



Universitat de Lleida

# DEGREE CURRICULUM **ANTHROPOLOGY**

Coordination: BLÀVIA GALINDO, CAROLINA

Academic year 2023-24

Subject's general information

<b>Subject name</b>	ANTHROPOLOGY			
<b>Code</b>	101703			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Social Worker	1	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	2		1
<b>Coordination</b>	BLÀVIA GALINDO, CAROLINA			
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
<b>Teaching load distribution between lectures and independent student work</b>	Hores presencials: 60 Hores no presencials:90			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Català			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BLÀVIA GALINDO, CAROLINA	carolina.blavia@udl.cat	7,8	

## Subject's extra information

This subject is a subject to help the student understand the social reality that surrounds him and all the cultural aspects that exist in relation.

Knowing how to contextualize what happens around us, to reflect, to investigate and therefore to look for forms of action consistent with scientific knowledge (of the social sciences) is essential for a social worker.

Remember that it asks for assistance in the classroom. So that it can be a participatory and living learning, we expect your involvement:

- Performance of readings.

Participation in the dynamics, debates and activities that take place in the classroom.

- Searches when necessary, etc.

Anthropology is a very lively subject in the sense that, at all times, we can put ourselves in the position of "anthropologists/ as" and observe our environment and everything that happens.

In the first year, however, the theoretical and practical elements that should serve you throughout these studies and others that will be carried out in the future are introduced.

That's why we believe it is basic not to give up:

Know the main social theories.

Meet the main authors of anthropology.

Through them we will learn not only another way-or several ways-of looking at the world, but also many concepts that will appear to you through the four years in many of the readings and that, if you know them, if they are familiar, will greatly simplify your understanding.

The central theme is social and cultural anthropology, but there are a number of transversal learnings that are essential to develop social work.

Critical capacity.

Ability to listen and reflect on the ideas of others.

Attention and concentration capacity.

Openness to new knowledge and to social reality.

Approach to the qualitative techniques typical of a social worker such as observation or genogram.

Approach to concepts related to cultural diversity so present in our society.

In the subject we also work on other cross-cutting aspects, such as reading comprehension or written expression, which are essential for a future worker/social worker.

Therefore, we think that it is an important subject and that requires the attention of the student, but beyond that, it is a subject with which you can enjoy at the same time that you learn.

So what we want to tell you is that we will create classes among all of us so that they are much more productive and that we can learn with effort, that is inevitable, necessary and positive, but without getting bored. Or at least we'll do our best!

Welcome to the subject of Social and Cultural Anthropology!

### ATTENTION:: ABOUT "NON PRESENTATION"

It was agreed in the Faculty's degree and master's committee that from this year 2021/22, the qualification of "not presented" will be applied in all subjects of the different grades and masters of the FEPTS provided that the student has made a percentage of less than 30% of the activities of evaluation of the subject. In case you have performed 30% or more of the evaluation activities, the corresponding rating will be put in the record according to the evidence provided.

## Learning objectives

- OBJECTIVES

Understanding the basic concepts and theories of anthropology

Know how to apply theories to the knowledge of social objectives and problems that social work addresses.

Collect and interpret, from an anthropological perspective, relevant data on the social reality and social processes in which the social worker intervenes.

Understanding the social and cultural dimension of subjective processes and the formation of personal and social identities.

Effectively address the reading and critical commentary of texts related to anthropology and social sciences.

Apply the contents of anthropology in explaining the situations of individuals, groups and communities in today's global world.

Know how to analyze situations of social or cultural conflict, competition and marginalization.

## Competences

- Competencies:

CG1 Develop critical, analytical and synthesis skills.

CG6 Acquire knowledge of other cultures and customs

CT4 To promote respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values.

CE2 Know the references of the human and social sciences that contribute to social work elements of understanding social reality.

CE6 Analyze and evaluate the problems and social needs present in society. CE13 Familiarize yourself with new phenomena and scenarios in which some kind of social intervention can be performed.

CE13 Familiarizing oneself with new phenomena and scenarios in which some kind of social intervention can be performed.

## Subject contents

### **MODULE I** . Introduction to anthropology.

Basic concepts in anthropology. (emical and ethical, ethnography, ethnocentrism, etc.).

The appearance of anthropology: discovery of the other.

Anthropology and biology.

Nature versus culture. Culturally constructed concepts.

### **MODULE II**. Anthropology as a discipline.

Anthropology and science. Methods of anthropology.

The internalization of culture.

Main theoretical currents and outstanding authors of social and cultural anthropology.

### **MODULE III** What social and cultural anthropology studies

Difference, inequality and exclusion.

Kinship and social organization.

Symbolic anthropology: Symbolic aspects in everyday life: giving and receiving

## Methodology

The 150 hours of the subject to be carried out by the student will be organized with the following learning activities.

Face-to-face activities: 60 hours

- 42 hours in a large group. They will combine the master sessions but also reverse classes -Flipped classroom-. Group tasks and dynamics will be proposed. Encouraging with the measure of what the group allows the active participation of students, especially with the most current topics and their interest. Viewing of videos in English, Spanish and Catalan.
- 18 hours in a small group. The following teacher-led learning activities will take place:
- 16 hours. Preparation of documentation for focused discussions on current issues related to identity, immigration, marginalization, gender, age and drug use
- 2 hours: tutoring for the groups to prepare the debates

Non classroom activities: 90 hours

- 37 hours: reading the texts presented and worked in the sessions of the middle groups, with a final review of 6500 words (about 700 for each summary plus overall conclusion).
- 40 hours: study and documentation on the agenda.
- 10 hours: additional information search.
- 3 hours: evaluation tests.

## Development plan

**All modules are done in face-to-face mode**

### Description

Theoretical exposition of the contents of matter  
Research activities and classroom work.  
Reverse classrooms.  
Dynamic.

### Objectives:

Provide information to students.  
Promote critical attitudes.  
Stimulate motivation

### It is the teacher's task:

Preparation contained,  
Planning students' activities, reinforcing content  
Stimulate group work and debate

### It is the task of the student:

Prepare the sessions according to what is established in each unit.  
Reflection on the contents.  
Participate in sessions, complement content.

**Middle group:**

### Description:

Discuss the contents of the subject  
Presentation of the topics to be discussed by the groups.

## Objectives:

Encourage a reflective and critical attitude.  
Encourage participation

## It is the teacher's task:

Guide students in the preparation of debates.  
Facilitate weekly readings for discussion  
Motivate students Encourage participation and debate

## It is the task of the student:

Prepare the debate and make the preliminary reading.  
Participate in discussions  
Reflect on the debates  
Using the concepts and skills acquired

## Evaluation

Continuous evaluation. The summation of all grades weighted by their value will be the final grade that the student will have/a.

If the student does not show up for any of the tests or does not submit any of the papers, he may also opt for the approved with the rest of the evidence presented but it must be taken into account that, each work not presented or examination not performed, the average note is 0.

Attention, to pass the final exam must be removed at least 3.

### **BLOCK1 MIDDLE GROUP READINGS**

#### CONTINUOUS TEST/EVALUATION-READINGS.

Two written tests will be performed on the readings made in the middle group. In these two tests, which have a value of 25% each, you will not be able to carry any material. In fact, they will be questions about the readings that have already been worked on weekly.

1st test (5 or 6 first readings): Week from 4 April. (The date could change depending on class evolution)

2nd test (5 or 6 readings) Week from 23 to 30 May. (The date could change depending on class evolution)

### **BLOCK 2 LEARNING ACTIVITIES AND ACTIVE PARTICIPATION**

#### DEBATE 15% Middle Group

There will be a debate every week.

We will create groups and each week, one of them will be responsible for preparing the next debate. Each group shall have one day of presentation and moderation of the allocated debate. It may be changed only for justified reasons. If you do not attend that day, the average grade will be 0.

It shall be assessed:

The ability to work in groups; the distribution of tasks and have resolved conflicts or difficulties in your case.

The work done; the documentary research, the summaries and exposed materials.

The expository capacity of the readings and material.

Material exposure

Do not exceed the expected presentation time.

Involve all/as members.

The process of moderating the debate.

The quality of delivered conclusions: Concepts, drafting, etc.

The presentation of the task; spelling, expression, power or material worked/correct.

At the time of scoring you will be given points to be dealt. You can never put below or above 1.5 points.

**ATTENDANCE AND ACTIVE PARTICIPATION IN THE CLASSROOM 10%**

- The different modules will involve tasks to be carried out individually and/or in groups. Some of them will be submitted at the end of the class and will count as participation.
- Participation in the smaller groups involves participating in debates, asking questions, making contributions, and engaging in discussions, among other activities.
- Having completed these tasks and actively participating ensures a 10% grade.

In the smaller group, attendance will be recorded, but this is not the case in the larger group. However, please note that attending and actively participating every day in the smaller group will contribute to a 5% grade. It's important to understand that the theory and practices conducted in the larger group are crucial, and the smaller group supports the larger one, not the other way around. Therefore, anyone aiming for a high grade should attend and participate in both the larger and smaller groups.

### **BLOCK 3. CONTENT INTEGRATION OF THE SUBJECT**

**FINAL EXAMINATION 25 per cent**

Written evaluation (examination type) of the topics developed in the classroom and the activities carried out.

In-person examination: You can take the material in the form of notes. They will be able to bring the materials they have worked and elaborated during the face-to-face and non-face activities in the form of cards and/or notes.

You will not be able to pass material between you, or consult internet or mobile. Neither will you talk among yourselves.

(If we do an on-line examination: you will also be able to consult the materials. You will not be able to talk to each other. Essential camera and sound activated).

Date: According to the official calendar

The various Modules will involve tasks to be performed individually and/or in a group. Some of them will be delivered at the end of the class. They shall count as participation.

Participation in the middle groups participating in the debates; asking questions, contributions, debating, etc.

Having developed them and actively participating ensures 10% of the note.

### **OTHER IMPORTANT CONSIDERATIONS**

**CONDITIONS FOR AVERAGING AND APPROVING:**

**TO PASS, A MINIMUM OF 5 MUST BE OBTAINED ONCE ALL TESTS HAVE BEEN ASSESSED AND WEIGHTED.**

**THE TEST NOT SUBMITTED WEIGHTS WITH 0**

IN CASE OF DETECTING PLAGIARISM AND/OR COPYING BETWEEN STUDENTS, THE TEST/DELIVERY SHALL BE SUSPENDED WITH A 0

INSTRUCTIONS for Submitting Exercises and Other Activities:

THROUGH THE CAMPUS "ACTIVITIES" TOOL. IT IS NOT SENT BY EMAIL. IT HANGS TO ACTIVITIES. There will be a specific space to do so.

Sometimes we'll use "FORUM".

Students **who are unable to attend classes due to work** or other commitments can request an alternative assessment for the course (secretary)

## ALTERNATIVE ASSESSMENT.

THE STUDENTS WHO MAKE THE ALTERNATIVE MUST PRESENT THEMSELVES IN THE EVALUATION TESTS (ON THE DATES INDICATED AND WHICH WILL BE FINAL AT THE BEGINNING OF THE COURSE).

CRITICAL ESSAY based on the class materials (notes and handouts) and in accordance with the reading of a book that the teacher will specify. (Submit by the end of May. Value: 25%)

READING TEST 1 25 %

READING TEST 2 25%

FINAL TEST 25% (minimum of 3 with the right to recovery with a maximum grade of 5)

The conditions are the same as for the rest of the students.

SIMILAR TO OTHER STUDENTS, FAILING TO SUBMIT EVIDENCE WILL RESULT IN A GRADE OF 0 FOR EVALUATION PURPOSES.

SIMILAR TO OTHER STUDENTS, PLAGIARISM WILL RESULT IN FAILURE OF THE ACTIVITY/EXAM OR ASSIGNMENT WITH A GRADE OF 0.

IT SHOULD ALSO BE SUBMITTED AS AN ASSIGNMENT FOR EVALUATION.

SIMILAR TO OTHER STUDENTS, A MINIMUM GRADE OF 5 IS REQUIRED ONCE ALL ASSIGNMENTS HAVE BEEN EVALUATED TO PASS THE COURSE.

## Bibliography

You will be provided with readings (articles) for discussions and individual work.

The readings to be done in classes (large group) or at home will also be facilitated by the teacher.

### Supplementary bibliography

#### Introductory manuals and papers

- Aguirre, A. (ed.). (1997). *Cultura e identidad cultural. Introducción a la antropología*. Barcelona: Bardenas.
- Guber, R. (1991). 3a. ed (2009) *El salvaje metropolitano*. Ed Paidós. Buenos Aires.
- Guber, Rosana, 2016 (4a edición) *La etnografía, método, campo y reflexividad*. Siglo XXI editorial.
- Augè, M.; Clleyn, J.P. [2004] (2012). *Qué es la antropología*. Barcelona: Paidós.
- Bestard, J.; Contreras, J. (1987) *Bárbaros, paganos, salvajes y primitivos: una introducción a la antropología*. Barcelona: Barcanova.
- Bohannan, P. [1992] (1996). *Para raros, nosotros: Introducción a la antropología cultural*. Madrid: Akal.
- Harris, M. [1971] (2004). *Introducción a la antropología general*. Madrid: Alianza.
- Fernández Moreno, N. (2012). *Antropología y comparación cultural: Métodos y teorías*. Editorial UNED.
- Kottak, C.P. (2007). *Introducción a la antropología cultural*. Madrid: McGraw-Hill.
- Lisón Tolosana, C.; ed. (2007). *Introducción a la antropología social y cultural: Teoría, método y práctica*. Madrid: Akal.



- Llobera, J.R. (1999) *Manual d'antropologia social*. Barcelona: Pòrtic.
- M, Velasco. Honorio (compilador) (2010) 3era edició. *lecturas de antropologia social y cultural*. Editorial UNED.
- Rossi, I i O'Higgins, E. (1981) *Teorias de la cultura y métodos antropológicos*. Ed. Anagrama.

## Introduction

- Frazer, J.G. [1890] (1986) *La rama dorada*. México: FCE.
- Malinowski, B. [1926] (1969) *Crimen y costumbre en la sociedad salvaje*. Madrid: Ariel.
- Scheurman, E. (1981) *Los papalagi*. Barcelona: Integral.

## Anthropology as an academic discipline

- Aguirre, A.; ed. (1995). *Etnografía. Metodología cualitativa en la investigación sociocultural*. Barcelona: Marcombo-Boixareu.
- Barley, N. [1983] (1997) *El antropólogo inocente*. Barcelona, Anagrama
- Geertz, C. [1988] (1989) *El antropólogo como autor*. Barcelona: Paidós.
- Higuera Bonfil, A.; ed. (2006) *Trabajo de campo: la antropología en acción*. México: Plaza y Valdés

## culture and society

- Bufill, E. (2010) *L'evolució del Cervell*. Barcelona: Evolucionaria.
- Girard, R. [1978] (1984) *Literatura, mimesis y antropología*. Barcelona: Gedisa
- Ayala, F.J.; Cela, C. J. (2006). *La piedra que se volvió palabra: Las claves evolutivas de la humanidad*. Madrid, Alianza Editorial.

## Transmitting the culture.

- Berger, P.; Luckmann, T. [1966] (1979) *La construcción social de la realidad*. Buenos Aires: Amorrortu.
- Boudieu, P. [1980] (1991) *El sentido práctico*. Madrid: Taurus.
- Foucault, M. [1975] (2009) *Vigilar y castigar*. Madrid: Siglo XXI.
- Leach, E. [1976] (1989) *Cultura y comunicación: La lógica de la conexión de los símbolos*. Madrid: Siglo XXI.

## Authors and theoretical currents of anthropology

- Malinowski, B. (1986) "Introducción: Objeto, método y finalidad de esta investigación", a *Los argonautas del Pacífico Occidental*. Barcelona: Planeta Agostini. Pàgines: 19 a 42.
- Harris, M. (2004) "La madre vaca". A *Vacas, cerdos, guerras y brujas: los enigmas de la cultura* (pp. 9-22). Madrid: Alianza. Disponible a: <https://circulodeestudiosantropologicos.files.wordpress.com/2012/08/harris-m-vacas-cerdos-guerras-y-brujas.pdf>
- Freud, S (1930) *El malestar de la cultura*. Cap. III. Múltiples edicions. On line consultable a: <http://www.afoiceeomartelo.com.br/posfsa/Autores/Freud.%20Sigmund/Freud.%20Sigmund%20-%20Malestar%20en%20la%20cultura.%20El.pdf>
- Mead, M. 1984 (1935). "Implicació dels resultats assolits". Dins *Sexe i temperament en tres societats primitives*. Barcelona: Ed. 62, pp. 309-347.
- Lévi-Strauss, C. 1968 (1958) "El hechicero y su magia". Dins *Antropología estructural I*. Buenos Aires: Eudeba.
- Boas, F. 1992 (1922) "Raza y lenguaje". Dins *La mentalidad del hombre primitivo*. Buenos Aires: Almagesto.
- Geertz, C. 1988 (1973) "Juego profundo: notas sobre la riña de gallos en Bali". Dins *La interpretación de las culturas*. Barcelona: Gedisa, capítulo 15.

## Difference, inequality and social exclusion

- García Canclini, N. (2004) *Diferentes, desiguales y desconectados*. Barcelona: Gedisa
- Nash, M; Torres G. (eds) (2009) *Los límites de la diferencia. Alteridad cultural, género y prácticas sociales*. Barcelona: Icaria.
- Juliano, D. (1993) *Educación intercultural: Escuela y minorías étnicas*. Madrid: Eudema.
- Palerm, A. [1980] (2008) *Antropología y marxismo*. México: UAM

## In relation to kinship

- Bourdieu, P. [1998] (2000) *La dominación masculina*. Barcelona: Anagrama.
- Juliano, D. (2004) *Excluidas y marginales*. Madrid: Cátedra.
- Narotzky, S. (1995) *Mujer, mujeres, género*. Madrid: CSIC.
- Parkin, R.; Stone, L. (2007) *Antropología del parentesco y de la familia*. Editorial Universitaria Ramón Areces.

## belief systems

- Izard, M; Smith, P.; eds [1979] (1989) *La función simbólica*. Madrid: Júcar.
- Duvignaud, J. [1977] (1979) *El sacrificio inútil*. México: FCE.
- Mauss, M.; Hubert, H. [1899] (1995) *Assaig sobre la naturalesa i la funció del sacrifici*. Barcelona: Icaria.
- Morris, B. [1987] (2009) *Religión y antropología*. Madrid: Akal.

## economics and policy

- Bourdieu, P. [2000] (2003) *Las estructuras sociales de la economía*. Barcelona: Anagrama.
- Contreras, J.; Gracias, M. (2005) *Alimentación y cultura: perspectivas antropológicas*. Barcelona: Ariel.
- Paz Moreno, F. (2013). *Entre las gracias y el molino satánico: Lecturas de Antropología Económica*. Madrid: UNED.
- Sahlins, M.D. [1974] (1987) *La economía en la edad de piedra*. Madrid: Akal.
- González Alcantud, J.A. (1997) *El clientelismo político. Perspectiva socioantropológica*. Barcelona: Antrhops.
  
- Hannerz, U. [1980] (1986) *Exploración de la ciudad*. México: FCE.
- Llobera, J.R.; ed. (1985) *Antropología política*. Barcelona: Anagrama.
- Ploeg, J.D. van der [2008] (2010) *Nuevos campesinos*. Barcelona: Icaria.