



Universitat de Lleida

DEGREE CURRICULUM
POLITICAL ANTHROPOLOGY

Coordination: ROCA ALVAREZ, ALBERTO C.

Academic year 2022-23

Subject's general information

Subject name	POLITICAL ANTHROPOLOGY			
Code	100098			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in History	3	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	ROCA ALVAREZ, ALBERTO C.			
Department	ART HISTORY AND SOCIAL HISTORY			
Teaching load distribution between lectures and independent student work	<p>Face-to-face classes or equivalent virtualised activities (in accordance with the evolution of Covid19 and the scholar calendar): 60 hours. Distributed in weekly teaching units.</p> <p>Autonomous work: 90 h Corresponding to: study of the teaching units to prepare activities and tests, assimilation of contents, preparation of practice reports and preparation of work.</p>			
Important information on data processing	Consult this link for more information.			
Language	Spanish and Catalan.			
	Texts and materials used in class or recommended may be in English, French or Portuguese.			
Distribution of credits	All credits are theoretical-practical: the limited number of students (optional) facilitates the organisation of participative teaching activities in practically all sessions (presentation of concepts; analysis of specific sources, debates...).			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ROCA ALVAREZ, ALBERTO C.	albert.roca@udl.cat	6	By appointment. As a rule, on Monday and Tuesday morning.

Subject's extra information

[automatic translation: original in Catalan].

The course aims to provide history students with an anthropological view of power and of political conceptions and systems.

This approach is essential for any realistic and empirical approach to global history or comparative history (local, regional, national...), two sides of the same coin.

This subject is offered for the first time at the UdL, at least in the EHEA format.

That is why the teacher proposes a participatory methodology from its very design: the final calendar-programme will be drawn up jointly by the teacher and the students during the first two weeks of the course, and will be constantly reviewed and adjusted.

Learning objectives

Learning outcomes:

- To understand the diversity of power relations established in human societies.
- To become familiar with the situations of legal-political pluralism that occur in the field of globalisation: to reflect critically on the potentials and limitations of multiculturalism and cosmopolitanism.
- Connecting macro-politics and micro-politics.
- To detect non-institutionalised political processes through the state and to ponder their influence on all fields of political activity.
- To understand the political role of so-called "unhistorical" peoples and collectives.
- To develop a comparative and diachronic view of the forms of political participation.

Competences

Competences:

CB1 Possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

GC4 Possess the skills, tools and resources for the analysis and synthesis of information.

TC1 Acquiring adequate oral and written comprehension and expression in Catalan and Spanish.

SC2 Ability to establish comparative analyses in the study of local, national and international history.

Subject contents

Content (thematic description):

The suggested contents will fit into a concrete calendar-programme developed jointly by the teacher and the students.

In all approaches to the diversity (culture) of systems and conceptions of power, and the factors that determine it, particular attention will be paid to the gender variable.

- Power, legitimacy and authority. Homo politicus: "ethological" reflections.
- Political thought, institutions and ethnocentrism. Some "myths": the West or power under permanent suspicion; oriental despotism; the good savage; ethnocide.
- Evolution versus "ethnographic present": from undivided society to the origin of the state; local, national and global governance; influence and persistence of the colonial vision.
- Egalitarian models, hierarchical models, competitive models. The subject of law: individual or group. Factors of power: age, gender, rank, class, knowledge...
- On inequality: the sources of domination. From political economy to cultural ecology.
- On fraternity: from blood to territory and vice versa. Age, initiation, experience.
- Values and power: taboo, natural law, pragmatism?
- Religion and power: animism or the sacredness of nature, divine kingship, theocracy, reformism and disenchantment of the world.
- The myth of civil society. The republic and citizenship under anthropological scrutiny.
- On freedom. Diversity of the social pact
- Society versus the modern state? Diversity of forms of political participation.
- Clashes or alliances of civilisations: on the transnationalisation of local power.

Methodology

Teaching methodologies:

3 Cooperative learning

2 Case studies

4 Planning, guidance and support in the preparation and presentation of assignments and reports.

9 Learning through analysis and reflection on teaching materials, historical texts, scientific articles, audio-visuals and cartography.

Depending on the number of students enrolled, the course will be designed as a permanent seminar. Each week will be organised as a thematic learning unit of 4 hours (with exceptions), always including the distribution and work on sources (texts, audiovisuals, etc.). Part of the participatory work will be organised in teams.

Development plan

The teacher will post the timetable at the beginning of the course, which will be updated in case of unforeseen circumstances.

Classes are scheduled on Mondays and Tuesdays from 8 to 9 a.m., Wednesdays from 1 to 3 p.m., distributed over 15 teaching weeks, equivalent to each thematic unit, and one week of exhibitions (part of the evaluation) in January. Before the start of the course, the basic timetable will be confirmed *through the campus and will be finalised together with the students during the first two weeks.

The teaching modality will be face-to-face, but virtual alternatives may be chosen if circumstances make it advisable. Some of the activities will be virtualised. Some extra-curricular practices are also foreseen, in particular in relation to the Visions of the African World conference (date to be determined).

The timetable will also include the deadlines for the evaluable activities.

After Christmas, the teaching of new material will be avoided as much as possible, concentrating on work presentations and general tutorials.

Evaluation

The assessment is organised around the teaching mechanisms (see methodology), taking into account the objectives and competencies sought and the amount of student dedication.

Synthesis test/exam (40%): this is an (individual) test of reasoning on the subject as a whole based on the recommended readings and materials and on the classroom and equivalent classes. The exact format will be indicated by the teacher before the Christmas holiday period.

Practical work and presentations (20%): short reports (individual, but organised by the work teams) based on virtual sessions and possible presentations in class.

Collective work (40%): directed work (completion and correction of outline and drafting, as well as presentation before the final exam). The format is indicated by the teacher (see Resources) and the topic is proposed by the students and approved by the teacher.

The imposition of a high virtualisation rate could change these proportions, although the type of tests will be maintained in all cases.

Bibliography

In addition to classic handbooks (Gellner, Lewellen, Harris, Gledhill, Clastres...), more recent ones (Cañedo & Marquina; Wydra & Thomassen) and usual readers (Llobera, Krader & Rossi, Evans-Pritchard & Fortes, Cornwall, Pérez & Marquina, Fernández...), the teacher will provide bibliographies and specific resources (monographs, articles...) for each teaching unit, as the programme is put together.

Student participation in the search for sources will be encouraged.