

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

<b>Code</b>	34423
<b>Name</b>	Social anthropology of contemporary societies
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1310 - Degree in Sociology	Faculty of Social Sciences	3	Second term
1924 - D.D. in Political and Public Admin. Sciences-Sociology	Faculty of Law	5	Second term
1925 - D.D. in Sociology-Political and Public Admin. Sciences	Faculty of Social Sciences	5	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1310 - Degree in Sociology	15 - Social anthropology of contemporary societies	Obligatory
1924 - D.D. in Political and Public Admin. Sciences-Sociology	7 - Year 5 compulsory subjects	Obligatory
1925 - D.D. in Sociology-Political and Public Admin. Sciences	7 - Year 5 compulsory subjects	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
RUIZ TORRES, MIQUEL ANGEL	330 - Sociology and Social Anthropology

**SUMMARY**

This required course is designed as a continuation of the Introduction to Social Anthropology, first year. The purpose is to explore the progress of the discipline to the study and understanding of contemporary worlds. The Social Anthropology as a discipline originated in the late nineteenth century in a western look of "other " associated with cultures and societies considered "primitive " and cultural practices and conceptions of communities perceived as socially then sealed, culturally homogeneous and territorially defined and located. It was a classic look-then-projected from contemporary societies and obviated



considered as an object of study. Since the mid-twentieth century, decolonization, globalization and technological development that have affected humanity have impacted on how to study and understand societies and cultures from Social Anthropology. Ethnography and look always attentive to the different ideas and cultural practices continue to define the specificity of anthropological knowledge, but the units of analysis, the development of ethnography and the objects of study have varied considerably. The Social Anthropology focuses today contemporaries understood the multiple worlds as cultural definitions of reality present in any human society. It is an anthropology that pays attention to the manifestation and articulation of identity and otherness of class, gender, ethnicity and generation in the context of embedded companies in a world in which global and transnational connections are generated and technological changes that substantially affect the relationship between places, human groups and cultural practices and conceptions.

The contents of the course trying to introduce students to the latest developments in social anthropology. First, we start from the theoretical construction and the epistemological and methodological approaches of the discipline in recent times to focus, then four major substantive aspects: urban sociability, social and cultural reconfigurations resulting from new technologies and identity processes associated with multiculturalism originated-by-side migrations in ancient metropolis and-moreover-in speeches indigenous, indigenous movements and migrations produced in colonized countries from Europe to the late nineteenth century to mid-XX. In short, a dive proposed in the contributions of Social Anthropology to the deepening of the unknown world that have multiple underlying contemporary human experience.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Es recomendable haber superado la asignatura troncal Introducción a la Antropología Social, de primer curso de Grado en Sociología.

## OUTCOMES

### 1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- 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.
- Write reports and diagnoses on social problems.
- Design and implement plans and programmes aimed at addressing social problems and evaluating their results.
- Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Develop gender perspective and integrate it into the study of social reality.
- Analyse empirical data on social structure, change and problems.
- Apply the quantitative and qualitative techniques of sociological data collection.
- Conduct qualitative sociological analyses.
- Know and use secondary data sources useful for sociology.
- Relate and integrate information on social phenomena from primary and/or secondary sources.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Understand the political-economic organisation and the historical evolution of contemporary societies at the global and local level, and their relationship with social dynamics and processes.
- Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.
- Gather and interpret relevant data on social reality from an anthropological perspective.
- Understand the cultural diversity of societies.
- Know the tools to intervene in situations of social crisis and conflicts.
- Identify and measure social vulnerability factors.

## LEARNING OUTCOMES

- Understand basic knowledge of anthropology.
- Collect and interpret, from an anthropological perspective, relevant data on the social reality and social processes.
- Recognize, understand and explain the diversity and multiculturalism and contemporary social dynamics through anthropological methods and techniques.



- Manage the tools to intervene with groups and communities, using methods needs assessment and planning possible options to guide an intervention strategy in order to promote change and improve living conditions.

-Identify, collect, process and interpret relevant to the psychosocial, economic, political, historical and anthropological analysis of societies from literature sources and statistics and reports of public and private institutions information.

## DESCRIPTION OF CONTENTS

### 1. Hitos y desarrollos de la investigación antropológica

1. Hacia una Antropología de los mundos contemporáneos; 2. La crítica a la antropología de la modernidad; 3. La cultura habita en lugares. 4. Nuevos objetos y sujetos de la Antropología.

### 2. Etnografía clásica y etnografía multisituada

1. Replanteamientos metodológicos; 2. Desplazamientos, diásporas y desterritorialización; 3. Etnografía virtual; 4. Trabajo de campo hoy: posibilidades y retos.

### 3. Reconfiguraciones culturales y nuevas tecnologías

1. La ruptura epistemológica; 2. Naturalizar la cultura, culturalizar la naturaleza; 3. Cuerpo y biopolíticas; 4. Modernidad y tecnociencia.

### 4. Espacios y sociabilidades

1. Vida relacional y espacios urbanos; 2. Unos conceptos imprescindibles: sociabilidad, asociaciones, redes y grupos informales; 3. Ciudad vivida y segregación socioespacial.

### 5. Diversidad, multiculturalidad y ciudadanía

1. Estado-nación y nacionalismos; 2. La ciudadanía en sociedades multiculturales; 3. Migraciones y transnacionalismo; 4. Diversidad y ciudadanía.

### 6. El universalismo europeo y los pueblos indígenas

1. Universalismo europeo y colonialismo; 2. Movimientos indígenas e indigenismo; 3. Turismo y mercantilización de la etnicidad.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	12,00	0
Development of individual work	6,00	0
Study and independent work	10,00	0
Readings supplementary material	18,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	25,00	0
Resolution of case studies	4,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

- Lectures (presentation by teacher and participation and students from the issues raised) and practical classes will be combined (from previous work and in the classroom for the students, individually and in groups).
- . Participatory lecture.
- . Search documentary and statistical data.
- . Reading, synthesis, analysis and criticism of texts.
- . Attendance and active participation in workshops, seminars and conferences.
- . Individual and group counseling, monitoring and supervision mentoring.

**EVALUATION**

Written exam, assignment, multiple choice exam and / or oral examination: 60% of the total course grade.

Continuous assessment of the theoretical and practical group activities, individual and / or: solving exercises and problems, case studies, panels, poster preparation, essays and articles, oral presentations, reports, projects, fieldwork and recording instruments, practices laboratory ...: 40% of the total course grade. It is necessary to approve the two parts to make the average note.

**REFERENCES**





### Basic

- Baumann, Gerd (2001): El enigma multicultural. Un replanteamiento de las identidades nacionales, étnicas y religiosas, Barcelona, Paidós.
- Cabrero, Ferrán, (2008): Introducción al Estudio de los Pueblos Indígenas, la Gobernabilidad Democrática y los Derechos Humanos, Escuela Virtual, PNUD.
- Cucó, Josepa (2004): Antropología urbana, Barcelona, Ariel.
- De la Peña, Guillermo, (1995), La ciudadanía étnica y la construcción de los indios en el México contemporáneo, en Revista Internacional de Filosofía Política, nº 6, pp. 116-140.
- Descola, Philippe y Palsson, Gisli (2001): Naturaleza y sociedad. Perspectivas antropológicas, Madrid, Siglo XXI.
- Escobar, Arturo (2010): Una minga para el postdesarrollo: lugar, medio ambiente y movimientos sociales en las transformaciones globales, Lima, [www.democraciaglobal.org](http://www.democraciaglobal.org).
- Malgesini, Graciela y Giménez, Carlos (2000): Guía de conceptos sobre migraciones, racismo e interculturalidad, Madrid, La Catarata.
- Marcus, George E. (2001): Etnografía en/del sistema mundo. El surgimiento de la etnografía multilocal. Alteridades. Vol. 11, Nº 22, pp. 11-127.
- Menéndez, Eduardo L. (2002): La parte negada de la cultura. Relativismo, diferencias y racismo, Barcelona, Edicions Bellaterra.
- Portes, Alejandro y De Wind, Josh (coords): (2006): Repensando las migraciones. Nuevas perspectivas teóricas y empíricas, México, Universidad Autónoma de Zacatecas.
- Rus, Jan y Collier, George (2002): Una generación en crisis en los Altos de Chiapas: Los casos de Chamula y Zinacatán, 1974-2000, en Mattiace, Shannan, Aída Hernández y Jan Rus (eds), Tierra, libertad y autonomía: impactos regionales del zapatismo en Chiapas, México: CIESAS & IWGIA, pp. 157-199.
- Stavenhagen, Rodolfo (1992): La cuestión étnica: algunos problemas teórico-metodológicos, en Estudios Sociológicos, vol XII, nº 28, México: Colmex, pp. 56-76.

### Additional

- Alvarez Dorronsoro, Cristina (2001): Sobre la mutilación genital femenina y otros demonios, Barcelona, Edicions de la UAB.
- Cucó, Josepa (2008): "Sociabilidades urbanas", en Ankulegi, nº 12, pp.65-82.
- Del Valle, Teresa (1997): Andamios para una nueva ciudad, Madrid, Cátedra-UEG-Instituto de la Mujer.
- Feixa, Carles (2006): Jóvenes latinos en Barcelona, Barcelona, Anthropos.
- Freyermuth Enciso, Graciela y Meneses, Sergio (eds.) (2009): De crianzas, jaibas e infecciones: indígenas del sureste en la migración, México, CIESAS.



- Marcus, George (2001): Etnografía en/del sistema mundo. El surgimiento de la etnografía multilocal, *Alteridades*, vol. 11, nº 22, pp. 111-127.
- Pitarch, Pedro (1995): "Un lugar difícil: estereotipos étnicos y juegos de poder en los Altos de Chiapas", en Viqueira, Juan pedro y Ruz, Mario Humberto (eds), *Chiapas. Los rumbos de la historia*, México, UNAM., pp.237-250.
- Santamarina, Beatriz (2007): "Mezcla y disolución. Clones y priones", en *Intersticios: Revista sociológica de pensamiento crítico*, vol. 1, nº. 1, pp. 139-146.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. CONTENTS**

Contents of the original teaching guide are maintained.

### **2. WORKLOAD AND TEMPORAL PLANIFICATION OF TEACHING**

The activities and volume of work of the original teaching guide will be maintained.

### **3. TEACHING METHODOLOGY**

#### **FOR ALL STUDENTS**

- The teaching will be face-to-face, but the teachers will have cameras installed in the classroom to teach online for the confined or at-risk group of students.
- Individual tutorials will preferably be virtual.

If sanitary situation imposes that all classes must be on-line, all sessions will be substituted for: materials in virtual Classroom, synchronous videoconferencing or registered presentations. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teachers will communicate these adaptations through virtual classroom.

#### **FOR VULNERABLE OR AFFECTED STUDENTS**



Methodology will be adapted to the following activities no face-to-face (select):

- Synchronous videoconferencing
- Individual works
- Tutorials through videoconference

#### **4. EVALUATION**

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity. For vulnerable or affected students, group activities qualification will be considered in individual activities. In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by the following modality will be done:

- Individual written exercise by questionnaire in a virtual classroom synchronous task.
- Individual written exercise by opened development exam in a virtual classroom synchronous task.
- Individual written synchronous proof by means of practical case in virtual classroom.
- Individual written proof asynchronous with questions of development in virtual classroom.
- Oral proof by videoconference BBC.

#### **5. BIBLIOGRAPHY**

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, teachers will facilitate materials of support in virtual classroom.