



Teaching Guide

Teaching Guide				
Identifying Data				2016/17
Subject (*)	Antropología social y cultural	Code		615G01102
Study programme	Grao en Socioloxia			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	FB	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 course 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
-------	-----------



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
Supervised projects	A1 B3 B13	4	26	30
Objective test	A12 B3 B20 B27	2	30	32



Guest lecture / keynote speech	A12 B9 B20	30	30	60
Directed discussion	A35 A36	8	16	24
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
Supervised projects	The protected work will consist in the development, from the student's choice, of either a report derived from the analysis of bibliographic material (monographs, articles) on a sociocultural phenomenon or problem -connected to one of the agenda items or transverse to some of them-. Alternatively, the option may consist in an ethnographic exploration work on very specific, basic and limited in scale aspects. This work may consist in collecting evidence or observations by participant and /or through unstructured interviews, ethnographic observation, and subsequent interpretation. The choice of one of the options, as well as its monitoring, will take place in meetings between student and teacher in regular tutoring sessions. The recognizability of components and basic manifestations of cultural differences, the ability to analyze theoretical and ethnographic materials, and synthesis; and the ability to develop a targeted report from a critical reasoning arguments and conclusions will be assessed.
Objective test	· The objective test will consist of a written test at the end of the four-month course on the knowledge gained by the student, who will join the plot development supported by ethnographic examples from a small theme list provided by the teacher, in combination with responses to four brief questions on specific aspects of the subject. Basic knowledge about the cultures from the anthropological angle, the recognizability of social complexity, the capacity for analysis and synthesis and attitudes toward cultural diversity will be valued. Regular attendance at the course, referring to the preparation and subsequent evaluation of this objective test is recommended.
Guest lecture / keynote speech	· Lecture: Explanation by the teacher of the contents of the subject in the classroom. It will be supplemented by visual support materials -Presentations in Power-Point; photographs- and projections of ethnographic films. The purpose of these meetings will be to provide, develop and guide students in knowledge about concepts, theories and complexities of the phenomena of culture, and encourage participatory debates on all. An additional aim is to encourage the recognition of diversity as the mode of manifestation of cultural phenomena. In this line, it will be a basic requirement, in combination with explanations and discussion in class, the study of texts assigned to each topic. Regular attendance at the course, referring to the use of the given in the sessions is recommended.
Directed discussion	Guided Discussion: class discussion during the practice sessions of groups of texts chosen for their theoretical and ethnographic value in line with the thematic unity that is being developed at the time, and in which, after a schematic summary of the text put forward by a student, everyone can participate by presenting support, arguments and comments to aspects of the reading, and against arguments from the other students. Two comments-discussion topic will be held. It is assessed how critical and uncompromisingly about problems, doctrines and cultural practices is argued. It's recommended the regular attendance at the course, referring to the participation in, and evaluation of, targeted discussions.

Personalized attention	
Methodologies	Description
Supervised projects	The personalized service will be held individually supervised work in targeted discussions and feedback when facing the student requires it. Also take place in the classroom, and during the development of tutorials of matter.
Guest lecture / keynote speech	
Directed discussion	
	For students with part-time dedication and academic waiver of exemption from attendance recognition, specific tutorials to assist -compatible with their dedication- will be agreed at the beginning of the course

Assessment			
Methodologies	Competencies	Description	Qualification



Supervised projects	A1 B3 B13	The protected work will be worth 30% in the whole of the note. The role of summary and critical of each of the chapters of anthropological monograph to work for each student comments, and the selection and treatment of the key concepts of the work is particularly valued. In the event that the student chooses a small ethnographic work is particularly valued the collection of evidence or observations by participant observation and / or through ethnographic interviews, and subsequent interpretation.	30
Objective test	A12 B3 B20 B27	The objective test is considered as a single exam at the end of the course, in which students will develop arguably, supported by ethnographic examples, a mid-level issues, chosen within a small theme list provided by the teacher (60% of the grade this objective test), and in combination with brief answers to four specific questions on aspects of the subject (which account for 40% of the grade). Overall, the objective test score is a value of 50% of the overall mark. Is inexcusable overcome this objective test requirement to consider the other elements of assessment.	50
Directed discussion	A35 A36	The directed discussions will be assessed on the set of abstracts-schemes of readings that will serve to students to prepare the comments and arguments for each theme, and which will be delivered along the course. It contributes 20% of the evaluative consideration.	20

Assessment comments

For the evaluation of 2nd chance, keeping the inexcusable requirement to pass the objective test in this cited 2nd chance, a weighted average of the results of this (50% of final grade) with those resulting from the other two methodologies will be performed (30% and 20%, respectively).

In the case of students with part-time dedication and academic waiver of exemption from attendance recognition, should be followed the same criteria of evaluation -for the 1st and 2nd chance- that of the rest of students, even though, in the case of the "directed discussion", the oral presentation in class will be replaced, for the former, by the delivery of an outline-summary of any of the above readings.

Sources of information



Basic	- Lisón Tolosana, Carmelo, ed., ((2007)). Introducción a la antropología social y cultural. Teoría, método y práctica.. Madrid, Akal. - Augé, Marc / Jean-Paul Colley ((2005)). Qué es la antropología. Barcelona, Paidós - Lisón Tolosana, Carmelo ((2012)). Teoría etnológica de Galicia. Madrid, Akal - 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 - Augé, M, / Jean-Paul Colley ((2005)). « Comprender el mundo contemporáneo » en Id.: op. cit.,cap. I. Barcelona, Paidós - Peacock, J.L. ((2005)). La lente antropológica. cap. 1º: ¿Materia? Madrid, Alianza - Wolf, E. ((1982)). ¿Aspectos económicos del campesinado?, en Id., Los campesinos.. Madrid, Labor - 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 - Appadurai, A. ((1988)). ¿Introduction: commodities and the politics of value? in The Social Life of Things. cambridge, Cambridge Un. Press - Blim, Michael ((2005)). ¿Culture and economy?, en J.G. Carrier, A Handbook of Economic Anthropology.. Northampton, Mass., Edward Elgar Publishing - Miquel, A. ((2007)). ¿Antropología económica?, en Lisón, C. op.cit., cap IV. Madrid, Akal - Beattie, J. ((1974)). ¿Matrimonio y afinidad?, cap. VIII de Id.: Otras Culturas. Madrid, Fondo de Cultura Económica - Lévi-Strauss, C. ((1995)). ¿la familia?, en Lévi-Strauss, Spiro y Gough Polémica sobre el origen y universalidad de la familia humana.. Barcelona, Anagrama. - Rivas, A. ((2007)). ¿Transformaciones socioculturales y cambios familiares: continuidades y rupturas?, en Lisón, C. op.cit., cap. V. Madrid, Akal - Sanroman, T. / González Echevarría, A ((2003)). Las relaciones de parentesco. Caps. 3 y 6. Barcelona, Universidad Autónoma de Barcelona - Cohen, A. ((2013)). ¿La mística del poder?, en Cañedo, Montserrat ¿Cosmopolíticas. Barcelona, Gedisa. - Evans-Pritchard, E. ((1979)). ¿La realeza divina de los Shilluk del Sudán?, en Llobera, J.R.: Antropología política.. Barcelona, Anagrama - Gledhill, J. ((2000)). ¿Para situar lo político: una antropología política actual.?, cap. 1º de Id., El poder y sus disfraces.. Barcelona, Bellaterra - González Alcántud, J.A. ((2007)). ¿La antropología política?, en Lisón, C.: op. cit., cap. VIII. Madrid, Akal - Buxó, Mª. J. ((2007)). ¿Antropología aplicada?, en Lisón, C., ed.: cap. XIV. Madrid, Akal - Fernández de Rota, J.A. ((2005)). Nacionalismo, cultura y tradición. Cap. 2º. Barcelona, Anthopos. - Gómez Pellón, E. ((2007)). ¿El patrimonio cultural: memoria e imagen del grupo social?, en Lisón, C., ed.: op. cit., cap. XVI. Madrid, Akal - 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 - Geertz, C. ((1988)). ¿Juego profundo. Notas sobre la riña de gallos en Bali?, en Id., La interpretación de las culturas. Barcelona, Gedisa. - Rappaport, R. ((2002)). ¿El ritual y sus formas?. Cap. 2º de Id., Ritual y religión.. Madrid, Cambridge U.P. - Turner, V. ((1990)). ¿Símbolos en el ritual Ndembu?, cap. 1º de Id.: La selva de los símbolos.. Madrid, Siglo XXI. - Couceiro, E. ((2007)). ¿Religión y creencia. Cultura de los fundamentos y ultimidades existenciales?, en Lisón, C.: op. cit., cap. XVIII. Madrid, Akal - Douglas, M. ((1998)). ¿La elección entre lo somático y lo espiritual: algunas preferencias médicas?, en Id., Estilos de pensar.. Barcelona, Gedisa. - Morris, Bryan. ((2009)). Cap. 1º de Religión y antropología.. Madrid, Akal. - Lévi-Strauss, C. ((2007)). ¿Pensamiento ¿primitivo? y mente ¿civilizada??, en id., Mito y significado. Madrid, Alianza - Mairal, G. ((2007)). ¿Culturas del riesgo. Antropología para una sociedad científica y tecnológica?, en Lisón, C.: op. cit., cap. XIII. Madrid, Akal
-------	---



- McCombie, S. ((1999)). "Folk. Flu and Viral Síndrome: An Anthropological Perspective?", en Hahn, R., ed. Anthropology in Public Health. New york, Oxford U.P. USA
- Good, Byron ((2003)). Medicina, racionalidad y experiencia.. Barcelona, Bellaterra
- Munarriz, Luis ((2005)). "La conciencia humana", en id. (ed.) La Conciencia humana: perspectiva cultural.. Barcelona, Anthropos



Complementary	- () .
---------------	--------

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Metodología de la investigación etnográfica/615G01403
Other comments
Sin observaciones ni recomendaciones específicas

(*)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.