Syllabus

Course Description

Course Title	Ethnography of Welfare and Healthcare Systems
Course Code	53159
Course Title Additional	
Scientific-Disciplinary Sector	SDEA-01/A
Language	English
Degree Course	Master in Social Work and Social Policy
Other Degree Courses (Loaned)	
Lecturers	Prof. Daniela Salvucci, Daniela.Salvucci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38071
Teaching Assistant	
Semester	Second semester
Course Year/s	2
CP	6
Teaching Hours	36
Lab Hours	0
Individual Study Hours	114
Planned Office Hours	18
Contents Summary	Introduction to ethnographic research in welfare and healthcare systems: methods, application areas, and cultural influences on social and health systems.
Course Topics	How do ethnography and anthropological research contribute to the study of welfare and health care systems? This course aims to provide students with knowledge of ethnographic methods and anthropological approaches to institutions, the State, social work, social policy, and health care systems, as well as to multiple understandings and experiences of the body, personhood, agency, vulnerability, and illness. Drawing on theoretical concepts and

	ethnographic examples, particularly from Political and Institutional Anthropology, the Anthropology of the State, of the Welfare, and Medical Anthropology, the course fosters reflexivity and critical thinking about power structures, social injustices, cultural differences, and diversity. Lectures, practical activities for Problem-Based Learning (PBL), and discussions will highlight the relevance of ethnography for better understanding and working within contemporary intercultural and plural societies, as well as the "public value" of anthropological research as a basis for social work, and social policy. Anthropological approaches to interculturality, diversity and power; applied, public and institutional anthropology. Ethnographic methods, fieldwork research, engaged ethnography, positionality and reflexivity. Body, personhood, illness, social vulnerability and decolonial perspectives. Social fields, governance, bio-power, subjectivity. Symbolic and structural violence, intersectionality, agency and empowerment. Anthropology of the State, Social Work and Social Policy, and Health care systems.
Keywords	Political and Institutional Anthropology, Anthropology of State and Welfare, Medical Anthropology
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures, practical activities for Problem-Based Learning (PBL), and discussions.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	- Understand principles and applications of ethnography in health and welfare - Analyze cultural practices and perceptions - Develop ethnographic observation and interview skills - Reflect on ethical issues and cultural representation - analyze cultural and social dynamics in welfare and healthcare systems - develop ethnographic research projects - evaluate the impact of cultural practices on care and services - reflect on ethical issues and cultural representation
Specific Educational Objectives and Learning	Knowledge and understanding • Knowledge of ethnographic methods and anthropological

Outcomes (additional info.)	approaches to welfare and health care systems • Knowledge of specific concepts from Institutional Anthropology, Anthropology of the Welfare and Medical anthropology • Acquisition of appropriate scientific languages for the description and analysis of sociocultural phenomena to promote and contribute to social work and social policy. Applying knowledge and understanding • Ability to apply ethnographic methods and concepts of anthropological research to better understand welfare and health care systems. • Ability to apply academic knowledge, the anthropological approaches and ethnography to one own personal and professional experience, especially operating within welfare and health care systems, dealing with social work and social policy. Making judgements • Development of critical and independent thinking. • Development of reflexive self-awareness in relation to categories and practices of social work and social policy. Communication skills • Ability to work with scientific writing. • Ability to participate in scientifically grounded discussions and express an informed opinion. • Ability to communicate appropriately in an academic setting. Learning skills • Ability to autonomously extend the knowledge acquired during the course in dealing with social work and social policy settings. • Ability to acquire new approaches and theoretical concepts to analyze, deconstruct and understand taken for granted categories, diversity of sociocultural practices, forms of power and oppression.
Assessment	Assessment: Oral exam Attending-students: The final oral examination assesses students' knowledge and understanding of the course content and the required bibliography and accounts for 80% of the final grade. Participation in class activities accounts for the remaining 20%. Non-attending students: The final oral examination assesses students' knowledge and understanding of the course content and

	the required bibliography and accounts for 100% of the final grade. Non-attending students are required to contact the teacher.
Evaluation Criteria	Comprehension of the contents of the lectures and of the scientific readings. Coherence and clearness in presenting the contents of the lectures and of the requested readings during the final exam. Critical thinking in discussing the arguments proposed during the lessons and in the scientific readings.
Required Readings	· Dubois, V. 2018. The State, Legal Rigor, and the Poor: The daily practice of Welfare Control. In Thelen T., et al. eds). *Stategraphy. Toward a Relational Anthropology of the State*. Berghahn Books, pp. 38-55. · Perna, R. (2021). Street-level workers, managers and institutional tensions: A comparative ethnography of healthcare practices of in/exclusion in three Italian public organisations. *Comparative Migration Studies*, *9*(1), 1-18. https://doi.org/10.1186/s40878-021-00224-6 · Fassin, D. (2005). Compassion and Repression: The Moral Economy of Immigration Policies in France. Cultural Anthropology, 20(3), 362–387. · Farmer, P. (2009). On Suffering and Structural Violence: A View from Below. *Race/Ethnicity: Multidisciplinary Global Contexts*, *3*(1), 11–28. · Lyon-Callo, V. (2004). *Inequality, poverty, and neoliberal governance: activist ethnography in the homeless sheltering industry*. University of Toronto Press (selected chapters)
Supplementary Readings	· Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, *1989*(1), 139–167. · Csordas, T. J. 1990. “Embodiment as a paradigm for anthropology”, Ethos, 18, pp. 5-47. · Della Rocca M., D. L. Zinn, 2019. Honour based violence Othering Honor-Based Violence: The Perspective of Antiviolence Operators in Northern Italy, Human Organization, Vol.78(4), pp.325-334 · Dossa, P., 2008, Creating Alternative and Demedicalized

Spaces: Testimonial Narrative on Disability, Culture, and Racialization, Journal of International Women's Studies, 9(3), pp. 79-98.

· Eliassi, B., (2013). Orientalist Social Work: Cultural Otherization of Muslim Immigrants in Sweden. Critical Social Work, 14(1), pp. 33-47

· Gribaldo A. 2014. The paradoxical victim: Intimate violence narratives on trial in Italy, American Ethnologist, v. 41, n. 4, pp. 743-756.

· Gulbas, L. E., Perry, T. E., Chin, M., & Mathias, J. (2021). Social work and Anthropology: Traversing, trading, and translating across boundaries. Qualitative Social Work, 20(6), 1415–1425. https://doi.org/10.1177/14733250211048320

· Herzfeld M. 1992. The social production of indifference. Exploring the Symbolic Roots of Western Bureaucracy. The University of Chicago Press.

· Lipsky M. 1980. Street Level Bureaucracy: Dilemmas of the Individual in Public Services. Russell Sage Foundation.

· Olivier Sardan, J-P., 2015, Epistemology, Fieldwork, and Anthropology. London: Palgrave Macmillan.

· Scheper-Huges, N., Lock, M. 1987. “The Mindful Body: a Prolegomenon to Future Work in Medical Anthropology”, Medical Anthropology Quarterly, New Series, 1, n. 1, pp. 6-41.

· Taliani, S. (2018). Sometimes I feel like a motherless child: Nigerian migration, race memories and the decolonization of motherhood. In *In C. Gualtieri (ed.) Migration and the Contemporary Mediterranean. Shifting Cultures in Twenty-First-Century Italy and Beyond* (pp. 111–130). Peter Lang.

· Tauber, E., and D. Zinn. 2015. A Lively and Musing Discipline: The Public Contribution of Anthropology through Education and Engagement. In E. Tauber, D. Zinn (eds), *The Public Value of Anthropology: Engaging Critical Social Issues through Ethnography*, Bozen: BuPress, pp. 1-30.

· Zinn, D. L., 2017, Migrant Incorporation in South Tyrol and Essentialized Local Identities. In F. Decimo, A. Gribaldo (eds.), *Boundaries within: Nation, Kinship and Identity among Migrants and Minorities*, IMISCOE Research Series, pp. 93-114.

Other bibliographic references will be announced during the

	lessons.
Further Information	Non-attending students: please contact the teacher for additional reading covering contents and activities addressed and carried out in class.
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Peace, justice and strong institutions, Decent work and economic growth, Reduced inequalities, Gender equality