Abingdon: Routledge.

Le Gall, Josiane, Catherine Therrien, Karine Geoffrion (2022) *Mixed Families in a Transnational World*. Abingdon: Routledge.

Lee, Jennifer, Frank D. Bean (2012) "A Postracial Society or a Diversity Paradox? Race, Immigration, and Multiraciality in the Twenty-First Century". *Du Bois Review* 9 (2): 419-437.

Lentin, Alana (2020) *Why Race Still Matters*. Cambridge: Polity Press.

Miguel Luken, V. de, Lubbers, M.J., Solana Solana, M., Rodríguez-García, D. (2015) "Evaluación de la integración relacional de los inmigrantes en uniones mixtas a partir del análisis de redes personales". *Revista Española de Investigaciones Sociológicas*, 150: 151-172. doi: 10.5477/cis/reis.150.151

Morning, Ann; Maneri, Marcelo (2022) *An Ugly Word: Rethinking Race in Italy and the United States*. New York: Russel Sage Foundation.

Odasso, Laura (2021) "Negotiating legitimacy: binational couples in the face of immigration bureaucracy in Belgium and Italy". *Anthropologica*, 63(1): 1-30.

Ortiz Guitart, A., Rodríguez-García, D., Solana, M. (2021) "Negociación de la identidad religiosa de jóvenes de familias mixtas interreligiosas musulmanas en España: dinámicas de género, posibilidades y condicionamientos". *Migraciones*, 52: 287-314. https://doi.org/10.14422/mig.i52.y2021.010

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Software

It is recommended that students 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 - 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
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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.

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
(TEm) Theory (master)	1	Spanish	second semester	afternoon