

**Anthropology and Philosophy of Education**

Code: 103520  
ECTS Credits: 9

Degree	Type	Year	Semester
2500260 Social Education	FB	2	A
2500261 Education Studies	FB	2	A

**Contact**

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**Use of languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Marta Bertrán Tarrés

**Prerequisites**

No prerequisites. However, it is recommended to have passed the subject "Society, science, culture".

**Objectives and Contextualisation**

"Anthropology and Philosophy of Education" includes the fields of anthropology and philosophy of education needed on the training of pedagogues and social workers.

First, we will discuss basic topics of pedagogy from a philosophical and anthropological perspective and, second, we study contemporary authors and papers about thought and research in education. Finally, the course also aims to critically analyze contemporary society from philosophical and anthropological perspectives.

**Skills**

**Social Education**

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.
- Know and apply information collection, analysis, processing and evaluation processes, to improve professional practice itself and the foundation of professional action.

- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Respect the diversity and plurality of ideas, people and situations.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.

### **Education Studies**

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop strategies for autonomous learning.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Respect the diversity and plurality of ideas, people and situations.
- Understand the processes that occur in educational and training activities and their impact on learning.

## **Learning outcomes**

1. Adopt ethical behaviour and attitudes in relation to sources of knowledge and primary data collection.
2. Analyse the current educational reality by properly applying the philosophical and anthropological concepts.
3. Approach educational contexts through sources of philosophical and anthropological theories.
4. Approach educational reality through the application of techniques for obtaining primary data on educational activities, describe them ethnographically and analyse them critically.
5. Demonstrate academic knowledge of different languages in use.
6. Demonstrating knowledge of socio-cultural diversities and the possibilities of an anthropological approach.
7. Develop essays or expositions that reflect the creation of ones own independent and well informed thinking through different sources of knowledge.
8. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
9. Having a respectful attitude and using language that respects all diversities.
10. Know the main philosophical and anthropological theories and their most important concepts.
11. Knowing how to defend ones own ideas without the use of evaluative elements.
12. Knowing how to defend or refute the assigning or use of philosophical and anthropological paradigms based on ones own interests and objects of educational interest.
13. Maintaining a reflective and critical attitude towards limits in professional performance.
14. Making philosophical-pedagogical proposals for improving the educational action.
15. Master different techniques for obtaining primary or secondary information.
16. Using appropriate and respectful language with the multiplicity of social and cultural minorities.
17. Using diverse and appropriate information sources.

## **Content**

### **ANTHROPOLOGY OF EDUCATION**

1. The cultural transmission in complex societies
  - 1.1 Anthropology and culture
  - 1.2 Enculturation and life cycle
  - 1.3 Cultural Transmission and education
2. Acculturation and inequalities in education

- 2.1 Education, migrations and minorities
- 2.2 Gender and identity in educational institutions
- 2.3 Peer group and school culture
- 3. Ethnography and education
  - 3.1 Ethnographic research
  - 3.2 Ethnography for educational improvement
  - 3.3 Ethnographic texts

**PHILOSOPHY OF EDUCATION**

- 1. Metaphysics, genealogy, guilt: Nietzsche and Freud.
- 2. Education and memory: Proust and Adorno
- 3. Absence and death: Joyce, Mann and Heidegger
- 4. The identity: Virginia Woolf, Hannah Arendt and Siri Hustvedt
- 5. Morality and ethics: Levinas, Foucault, and Judith Butler

**Methodology**

The methodology is based on the premise that students may be active on their learning process.

**Activities**

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Full class	45	1.8	2, 4, 3, 10, 14
Small class group	23	0.92	5, 7, 15, 11, 17, 16
<b>Type: Supervised</b>			
Supervised work	45	1.8	2, 5, 7, 8, 15, 6, 11, 12, 17, 16
<b>Type: Autonomous</b>			
Autonomous work	112	4.48	1, 2, 4, 3, 10, 8, 13, 6, 14, 12, 9

**Evaluation**

In order to pass the subject, it is necessary to obtain at least 5 out of 10 in each of the two written exams (Anthropology and Philosophy). There will be a recovery for written exams in June. The note of recovery may not be greater than 5. First day of class will be indicated the work to pass the subject. There will be no recovery of these works. Professors will upload qualifications in Moodle in a maximum of three weeks. Copying or plagiarism on an examination or work will be considered a 0 at the activity.

**Evaluation activities**

Title	Weighting	Hours	ECTS	Learning outcomes
Exam on Anthropology	30%	0	0	1, 2, 4, 3, 10, 5, 7, 8, 15, 13, 6, 14, 11, 12, 9, 17, 16
Exam on Philosophy	30%	0	0	1, 3, 10, 5, 13, 12, 9, 16
Work on Anthropology	20%	0	0	1, 4, 5, 7, 15, 6, 11, 12, 17, 16

## Bibliography

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Bourdieu, P. (2016): Meditaciones pascalianas, Barcelona, Anagrama.

Butler, J. (2006): Deshacer el género, Barcelona, Paidós.

Foucault, M. (1999): El orden del discurso, Barcelona, Tusquets.

Foucault, M. (1993): La voluntad de saber, Madrid, Siglo XXI.

Freud, S. (2005): El malestar en la cultura, Madrid, Alianza.

Heidegger, M. (2003): Ser y tiempo. Madrid, Trotta.

Mead, M. (1990): Adolescencia y cultura en Samoa, Barcelona, Paidós.

Mèlich, J.-C. (2012): Filosofía de la finitud, Barcelona, Herder.

Mèlich, J.-C. (2010): Ética de la compasión, Barcelona, Herder.

Mèlich, J.-C. (2014): Lógica de la crueldad, Barcelona, Herder.

Mèlich, J.-C. (2015): La lectura com a pregària. Barcelona, Fragmenta.

Spindler, G./Spindler, L. (2000): Fifty years of Anthropology and Education. 1950-2000. a Spindler Anthology. Mah-wah (N. Jersey), Lawrence Erlbaum Associates.

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Willis, P. (1977): Aprendiendo a trabajar. Cómo los chicos de la clase obrera consiguen trabajos de la clase obrera, Madrid, Akal.

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Números de revistas:

Antropología de la educación y la escuela (Monográfico) Revista de Antropología Social, número 16, 2007.