



## Teaching Guide

Teaching Guide				
Identifying Data			2023/24	
Subject (*)	Social and Cultural Anthropology		Code	615G01102
Study programme	Grao en Socioloxia			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	Basic training	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Humanidades			
Coordinador	Couceiro Dominguez, Enrique	E-mail	enrique.couceiro.dominguez@udc.es	
Lecturers	Couceiro Dominguez, Enrique	E-mail	enrique.couceiro.dominguez@udc.es	
Web				
General description	The subject of social and cultural anthropology is conceived as an introductory study, but comprehensive, to the systematic of contemporary anthropology, focusing on the contributions, theoretical and methodological approaches and areas of cutting edge research in the discipline and its connection to the great problems and processes of the current global socio-cultural reality. This is projected to expand and inform the student competencies in critical knowledge and conceptual tools and techniques to address the complex task of interpreting the diversity, specificity and regularities of contemporary cultural phenomena and their inherent problems, from the perspective of local point of view, a feature of the anthropological discipline.			

## Study programme competences

Code	Study programme competences
A1	Conocimiento de los componentes básicos de las desigualdades sociales y las diferencias culturales.
A12	Conocimiento de la especie humana a través de la cultura, parentesco y hábitat con especial atención a los pueblos preindustriales.
A35	Actitud crítica frente a las doctrinas y las prácticas sociales.
A36	Actitud de compromiso frente a los problemas sociales y culturales.
B3	Capacidad de análisis y síntesis.
B9	Reconocimiento a la diversidad y a la multiculturalidad.
B13	Razonamiento crítico.
B20	Conocimiento de otras culturas y costumbres.
B27	Capacidades en reconocer la complejidad de los fenómenos sociales.

## Learning outcomes

Learning outcomes	Study programme competences		
To define, to compare and to discuss critically basic concepts of anthropology, linking them to the diversity of realities and problems of human societies framed in different domains of culture.	A1 A12 A35 A36	B9 B13 B20	
To describe and to examine, using ethnography, diversity, specificity and regularities of socio-cultural phenomena, its problems and its potential, interpreting them from a committed and developed point of view, from the local perspective.	A1 A12 A35 A36	B3 B9 B13 B27	

## Contents

Topic	Sub-topic
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Topic 1: A scheme of the contemporary social and cultural anthropology	THEME 1: Emergence of new research fields and phenomena, and rethinking the classics; Methods and techniques in contemporary anthropology. Reflexivity, interpretation and reconfiguration of the field work.
TOPIC 2: Economic anthropology and cultural economy. Work cultures.	THEME 2: The economy and economies as dimensions of culture. Classical theories (formalism substantivism Marxist approaches). The cultural economy.; Exchange. Theory about the gift of Mauss and subsequent discussions. The goods-Arjun Appadurai. Production. Production systems, modes of production and sociocultural correlates.; Work in anthropological perspective:-symbolic rituals of work and activity, and diversity of cultural perspectives on the same dimensions. The cultures of work.
TOPIC 3: The family and the process of change. Models of family life from the intercultural comparison. Facts about kinship studies	THEME 3: Classical Theories of kinship, family and marriage; Family and domestic group; The types of family reunification and family processes in contemporary comparative cultural perspective; Facts about kinship studies.
TOPIC 4: Political anthropology. Power, violence and political symbolism.	THEME 4: Structures and political systems in different societies: segmental linages, bands, chiefdoms, big men, associations and societies, systems ages, divine monarchies, State structures. Clientelismo formations. The fields of power. Power as built-hegemonic discourse. Collective "dumb" and "empowerment". Nationalism and ethnic policies. Recurrent vectors in political anthropology: leadership, memory hierarchy, violence. Analysis of symbolic ritual dimension of political action.
TOPIC 5: Associations, social categories and hierarchies.	THEME 5: Gender and age. The private and the public. Domination and subordination. Age grades and age groups. Caste: varnas and jatis. Caste and social mobility. Classes and social strata. Cultural classes. The "symbolic capital" in Bourdieu. The complexity of the social differentiation. The power and the powerless. Methods of study of social stratification.
TOPIC 6: Ritual, myth and symbolism. Anthropological analysis and interpretation of symbolic action and narrative	THEME 6: Symbolic analysis in anthropology. Classical background -symbolism, religion and sacrifice, totemism. Turner methodology. The "Thick Description" Geertz. Schneider, Leach, Mary Douglas and "natural symbols" Cohen, Sperber. Myth, history and narrative in the production of cultural social reality. Sahlins. The structural analysis of myth and cultural hermeneutics -Lisón-. The ritual as performative action: its properties and effects. Van Gennep, Turner again, Rappaport.
TOPIC 7: Performances, beliefs and thinking styles	THEME 7: Religion, belief and thought in anthropology: Intellectuallist approaches of Tylor, Marett, Frazer and Lang. Sociologist Approaches of Robertson Smith, Durkheim and Radcliffe-Brown. Morris. The Lévy-Bruhl's pre-logical thinking. The interpretive translation of beliefs and the discussion of the rationality of thought forms: Evans-Pritchard and Lienhardt. Winch replication. Needham: Belief, language and experience. Wild thoughts, civilized thoughts, bricoleurs and engineers: the structural approach of Levi-Strauss. Classifications and symbolic thinking styles: Mary Douglas and the method of "Group & Grid." The problem of practice. Structure and practice, habitus and cultural schemes root paradigms: Bourdieu Sherry Ortner through Turner, Giddens and Sahlins,
TOPIC 8: Other fields of contemporary anthropological analyzes	TOPIC 8: The new medical anthropology; Risk and culture; Anthropology and emerging technologies; Anthropology of sport; Anthropology, brain, mind and consciousness.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A12 B20	52	0	52
Objective test	A12 B3 B20 B27	2	20	22



Summary	A1 B3 B13	7	25	32
Directed discussion	A35 A36 B9	30	10	40
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	<p>· Master session: Explanation by the teacher of the contents of the subject in the classroom. It will be complemented by visual support materials - schematics and presentations in Power-Point. The objective of these sessions will be to provide, develop and guide students in knowledge about the contents, theories and complexities of culture's phenomena, and to stimulate participatory debates about all this. An added objective will be to promote the recognition of the diversity characteristic of how cultural phenomena manifest.</p> <p>A record of attendance will be kept, in order to take advantage of what has been given in the face-to-face sessions.</p>
Objective test	<p>The objective test will consist of a written exercise, at the end of the four-month course, on the knowledge achieved by the student, which will consist of answering twenty short-answer questions. Basic knowledge about the contents of the course topics, and mastery of the concepts will be valued.</p> <p>We insist on regular attendance to the course, in reference to the preparation and subsequent evaluation of this objective test.</p>
Summary	<p>The summary will consist of the student's elaboration of a summary and critical comment work elaborated on the sociocultural argument and the elaboration technique of two ethnographic films, selected by the student, from among more than twenty that will be provided through Moodle by the teacher, for autonomous viewing and analysis. It will be delivered in mid-late December.</p>
Directed discussion	<p>Guided discussion: presentation and debate in class, during the group practice sessions, of texts selected for their theoretical-ethnographic value, in accordance with the thematic unit that is being developed at that time, and in which after the presentation of a Schematic summary of the text developed by groups of 3-5 students, all can intervene with comments on aspects of said reading. How critically argued and knowledge of the conceptual content will be valued.</p> <p>Regular attendance at the course is recommended, in reference to participation in, and evaluation of, directed discussions.</p>

Personalized attention	
Methodologies	Description
Summary Guest lecture / keynote speech Directed discussion	<p>Personalized attention will be carried out individually regarding the film summary, the subject taught in class and the discussions directed when the feedback for the student so requires.</p> <p>Personalized attention will take place during the course of the subject tutorials. It will be scheduled in date and hour, via e mail</p> <p>For students with recognition of part-time dedication and academic exemption from attendance, specific tutorials will be agreed at the beginning of the course, either to attend, or arranged electronically through email or Moodle, and that are compatible with your dedication.</p>

Assessment			
Methodologies	Competencies	Description	Qualification



Summary	A1 B3 B13	The unit summary of the two ethnographic films will have a maximum length of 10 pages, and will compute a value of 30% in the overall rating as a whole. The effort and skill in the synthesis and critical comments on the films, to be worked on by each student -in the sociocultural aspects that they present-, as well as the selection and treatment of the key concepts of the filmic plot, will be particularly valued.	30
Objective test	A12 B3 B20 B27	The objective test is considered as a single exam at the end of the course, in which the student will answer twenty short-answer questions about the content of the course matter. Altogether, the qualification of the objective test supposes a value of 60% of the global note. It is an inexcusable requirement to pass this objective test to consider the other elements of evaluation.	60
Directed discussion	A35 A36 B9	The targeted discussion will be evaluated on the understanding, expository skill and critical argumental criteria of each student in their presentation of their respective summary-schema of the reading to be assigned to them; readings that will be delivered throughout the course. It provides 10% of the evaluative consideration.	10

#### Assessment comments

For the evaluation of the 2nd opportunity, a weighted average of the objective test results (60% of the final rating) will be made with those resulting from the other two methodologies (30% and 10%, respectively).

The student must take the objective test on the date of the call for 2nd opportunity, if he would not have passed or attended such a test in the 1st call. If the film summary or the directed discussion were the cause of not exceeding the subject on the 1st opportunity, you must present the film summary and/or the written-summary of the discussion addressed at this 2nd opportunity. In the case of students with recognition of part-time dedication and academic exemption exemption from attendance, the same evaluation criteria for the 1st and 2nd opportunity as for the remaining students, even though, in the case of the "directed discussion", the oral presentation in class will be replaced by the delivery of the scheme-summary of some of the indicated readings. -Implications of plagiarism: Suspense rating in the call in which the offense is committed and regarding the matter in which it was committed: whoever incurs it will be graded with "suspense" (numerical grade 0) in the corresponding call of the academic year, whether the commission of the foul occurs in the first opportunity as in the second. To do this, we will proceed to modify his qualification in the first opportunity record, if necessary.

#### Sources of information



Basic	<ul style="list-style-type: none"><li>- Ingold, Tim ((2020)). "Antropología: ¿por qué importa?". Madrid, Alianza</li><li>- Augé, Marc / Jean-Paul Colley (2005) ). Qué es la antropología. Barcelona, Paidós</li><li>- Lisón Tolosana, Carmelo, ed., ((2007) ). Introducción a la antropología social y cultural. Teoría, método y práctica.. Madrid, Akal.</li><li>- Lisón Tolosana, Carmelo ((2012)). Teoría etnológica de Galicia. Madrid, Akal</li><li>- Álvarez Munárriz, Luis ((2007)). "Visión histórico-sistemática de la Antropología social?", en Lisón, Introducción a la antropología social y cultural?, op. cit, cap.II. Madrid, Akal</li><li>- Peacock, J.L. ((2005)). La lente antropológica. cap. 1º: "Materia".. Madrid, Alianza</li><li>- Wolf, E. ((1982)). "Aspectos económicos del campesinado"., en Id., Los campesinos.. Madrid, Labor</li><li>- Godelier, M. ((1981)). "Antropología y economía: análisis de la producción, circulación y consumo de los bienes económicos?", cap. Iº de, id. Instituciones económicas.. Barcelona, Anagrama</li><li>- Appadurai, A. ((1988)). "Introduction: commodities and the politics of value" in The Social Life of Things. cambridge, Cambridge Un. Press</li><li>- Blim, Michael ((2005)). "Culture and economy"., en J.G. Carrier, A Handbook of Economic Anthropology.. Northampton, Mass., Edward Elgar Publishing</li><li>- Miquel, A. ((2007)). "Antropología económica?", en Lisón, C. op.cit., cap IV. Madrid, Akal</li><li>- Beattie, J. ((1974)). "Matrimonio y afinidad"., cap. VIII de Id.: Otras Culturas. Madrid, Fondo de Cultura Económica</li><li>- Lévi-Strauss, C. ((1995)). "la familia?", en Lévi-Strauss, Spiro y Gough Polémica sobre el origen y universalidad de la familia humana.. Barcelona, Anagrama.</li><li>- Rivas, A. ((2007)). "Transformaciones socioculturales y cambios familiares: continuidades y rupturas?", en Lisón, C. op.cit., cap. V. Madrid, Akal</li><li>- Sanroman, T. / González Echevarría, A ((2003)). Las relaciones de parentesco. Caps. 3 y 6. Barcelona, Universidad Autónoma de Barcelona</li><li>- Cohen, A. ((2013)). "La mística del poder?", en Cañedo, Montserrat "Cosmopolíticas. Barcelona, Gedisa.</li><li>- Evans-Pritchard, E. ((1979)). "La realeza divina de los Shilluk del Sudán"., en Llobera, J.R.: Antropología política.. Barcelona, Anagrama</li><li>- Gledhill, J. ((2000)). "Para situar lo político: una antropología política actual.?" cap. 1º de Id., El poder y sus disfraces.. Barcelona, Bellaterra</li><li>- González Alcantud, J.A. ((2007)). "La antropología política?", en Lisón, C.: op. cit., cap. VIII. Madrid, Akal</li><li>- Buxó, Mª. J. ((2007)). "Antropología aplicada?", en Lisón, C., ed.: cap. XIV. Madrid, Akal</li><li>- Fernández de Rota, J.A. ((2005)). Nacionalismo, cultura y tradición. Cap. 2º. Barcelona, Anthropolos.</li><li>- Gómez Pellón, E. ((2007)). "El patrimonio cultural: memoria e imagen del grupo social?", en Lisón, C., ed.: op. cit., cap. XVI. Madrid, Akal</li><li>- Couceiro, E. ((2007)). "Rito, mito y símbolo: acción, palabra e imagen en la construcción de los mundos culturales?", en Lisón, C.: op. cit., cap. XVII. Madrid, Akal</li><li>- Geertz, C. ((1988)). "Juego profundo. Notas sobre la riña de gallos en Bali?", en Id., La interpretación de las culturas. Barcelona, Gedisa.</li><li>- Rappaport, R. ((2002)). "El ritual y sus formas?". Cap. 2º de Id., Ritual y religión.. Madrid, Cambridge U.P.</li><li>- Turner, V. ((1990)). "Símbolos en el ritual Ndembu"., cap. 1º de Id.: La selva de los símbolos.. Madrid, Siglo XXI.</li><li>- Couceiro, E. ((2007)). "Religión y creencia. Cultura de los fundamentos y ultimidades existenciales?", en Lisón, C.: op. cit., cap. XVIII. Madrid, Akal</li><li>- Douglas, M. ((1998)). "La elección entre lo somático y lo espiritual: algunas preferencias médicas?", en Id., Estilos de pensar.. Barcelona, Gedisa.</li><li>- Morris, Bryan. ((2009)). Cap. 1º de Religión y antropología.. Madrid, Akal.</li><li>- Lévi-Strauss, C. ((2007)). "Pensamiento "primitivo" y mente "civilizada"?", en id., Mito y significado. Madrid, Alianza</li><li>- Mairal, G. ( (2007)). "Culturas del riesgo. Antropología para una sociedad científica y tecnológica?", en Lisón, C.: op. cit., cap. XIII. Madrid, Akal</li><li>- McCombie, S. ((1999)). "Folk. Flu and Viral Síndrome: An Anthropological Perspective?", en Hahn, R., ed.</li></ul>
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Anthropology in Public Health. New york, Oxford U.P. USA

- Good, Byron ((2003)). Medicina, racionalidad y experiencia.. Barcelona, Bellaterra

- Munarriz, Luis ((2005)). &quot;La conciencia humana&quot;, en id. (ed.) La Conciencia humana: perspectiva cultural.. Barcelona, Anthropos

En situación de non presencialidad, existe posibilidade de acceso a libros e lecturas de antropoloxía en e-Libro, a través da páxina da Biblioteca da UDC.



Complementary	- (). .
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Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Ethnographic research methodology/615G01403
Other comments
No observations, or specific comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.