

**COURSE DATA****Data Subject**

<b>Code</b>	33529
<b>Name</b>	Anthropology of ethnic and cultural groups
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1311 - Degree in Social Work	Faculty of Social Sciences	4 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1311 - Degree in Social Work	28 - Anthropology of ethnic and cultural groups	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
OJEDA MATA, MARIA TERESA	330 - Sociology and Social Anthropology

**SUMMARY**

The subject is part of the itinerary "Interculturality, cooperation and social exclusion". Its objective is to deepen the knowledge and the anthropological interpretation of the construction of ethnic and cultural groups and the relationship between diverse groups in the social, political, and cultural dimensions, with particular emphasis in the case of Spain. The approach is not so much to describe the characteristics of various groups, but rather to study their configuration in certain socio-political and cultural contexts, considering mainly the cases in which a social intervention has been developed, in terms of relations between various groups and regarding their social and economic situation.

The main core of the subject is, therefore, cultural diversity and interethnic relations that can lead to dynamics and processes of exclusion, but also of accommodation, based on intercultural contact. To understand these processes and dynamics and make the intervention possible, some conceptual keys are introduced, and several studies and data are presented to allow an approximation to some cases in Spain but also -and in this case it relates to the International Cooperation line- in Africa and in Latin America. In this sense, we present a topic with the definition of the main key concepts before the study of several



specific cases of ethnic minorities and majorities. First, we will pay attention to the dynamics of the interethnic contact derived from migratory processes in recent years, but we will also consider the situation of Spaniards in other countries as a minority. The development of the transnational nature of migration and its consequences will also be briefly explained. On the other hand, the example of the gypsies, the first ethnic group to be the object of social intervention and anthropological study in Spain since the last quarter of the 20th century, will be addressed. Finally, the last topics will be devoted to some cases in Latin America and Africa to illustrate specific processes and dynamics that involve social movements and an interpretation of interethnic relations that essentially identifies them with violence and conflict.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

It is recommended to have passed the core subject "Social Anthropology", from the second year of the degree.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1311 - Degree in Social Work

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Capacidad para apoyar a las personas para que sean capaces de manifestar las necesidades, puntos de vista y circunstancias.
- Capacidad para actuar en la resolución de las situaciones de riesgo con las personas así como para las propias y las de los colegas de la profesión.
- Capacidad para administrar y ser responsable, con supervisión y apoyo, de la propia práctica dentro de la organización.
- Capacidad para preparar y participar en las reuniones de toma de decisiones al objeto de defender mejor los intereses de las personas, familias, grupos, organizaciones y comunidades.
- Capacidad para potenciar a las personas, familias, grupos y comunidades a fin de que sean capaces de resolver las situaciones en las que se encuentren.



- Capacidad para administrar y ser responsable de su propio trabajo asignando prioridades, cumpliendo con las obligaciones profesionales y evaluando la eficacia del propio programa de trabajo.
- Capacidad para gestionar, presentar y compartir historias e informes sociales manteniéndolos completos, fieles, accesibles y actualizados como ayuda en la toma de decisiones y valoraciones profesionales.
- Capacidad para trabajar de manera eficaz dentro de los sistemas, redes y equipos interdisciplinares y multiorganizacionales con el propósito de colaborar en el establecimiento de los fines, objetivos y tiempo de duración de los mismos contribuyendo igualmente a abordar de manera constructiva los posibles desacuerdos existentes.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

R.A-1. The student knows and understands the main ideas and the basic concepts of texts on ethnicity of a socio-anthropological nature. The student is able to relate them and to create a basic concept map.

R.A-2. The student is able to obtain information on ethnic groups and interethnic contact processes from secondary sources of a bibliographical and, eventually, statistical type, as well as from web pages, with particular emphasis on those groups with a more significant presence as ethnic minorities in the Spanish and Valencian societies.

R.A-3. The student knows about the role of the different agents in constructing and reproducing ethnic identities and ethnic minorities and majorities, with particular emphasis on the public service and the associative sectors.

R.A-4. The student understands the role of the cultural background of the members of different ethnic groups in their social insertion, both in situations of integration and exclusion.

R.A-5. The student has the capacity for critical reflection on social reality, particularly on the construction and social reproduction of ethnic prejudices and forms of racism and xenophobia in their different manifestations.

## **DESCRIPTION OF CONTENTS**

**1. Ethnicity and interethnic relations from Anthropology**

1. Identity and otherness as categories of practice and representation. 2. The field of ethnicity and the concept of ethnic group. Other related concepts. 3. Ethnogenesis and the domains and materials of ethnic work. 4. The macro, meso and micro levels of analysis in ethnicity and inter-ethnic relations.

**2. Citizenship, immigrant minorities and integration.**

1. Citizenship in multicultural societies and integration paradigms; 2. Insertion of immigrants and sociocultural integration in Spain; 3. Migration and transnationalism.

**3. Gipsies: a forgotten minority?**

1. The historical construction of Gipsies as a minority in Spain; 2. Gipsie's insertion and sociocultural integration in Spain; 3. Comparative notes between Spain and other cases in Europe.

**4. Indigenous minorities and indigenism.**

1. Ethnic minorities in America and Africa; 2. National construction, indigenism and indigenous movements in Latin America; 3. Indigenous minorities, development and transnationalism.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	4,50	0
Development of group work	14,00	0
Development of individual work	8,00	0
Study and independent work	12,00	0
Readings supplementary material	6,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	9,00	0
Resolution of case studies	4,00	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**



Participatory master class.

Practical activities: role-playing, case resolution, workshops.

Collaborative work/teamwork of the students.

## EVALUATION

Open-response written test to check the capacity for written expression, organisation of ideas, application capacity, analysis and creativity (between 0.0 and 60 points).

Continuous evaluation of the work carried out by the students throughout the course, especially concerning individual and teamwork skills, the identification of key concepts and processes, as well as the preparation and resolution of exercises and problems (between 0.0 and 40 points).

Attendance to the Complementary Training Activity approved by the CAT and scheduled for the course in the itinerary/mention Interculturality, cooperation and social exclusion is part of the evaluation. It is an evaluable activity, so it is considered one of the training activities of the Autonomous Work of the Student.

To pass the subject, it is necessary to pass both the continuous assessment and the exam.

There are no differences among the 1st and the 2nd call.

We remind you that:

Plagiarism is "the act of dishonesty when substantially copying the works of others, presenting them as their own" (Reducindo et al., 2017, p. 300). And cyberplagiarism "occurs when a work is presented as the result of personal work when it is in fact partially or fully copied information from an author without any credits or bibliography. Normally it happens with online texts [...]" (Sarriá and De Francisco, 2018, p. 4).

Not incurring in practices such as those mentioned implies making a responsible and ethical use of the information used in academic work. The APA-7th Edition Standards are the essential instrument to achieve intellectual honesty, as we will let you know during the continuous evaluation work you will present throughout the semester.





That said, from the second quarter of the first year and in all subjects, special attention will be paid to the continuous evaluation of work to comply with the practices of academic honesty and respect for the intellectual property of third parties by using the citation and presentation of academic papers following the APA-7th edition standards.

## REFERENCES

### Basic

- BARAÑANO, A. y altres (coords) (2007), Diccionario de relaciones interculturales, diversidad y globalización, Madrid; UCM.
- CASHMORE, Ellis (1996), Dictionary of race and ethnic relations, London; Routledge.
- ERIKSEN, Thomas H. (1997), Ethnicity and Nationalism. Anthropological perspectives, London, Pluto Press.
- JENKINS, Richard (1997), Rethinking Ethnicity. Arguments and Explorations, London, Sage.
- MALGESINI, Graciela y Carlos GIMÉNEZ (2000), Guía de conceptos sobre migraciones, racismo e interculturalidad, Madrid, La Catarata.
- MARTINIELLO, Marco (1995), Lethnicité dans les sciences sociales contemporaines, París, Presses Universitaires de la France (PUF).
- GUIBERNAU, Montserrat (2017). Identidad, Pertenencia, solidaridad y libertad en las sociedades modernas. Madrid. Trotta.
- PUJADAS, Joan J. (1993): Etnicidad. Identidad cultural de los pueblos, Madrid, Eudema.
- RAMÍREZ GOICOECHEA, Eugenia (2007), Etnicidad, identidad, interculturalidad. teorías, conceptos y experiencias, Madrid, Ramón Areces
- ROS, Adela (coord) (2003): Interculturalitat: bases antropològiques, socials i polítiques, Barcelona, Pòrtic.
- ZANFRINI, Laura (2007), La convivencia interétnica, Madrid, Alianza.

### Additional

- APPADURAI, Arjun (2001), La modernidad desbordada. Dimensiones culturales de la globalización, Buenos Aires; Fondo de Cultura Económica.
- GAMELLA, Julián (2007), La inmigración ignorada: Romá/Gitanos de Europa en España, 1991-2006, Gazeta de Antropología, 23.
- GARCÍA ROCA, Joaquín i Joan LACOMBA (eds) (2008), La inmigración en la sociedad española. Una radiografía multidisciplinar, Barcelona, Bellaterra.



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- CABRERO, Ferran (2007): Els pobles indígenes. Barcelona. UOC.
- OROBITANG, Gemma Y CELIGUETA, Gemma (eds.) (2012). Autoctonía, poder local y espacio global frente a la noción de ciudadanía. Barcelona. PUB.
- LAGUNAS, David (2005), Los tres cromosomas. Modernidad, identidad y parentesco entre los gitanos catalanes, Granada, Comares.
- MARTINIELLO, Marco (1998), Salir de los guetos culturales, Barcelona; Bellaterra.
- PIQUERAS, A. (coord) (2005), Mediterrània migrant. Les migracions al País Valencià, Castelló, Publicacions de la UJI.
- PORTES, Alejandro, GUARNIZO, Luis y LANDOLT, Patricia (coords) (2003), La globalización desde abajo: transnacionalismo inmigrante y desarrollo. La experiencia de Estados Unidos y América Latina, México, FLACSO.
- SAN ROMÁN, Teresa (1997): La diferencia inquietante. Viejas y nuevas estrategias culturales de los gitanos, Madrid; Siglo XXI.
- TORRES, F. (2011), La inserción de los inmigrantes. Luces y sombras de un proceso, Madrid, Talasa.
- Reducindo, I., Rivera, L. R., Rivera, J., Olvera, M.A. (2017) Integración de plataforma LMS y algoritmo de código abierto para detección y prevención de plagio en Educación Superior. Revista General de Información y Documentación 27 (2), 299-315. <https://revistas.ucm.es/index.php/RGID/issue/view/3197>
- Sarriá, J. F. y De Francisco, J. C. (2018). Ciberplagio académico: un tema de importancia. Lite ¡A tu alcance!, 68, 4-12. <https://es.calameo.com/read/00557874303bfa3c48182>