

Degree programme	Type	Course
Social and Cultural Anthropology	OP	4

Contact lecturer

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Prerequisites

To be a 3rd or 4th year student of the Degree in Anthropology.

Group languages

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

Objectives

The phenomenon of migration and intercultural relations (what we can call Anthropology of Migrations) is enormously broad and complex. The general objective of this course is to offer fundamental tools for critical analysis to be able to understand and approximate in an organized way to analyse this reality.

The specific objectives are the following:

1. Familiarize yourself with fundamental concepts and the main explanatory theories of the migratory phenomenon
2. Know the fundamental stages and current trends of international migration
3. Know the main debates on immigration management and diversity
4. Develop a perspective of holistic, intersectional, reflective and critical analysis

Learning outcomes

1. Enumerating the theories about human species in their relation to society and culture production.
2. Summarizing the acquired knowledge about the relationship between nature, culture and society.
3. Analysing a contemporary fact from an anthropological perspective.
4. Identifying the recent disciplinary developments and the correlation between the anthropological theory and the social disciplines related in their historical development and the current interdisciplinary tendencies.
5. Identifying the contemporary interdisciplinary tendencies shared by the Anthropology and social disciplines related to the corresponding field.
6. Identifying the various relationship processes between human populations and their environment.
7. Producing materials related to the human population-environment relationships that may have a critical impact on the political and common sense conceptions in their respective fields.
8. Analysing data critically from anthropological investigations and reports.
9. Explaining the work's results narratively in accordance with the critical standards of discipline and bearing in mind the different target audiences.

10. Integrating interdisciplinary approaches on the fields of education, sex/gender systems and social inclusion-exclusion systems.
11. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
12. Identifying the sociocultural variability in specific ethnographic contexts.
13. Effectively working in teams and respecting different opinions.
14. 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.
15. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
16. Explain the explicit or implicit code of practice of one's own area of knowledge.
17. Identify situations that require improvement or change.
18. 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.
19. Propose projects and actions that incorporate the gender perspective.
20. Critically identify and compose a basic bibliography for the field of study.

Contents

This is a second semester subject of the third and fourth year of the Degree in Social and Cultural Anthropology, dedicated to offering training on migrations (human mobility) and intercultural relations. Basic concepts, theories, data and trends on international migrations and intercultural relations related to migration will be addressed.

The course is structured in two parts: the first one for the explanation of theoretical contents, and the second for group presentations in class. The first part, of explanation of theoretical contents, is divided into two blocks in turn: 1) International migrations, and 2) Intercultural relations:

Migrations:

- Fundamental concepts about anthropology of migrations.
- Theories and typologies about migrations.
- Global context, historical stages, and trends of international migrations.
- Mobility and control. Forced migration: clandestine migrations and refugees.
- Socio-demographic panorama of international migrations

Intercultural relations:

- Fundamental concepts about culture and diversity. Intersectionality: origin, class and gender.
- Theories and models of diversity management in immigration contexts. Integration, assimilation, multiculturalism and interculturalism.
- Keys and trends in management of immigration and diversity.
- "Second generations". Ancestry and classification. Multiple identities / mixedness.
- Decolonialism and social movements: racism, antiracism, and ethnic revival.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Individual tutorials	15	0.6	2, 9
Theoretical classes and class debates	30	1.2	2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 17, 18
Elaboration of the group work (oral presentation)	36	1.44	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20
Final exam	2	0.08	1, 2, 4, 5, 6, 8, 9, 10, 11, 12
Reading of the compulsory fundamental bibliography and study	36	1.44	3, 4, 5, 6, 8, 10, 11, 12, 15

Selection of the topic of group work and feedback during the process	16	0.64	2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 18
Exposición oral de trabajo en grupo	15	0.6	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20

(compulsory and recommended), group work and oral presentation, invited seminars, guided debates in class, and written final exam.

The course is structured in two parts: the first one for the explanation of theoretical contents by the teacher, and the second for group oral presentations in class by students.

The fundamental material of the course is, in addition to the theoretical classes, a selected and thematically organized bibliography, a part of which is compulsory (fundamental) reading for the follow-up and evaluation of the course, and the other complementary part.

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	Weight	Hours	ECTS	Learning outcomes
Final exam	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Group oral presentation	35%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Attendance / Practicum	15%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18

CONTINUOUS EVALUATION:

This course is designed to be evaluated in-person and with continuous evaluation.

The continuous evaluation is based on the following criteria and percentage distribution:

- Attendance / Practicum: 15% of the final grade.
- Oral group presentation: 35% of the final grade.
- Final exam: 50% of the final grade.

Given the interlocking of all the assessment tests, to be evaluated by continuous evaluation, it is necessary to perform and score on all evaluation criteria (attendance, oral presentation and exam). If not, the student will be listed as "Not evaluable".

All activities presented will be evaluated, and those that are not presented will be recorded as "Not presented."

To participate in the re-evaluation process, the student must have obtained a final average grade of 3.5.

Students are responsible for staying informed through the Virtual Campus, regarding content, deliveries, evaluation, notices and any changes that may occur in the calendar.

1) Attendance / Practicum:

Class attendance is essential for continuous assessment.

Group oral presentations and Guest seminars are mandatory and will be considered as Classroom Practices, with mandatory attendance, and their content will be subject to examination questions.

Non-attendance without documentary justification will not be counted as attendance.

In cases of attendance at the total number of classes per less than 80%, a compensatory work will be required; and in cases where attendance is less than 80% for Classroom Practices, a reduction in the final qualification of 0.5 points will be applied.

Punctuality is also required. The professor may establish a time after which students may no longer attend class.

Attendance sheets will be distributed before the start of class and cannot be signed once the class has begun.

2) Group oral presentation:

The oral presentation will be done in groups of approximately 2-3 people (the limit will be adjusted at the beginning of the course), and will consist of an oral presentation in class, which must also be delivered as a PPT in PDF (through the enabled space of the Virtual Campus) the same day.

At least two weeks before the start of the presentations, the working groups must have given the teacher (through the enabled space of the Virtual Campus) a brief topic proposal to prepare the work, following the form available in the Virtual Campus. This proposal must contain the basic aspects of the work / presentation: name and surname of the group members, topic (any topic within the areas covered in the course), justification of its relevance, preliminary structure / index of contents, and preliminary bibliography.

The oral presentations' schedule will be posted on the Virtual Campus space. Once scheduled, no changes to the oral presentation dates will be accepted without a good reason.

After each presentation, and following a guide with the evaluation criteria, the teacher will give an evaluative feedback to the group, and will give rise to the open discussion with the whole class group, who will be able to ask questions to the group. Finally, the teacher will evaluate the presentation made by the group.

The group's oral presentation will be evaluated on the basis of the following criteria, all with the same weight:

- Organization and structure, level of writing and expression
- Volume, diversity and adequacy of the sources consulted
- Ability to identify key aspects, critical analysis, and clarity in arguments
- Ability to dialogue and debate using the knowledge acquired

About the use of AI in the preparation of the oral presentation in class and the PDF delivered: the use of AI technologies is not allowed, other than in bibliographic search. Any submitted work that contains content

generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

The grade obtained from the group presentation will be the same for all its components.

3) Individual final exam:

The final exam will be individual and without notes or computer (no use of AI is allowed). The exam will be based on the overall contents of the course, and may be a test-type exam, or with a combination of definitions of key course concepts, thematic development questions, or commentary based on a paragraph / reading text. mandatory. Both the class notes, the compulsory and complementary bibliography, and the extra materials available on the Virtual Campus will be used for its preparation.

The date of the final exam will be announced during the course.

Erasmus and exchange students: Erasmus and exchange students who request to advance an exam must present a document from their home university justifying their request.

Grade review: at the time each assessment activity is carried out, when applicable, the teaching staff will inform students, through the Virtual Campus, of the review procedure and date.

SINGLE EVALUATION:*

*NOTICE IN ADVANCE: Due to the methodology of the course, continuous assessment is especially suitable, and the single-assessment option is discouraged.

To choose the option of single evaluation, the student must communicate it with a form within the official period.

Single assessment activities will consist of the following criteria, where more stringency will be applied than in continuous assessment:

1) Individual oral presentation: 25%

With the same characteristics as in continuous assessment, adapted to the individual nature of the test, and to be carried out on the day of the final exam.

2) Individual written work: 25%

To be delivered in paper and in PDF on the day of the final exam, where the theme of the oral presentation will be further developed.

Format: Numbered Table of Contents, Introduction, Descriptive Sections, Conclusions, Bibliography and Annex. Max. 25 pages (not counting the Annexes), margins 2.5 Times New Roman, single spacing.

3) Individual final exam: 50%

With similar characteristics and in the same period as the continuous evaluation exam.

In the case of the single evaluation, the test will consist of a single exam that will account for 100% of the final grade.

RE-EVALUATION

In order to access the re-evaluation, it is necessary to have completed the continuous or single evaluation and have failed with an average grade of at least 3.5.

The re-evaluation will not take into account the partial results of the continuous evaluation tests (neither the oral presentation, nor the exam nor the attendance can be recovered separately), and will consist of a single exam that will account for 100% of the final grade.

Warning from UAB on irregularities / plagiarism / fraud:

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.

Bibliography

MANDATORY READINGS:

1. Arango, Joaquín (2007) "La población mundial". En: J. Romero (coord.) Geografía Humana. Barcelona: Ariel, 2ª edición, Cap. 3 (pp. 57-105). http://ffyl1.uncu.edu.ar/IMG/pdf/Romero-_cap-3-Arango-.pdf
2. Arango, Joaquín (2003) "La explicación teórica de las migraciones: luz y sombra", *Migración y Desarrollo*, 1: 1-29. http://www.ucm.es/info/gemi/descargas/articulos/42ARANGO_La_Explicacion_Teorica_Migraciones_Luce
3. Haas, Hein de, Castles, Stephen, Miller, Mark J. (2020) "Introduction". In *The Age of Migration: International Population Movements in the Modern World*, 6th edn. Hampshire, UK: Palgrave Macmillan, pp. 1-20: <http://www.age-of-migration.com> [Versión online 2014: <http://migrationmatters.me/wp-content/uploads/2016/11/AgeOfMigrationChapter1and.pdf> [edición online en castellano 2004: http://biblioteca.diputados.gob.mx/janium/bv/ce/scpd/LIX/era_mig.pdf]
4. Rodríguez-García, Dan (2007) "Inmigración y modelos de incorporación: contextos, claves del debate y tendencias de futuro", en Rodríguez García, D., Biles, J., Winnemore, L., Michalowski, I. (2007) *Políticas y modelos de acogida. Una mirada transatlántica: Canadá, Alemania, Francia y los Países Bajos*. Documentos CIDOB Migraciones, 12. Barcelona: Fundación CIDOB, pp. 7-41. <https://dialnet.unirioja.es/servlet/articulo?codigo=2486827>
5. Rodríguez-García, Dan (2017) "Multicultural / Multiculturalismo". En: Cavalcanti, L. et al. (Org.) *Dicionário crítico de migrações internacionais*. Brasília: Observatorio de Migrações Internacionais,

Universidad de Brasilia, pp. 502-508.

https://www.researchgate.net/publication/264731735_Multicultural_Multiculturalism

6. Rodríguez-García, Dan, 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>

General textbooks (to use minimum one):

- Barañano, Ascension et al. (coords.) (2007) *Diccionario de las Relaciones interculturales. Diversidad y globalización*. Madrid: Complutense.
- Blanco, Cristina (2000) *Las migraciones contemporáneas*. Madrid: Alianza.
- Giménez, Carlos; Malgesini, Gabriela (2000) *Guía de conceptos sobre migraciones, racismo interculturalidad*. Madrid: Catarata.
- IOM (2016) Key Migration Terms: <http://www.iom.int/key-migration-terms>
- Scholten, Peter (Ed.) (2022) *Introduction to Migration Studies. An Interactive Guide to the Literatures on Migration and Diversity*. Springer. <https://link.springer.com/content/pdf/10.1007/978-3-030-92377-8.pdf>

COMPLEMENTARY READINGS:

1. Migrations

General textbooks:

- Bélanger, Danièle, Silvey, Rachel (2019) "An Im/mobility turn: power geometries of care and migration." *Journal of Ethnic and Migration Studies*, 1-18.
- Blanco, Cristina (2000) *Las migraciones contemporáneas*. Madrid: Alianza.
- Bogue, Ronald (2004) "Apology for Nomadology", *Interventions: International Journal of Postcolonial Studies*, 6 (2): 169-179.
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- Cardelús, Jordi; Pascual de Sans, Àngels (1979) *Movimientos migratorios y organización social*. Barcelona: Península.
- Checa, Francisco; Checa, Juan Carlos; Arjona, Angeles (eds.) (2007) *Migración y derechos humanos*. Barcelona: Icaria.
- Cohen, Robin (2008) *Global Diasporas*. Abingdon: Routledge.
- Cresswell, Tim (2006) *On the move. Mobility in the modern western world*. Nueva York: Routledge.
- De la Dehesa, Guillermo (2008) *Comprender la inmigración*. Madrid: Alianza.
- Faist, Thomas (2013) "The mobility turn: a new paradigm for the social sciences?", *Ethnic and Racial Studies*, 36 (11): 1637-1646.
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- Haas, Hein de (2021) "A theory of migration: the aspirations capabilities framework". *Comparative Migration Studies*, 9:8. <https://doi.org/10.1186/s40878-020-00210-4>
- IOM (2016) Key Migration Terms: <http://www.iom.int/key-migration-terms>
- IOM (2020) *Informe sobre las migraciones en el mundo 2020*. <https://www.iom.int/wmr/es/2020>
- Fassin, Didier (2011) "Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times", *Annual Review of Anthropology*, 40: 213-226.

- Izquierdo, Antonio; Cornelius, Wayne A. (eds.) (2012) Políticas de control migratorio: Estudiocomparado de España yEE.UU. Barcelona: Bellaterra (Resumen online: <http://dag.revista.uab.es/article/view/v60-n2-ortega>)
- Koser, Khalid (2007) International Migration: A Very Short Introduction. Oxford: Oxford University Press.
- Legrain, Philippe (2008) Inmigrantes. Tu país. Barcelona: Intermón Oxfam.
- Livi-Bacci, Massimo (2012) Breve historia de las migraciones. Madrid: Alianza Editorial.
- Massey, Douglass; Arango, J.; Hugo, G.; Kouaouci, Ali; Pellegrino, Adela; Taylor, Edward J. (2000) "Teorías sobre la migración internacional: una reseña y una evaluación", Revista Trabajo, 2 (3): 5-49. Segunda Época. México: UAM, UNAM y Plaza y Valdés Editores.
- Massey, Douglass; Arango, J.; Hugo, G.; Kouaouci, Ali; Pellegrino, Adela; Taylor, Edward J. (eds.) (2009) Worlds in Motion: Understanding International Migration at the End of the Millennium. New York: OUP.
- Ribas Mateos, Natalia (2004) Una Invitación ala sociología de las migraciones. Barcelona: Bellaterra.
- Martín Díaz, Emma (2023) "Alcances y limitaciones de la Teoría Marxista para elestudio de losprocesos migratorios: Hacia una Teoría antropológica de las migraciones." *Revista de Estudios Socioeducativos*, 11: 33-57. <https://revistas.uca.es/index.php/ReSed/article/view/10019/10785>
- Naïr, Sami; De Lucas, Javier (1999) El desplazamiento en el mundo. Inmigración y temáticas de identidad. Madrid: Ministerio de Trabajo y Asuntos Sociales.
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- Naïr, Sami (2006) Y vendrán. Las migraciones en tiempos hostiles. Barcelona: Bronce.
- Portes, Alejandro; DeWind, Josh (Ed.) (2006) Repensando las migraciones. Nuevas perspectivas teóricas y empíricas. Zacatecas: Universidad Autónoma de Zacatacas.
- Rodríguez García, Dan (ed.) (2012) Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration. Montreal and Kingston:McGill-Queen's University Press, Queen's Policy Studies Series.
- Sayad, Abdelmalek (1992) L'immigration ou les paradoxes de l'alterité. Brussels: De Boeck-Wesmael.
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Immigration in Southern Europe:

- Aja, Eliseo; Arango, Joquin; Oliver, Joan (dirs.) (2012)La hora de la integración.Anuario de la inmigración en España. Edición 2011. Barcelona: CIDOB.
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- Zapata-Barrero, Ricard (2009) "Policies and public opinion towards immigrants: the Spanish case." *Ethnic & Racial Studies*, 32 (7): 1101-1120.

Websites:

- International Organization for Migration (IOM): <http://www.iom.int/>
- Global Migrant Origin Database - Interactive Map: <http://migrationsmap.net>
- United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org>
- Immigration Data Hub - MPI: <http://www.migrationinformation.org/datahub/>
- Migrant Integration Policy Index: <http://www.mipex.eu/>
- The Age of Migration (Castles and Miller) - Website: <http://www.age-of-migration.com/>
- Stories behind a line (interactive individual migration trajectories): <http://www.storiesbehindaline.com/>
- EU Immigration Portal - European Commission: <http://ec.europa.eu/immigration/>
- Instituto Nacional de Estadística (INE): www.ine.es
- Institut d'Estadística de Catalunya (Idescat): www.idescat.cat

2. Intercultural Relations

Culture and Diversity:

- Aguirre Baztán, Angel (ed.) (1993) Diccionario temático de Antropología. Barcelona: Boixareu.
- Barañano, Ascension, et al. (coords.) (2007) Diccionario de las Relaciones interculturales. Diversidad y globalización. Madrid: Complutense.
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Software

To be established at the beginning of the course.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed