

Degree programme	Type	Course
Social and Cultural Anthropology	OB	3

Contact lecturer

Name : Laia Narciso Pedro

Email : laia.narciso@uab.cat

Teaching staff (external to UAB)

A determinar

Group languages

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

Prerequisites

No prerequisites.

Objectives

Third-year course of the Bachelor's Degree in Social and Cultural Anthropology, taught during the first semester. It is part of the subject General Thematic Areas of Anthropology and also part of the Gender Studies Minor, which is interdisciplinary and transversal, coordinated by the Faculty of Philosophy and Letters, and has the following objectives:

- Develop anthropological theory and the analysis of cultural diversity in sex/gender systems.
- Identify the variability of sex/gender systems in different cultures.
- Apply anthropological knowledge to current sociocultural problems related to debates about sex/gender systems.
- Understand the sociocultural constructions related to sex, gender, and identity.

Learning outcomes

- CM20 (Evaluate contemporary phenomena with the use of concepts, theories and methods from specialised thematic fields in anthropology.) Evaluate contemporary phenomena with the use of concepts, theories and methods from specialised thematic fields in anthropology.
- CM21 (Acquire knowledge related to specialised topics in anthropology for use in conveying information.) Acquire knowledge related to specialised topics in anthropology for use in conveying information.
- KM21 (Identify the theoretical proposals of the thematic fields specialised in Anthropology for the

understanding of social and cultural phenomena or problems.) Identify the theoretical proposals of the thematic fields specialised in Anthropology for the understanding of social and cultural phenomena or problems.

- KM23 (Identify the contributions of specialised areas of anthropology to face contemporary challenges.) Identify the contributions of specialised areas of anthropology to face contemporary challenges.
- KM24 (Compare and contrast information related to practical cases of interventions in different contexts and specialised thematic areas of anthropology.) Compare and contrast information related to practical cases of interventions in different contexts and specialised thematic areas of anthropology.
- SM27 (Explain current interdisciplinary developments in specialised anthropological fields to analyse knowledge of local and global contexts.) Explain current interdisciplinary developments in specialised anthropological fields to analyse knowledge of local and global contexts.
- SM28 (Apply the concepts, methods and theories of the specialised thematic fields in anthropology to the interpretation of current problems.) Apply the concepts, methods and theories of the specialised thematic fields in anthropology to the interpretation of current problems.
- SM29 (Use the ethnographic corpus in specialised anthropological fields for cultural criticism and reflection on complex problems.) Use the ethnographic corpus in specialised anthropological fields for cultural criticism and reflection on complex problems.

Contents

The contents of this course are structured into three thematic parts. The first part addresses the theoretical foundations of gender anthropology, from its origins in the 1970s to the tensions between feminism and anthropology, emphasizing the critique of ethno-androcentrism, the recognition of women's roles in studied societies, and the development of a feminist anthropology. It also covers the theoretical advances that emerged in the 1990s - from both interpretive and socio-critical approaches - and includes a specific unit on gender-based violence as a key contemporary issue, aligned with the Sustainable Development Goals and current legal frameworks. The second thematic part focuses on feminist epistemology and ethnography, challenging the positivist paradigm through the advocacy of situated, reflexive, and ethically engaged knowledge. It addresses classic debates on the existence of feminist methodology and ethnography, as well as contributions from the Global South and the need for an embodied, dialogical, and autoethnographic anthropology. Finally, a third part is proposed, oriented toward the application of gender anthropology in public policy, with a professional focus that links to other learning spaces within the degree and responds to current social challenges.

I. Gender, Anthropology and Feminism: A Productive Tension. From the Naturalization of Difference to the Questioning of Inequality.

II. Feminist Ethnography: Dialogues and Reflections from Current Approaches.

III. Gender, Public Policy, and Social Intervention.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lectures and master classes made for professor and invited experts	30	1.2	
Reading, analysis, preparation and writing of individual and group works and study	18	0.72	
Individual and / or group tutorials (face to face and / or virtual)	2	0.08	
Study of materials and exam preparation	16	0.64	
Activities, visionaries and conferences in large group	20	0.8	

The student is the main agent in the teaching-learning process, and based on this principle, a methodology focused on continuous work has been designed. Therefore, attendance is important in this course. Following the course requires active engagement in learning and responsibility throughout the entire process.

The Virtual Campus (VC) is the official communication space for the course. It is the student's responsibility to access the VC and keep their email profile updated in order to stay informed of news and information posted throughout the course.

The methodology involves continuous work through:

- Personal study and work: information research, extending the syllabus, comprehensive reading of mandatory texts, creating outlines, concept maps, and summaries of the materials covered inside and outside the classroom.
- Theoretical and practical classes led by the professor: lectures, flipped classroom format, and use of audiovisual materials.
- Text discussion seminars: sessions for debating mandatory readings with individual and/or group participation.
- Preparation and presentation of assignments: documentation search; writing, drafting, and presenting assignments; public presentation of the work.

TUTORIALS: Student support through office (or virtual, in justified and previously agreed cases) tutorials, individually or in groups. The office hours will be communicated by the professor on the first day of class and will also be available on the VC.

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
Individual project	30%	20	0.8	CM20, CM21, KM24, SM27, SM29
Readings and class activities	20%	14	0.56	CM21, KM21, KM23, KM24, SM28, SM29
Individual written examination	35%	20	0.8	CM20, CM21, KM21, KM23, KM24, SM28
Guest lectures and synthesis activities	20%	10	0.4	CM20, KM23, KM24, SM28

CONTINUOUS ASSESSMENT

Assessment in this course is understood as a continuous and progressive process that extends throughout the entire teaching period. At the beginning of the course, students will be provided with a calendar of assessment activities. Specific instructions for each activity, completion and submission formats, and detailed assessment rubrics or criteria will be published on the Virtual Campus.

Continuous assessment will consist of the following activities:

Individual written examination (35% of the final grade)

Students will take an individual written examination covering the theoretical, conceptual, ethnographic and applied content addressed throughout the course. The examination may include essay questions, short-answer questions, case analyses, texts or other materials, as well as exercises requiring the application of concepts and perspectives covered during the course.

Individual project on analysis and applied intervention from a gender perspective (30% of the final grade)

Students will complete an individual project focusing on a contemporary issue related to the course content. The project must combine an analysis of the selected issue with an applied proposal addressed to a specific context, institution, service, group or stakeholder.

Readings and in-class analysis activities (20% of the final grade)

Throughout the course, students will complete activities related to the compulsory readings and the theoretical and ethnographic debates addressed in the course. These activities may combine prior preparation of the texts, group discussion, critical commentary, and individual or group exercises involving analysis and conceptual application carried out in class.

The compulsory readings will be available on the Virtual Campus.

Guest lectures and analysis and synthesis activities (15% of the final grade)

The course will include at least two guest lectures or sessions with researchers, professionals or representatives of organisations working in fields related to the subject matter of the course. Attendance at these sessions is compulsory. Absences may only be compensated for when duly justified, through an alternative activity determined by the teaching staff.

To pass the course, students must obtain a minimum final grade of 5 out of 10, calculated as the weighted average of the different assessment activities.

REVIEW OF GRADES

When each assessment activity takes place, the teaching staff will inform students, via the Virtual Campus, of the procedure and date for reviewing grades.

"NOT ASSESSABLE" GRADE

Students will receive a "Not assessable" grade if they have completed or submitted assessment activities representing 30% or less of the final grade for the course.

RESIT ASSESSMENT

Students who have failed the course may take part in the resit assessment provided that they meet the criteria for being assessed and have obtained a minimum final grade of 3.5 out of 10.

The individual written examination and the individual project on analysis and applied intervention from a gender perspective may be retaken or resubmitted. The characteristics and procedures of the resit activities will be specified by the teaching staff.

Reading and analysis activities carried out in class and activities linked to guest lectures cannot be retaken or resubmitted, given their continuous nature and their connection with the development of the course sessions.

Assessment activities affected by academic misconduct cannot be retaken or resubmitted.

SINGLE ASSESSMENT

The single-assessment system will allow students to demonstrate the same learning outcomes as continuous assessment and will consist of the following assessment components:

Individual written examination (50% of the final grade)

The examination will assess the theoretical, conceptual, ethnographic and applied content of the course, including the compulsory readings. It may include essay questions, short-answer questions, case analyses, texts or other materials, and exercises involving conceptual application.

Individual project on analysis and applied intervention from a gender perspective (30% of the final grade)

The project will have the same aims and general criteria as the continuous-assessment project. The final product may adopt any of the formats established for this activity and must be submitted on the date scheduled for single assessment. Specific guidelines and the assessment rubric will be available on the Virtual Campus.

Oral examination on analysis and application (20% of the final grade)

This examination will consist of the analysis and discussion of a case, text, material or issue related to the course content, readings and theoretical perspectives.

All three single-assessment components will be completed or submitted on the date, at the time and in the place specified on the Virtual Campus.

To pass the course, students must obtain a minimum final grade of 5 out of 10, calculated as the weighted average of the three assessment components.

The same resit system as for continuous assessment will apply, adapted to the activities specific to this assessment system. The individual written examination, the individual project on analysis and applied intervention, and the oral examination on analysis and application may all be retaken or resubmitted.

The same "Not assessable" criterion as for continuous assessment will apply.

The review of the final grade will follow the same procedure as for continuous assessment.

EXCHANGE STUDENTS

Exchange students who request to take an assessment activity earlier than scheduled must provide the teaching staff with written documentation from their home university justifying the request.

IRREGULARITIES IN ASSESSMENT ACTIVITIES

If a student commits any irregularity that may lead to a significant variation in the grade awarded for an assessment activity, that activity will be awarded a grade of 0, regardless of any disciplinary proceedings that may be initiated. If several irregularities occur in assessment activities for the same course, the final grade for the course will be 0.

USE OF ARTIFICIAL INTELLIGENCE

In this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches, text correction or translation. Students must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these tools have influenced the process and the final outcome of the activity.

Failure to disclose the use of AI in an assessment activity will be considered a breach of academic integrity and may result in a partial or total penalty on the grade for the activity, or more serious sanctions in severe cases.

Bibliography

General Readings

Abu-Lughod, Lila (2019). ¿Puede haber una etnografía feminista? a Alhena Caicedo (Ed.), *Antropología y feminismo* (pp.15-48). Popayán-Colombia: Asociación Colombiana de Antropología.

- Aixelà, Yolanda (2005). *Género y antropología social*. Sevilla: Editorial Doble J.
- Ardener, Shirley (1985). The Social Anthropology of Women and Feminist Anthropology. *Anthropology Today*, 1(5), 24-26.
- Cortés, Almudena and Manjarres, Josefina (Eds.). (2018). *Género, migraciones y derechos humanos*. Edicions Bellaterra.
- García-Santesmases, Andrea (2026) Un nuevo contrato sexual. Placer y poder en la industria del deseo femenino. Ed. Ariel.
- Gregorio Gil, Carmen, González Herminia and Martínez-Pozo, Lola (2026). Antropología Feminista: abrazar saberes, compartir horizontes. Ed. Comares.
- Essed, Philomena; Goldberg, David Theo & Kobayashi, Audrey (2009). *A companion to Gender Studies*. Oxford: Wiley-Blackwell.
- Esteban, Mari Luz y Agulló, Miren (Eds.) La antropología feminista como desafío. Bellaterra edicions.
- Harris, Olivia & Young, Kate (1979). *Antropología y feminismo*. Barcelona: Editorial Anagrama.
- Héritier, Françoise (1991). La sangre de los guerreros y la sangre de las mujeres. *Alteridades*, (2), 92-102.
- Jabardo, Mercedes & Ródenas, Beatriz (2017). Más allá de las dicotomías. Un análisis de la actividad del trenzado en la diáspora senegalesa desde el feminismo negro. *Revista Española de Sociología*, 26 (3), 373-384.
- Lamas, Marta (comp.). *El género. La construcción cultural de la diferencia sexual*. Universidad Autónoma de México.
- Lewin, Ellen (Ed.). (2006). *Feminist Anthropology. A Reader*. Blackwell Publishing.
- Martín Casares, Aurelia (2006). *Antropología del género: Culturas, Mitos y Estereotipos sexuales*. Madrid: Cátedra.
- Mead, Margaret (1972 [1968]) "La educación del niño samoano", en *Adolescencia, sexo y cultura en Samoa*, (54-69). Barcelona: Ed. Laia.
- Méndez, Lourdes. (2007). *Antropología feminista*. Madrid: Síntesis.
- Moncó, Beatriz. (2011). *Antropología del género*. Madrid: Síntesis.
- Moore, Henrieta [1988] (1991). *Antropología y feminismo*. Madrid: Cátedra.
- Reiter, Rayna R. (1975). *Toward an Anthropology of Women*. Monthly Review Press.
- Rodó-Zarate, Maria (2021) Interseccionalidad. Ed. Bellaterra.
- Rosaldo, Michelle & Lamphere, Louise (1974). *Woman, Culture and Society*. Stanford University Press.
- Segato, Rita Laura (2003). Las estructuras elementales de la violencia. Contrato y estatus en la etiología de la violencia. En *Las estructuras elementales de la violencia. Ensayos sobre género entre la antropología, el psicoanálisis y los derechos humanos* (p. 131-149). Buenos Aires: Universidad Nacional de Quilmes.
- Stolcke, Verena. (2003). La mujer es puro cuento: la cultura del género. *Quaderns de l'Institut Català d'Antropologia*, (19), 69-95.
- Suarez, Liliana. (coord.) (2008). *Feminismos en la antropología. Nuevas propuestas críticas*. San Sebastián: Ankulegi.

The specific bibliography for each thematic block will be made available through the Virtual Campus.

Software

No specific software required.

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	first semester	morning-mixed
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed