

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

Contact

Name: Marta Bertran Tarrés

Email: marta.bertran@uab.cat

Teachers

Joan Carles Melich Sangra

Roser Giros Calpe

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

No prerequisites.

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, and also from a gender perspective.

Competences

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.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Demonstrating knowledge of socio-cultural diversities and the possibilities of an anthropological approach.
7. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
8. Having a respectful attitude and using language that respects all diversities.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Know the main philosophical and anthropological theories and their most important concepts.
11. Knowing how to defend or refute the assigning or use of philosophical and anthropological paradigms based on one's own interests and objects of educational interest.
12. Maintaining a reflective and critical attitude towards limits in professional performance.
13. Making philosophical-pedagogical proposals for improving the educational action.

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
- 1.4 Contructions and positions on otherness

- 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. The modern education: From Rousseau to Mary Sheley
- 2. The Philosophy of Suspicion: Nietzsche and Freud.
- 3. Pedagogy of death
- 4. The making of identity: Virginia Woolf and Hannah Arendt
- 5. The educational reason: María Zambrano

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Full class	45	1.8	2, 4, 3, 10, 9, 13, 5
Small class group	23	0.92	
Type: Supervised			
Supervised work	45	1.8	2, 7, 6, 11
Type: Autonomous			
Autonomous work	112	4.48	1, 2, 4, 3, 10, 7, 12, 6, 13, 11, 8

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

Teachers will allocate approximately 15 minutes of some class to allow their students to respond to the surveys of evaluation of the teaching performance and evaluation of this subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Educational autoethnography	20 %	0	0	1, 2, 10, 7, 12, 6, 8
Essay on Anthropology (Individual/Writing text)	30%	0	0	1, 2, 4, 3, 10, 7, 12, 6, 13, 11, 8
Exam on Philosophy (Individual, Written exam)	50%	0	0	1, 3, 10, 9, 12, 11, 8, 5

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.

To pass this course, the student must show a good general communicative competence, both orally and in writing, and a good command of the language.

CONTINUOUS 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.

EVALUATION DATES:

a) Written test

GROUP 1: Anthropology content: 12/12/24; Philosophy content: 16/05/2024. Recovery (Anthropology and Philosophy): 19/06/2025.

GROUP 2: Anthropology content: 20/12/24 ; Philosophy content: 23/5/2025. Recovery (Anthropology and Philosophy): 20/06/2025.

SINGLE ASSESSMENT

The single evaluation will consist of:

1.- A written text comment typology test that will have two parts: one referring to anthropology (32.5% subject grade) and another to philosophy (32.5% subject grade).

2.- A conversational oral test, of approximately 15 minutes, of the entire subject (35% subject grade). The recovery will consist of the same type of tests.

SINGLE ASSESSMENT DATES:

GROUP 1: 29/05/2025. Recovery: 19/06/2025

GROUP 2: 23/05/2025. Recovery: 20/06/2025

Bibliography

Alcalde, José Eugenio Abajo, i Silvia Carrasco Pons. "La situación escolar del alumnado de minorías étnicas: el modelo explicativo ecológico-cultural de John Ogbu." RECERCA. Revista de Pensament y Anàlisi 11 (2011): 71-92.

- Baier, Annette. *Moral prejudices. Essays on Ethics*. Harvard University Press: Cambridge. 1993.
- Beauvoir, Simone. *El segundo sexo*. Madrid: Cátedra, 2017.
- Braidotti, Rosi. *Por una política afirmativa. Itinerarios éticos*. Barcelona: Gedisa, 2018.
- Brah, Avtar (2011) *Diferencia, diversidad, diferenciación*. A Brah (2011) *Cartografías de la diáspora: identidades en cuestión (183-208)*. Madrid: Traficantes de sueños.
- Butler, Judith. *Deshacer el género*. Barcelona: Paidós, 2006.
- Cangià, Flavia. 'Children of Kinegawa' and the transformation of the 'buraku identity' in Japan. *Childhood*, 2012, 19.3: 360-374.
- Cortés, I; Caro, P.; End, M. (2021) *Antigitanismo. Trece miradas*. Traficante de sueños, Madrid.
- Dockett, Sue; MASON, Terry; PERRY, Bob. Successful transition to school for Australian Aboriginal children. *Childhood Education*, 2006, 82.3: 139-144.
- Farheen, Fatima (2019): "Skittles". Dins Skhula, N. i Suleyman, C. *The Good Immigrant*, 2019, p.276-286.
- Foucault, Michel. *El orden del discurso*. Barcelona: Tusquets, 2019.
- Foucault, Michel. *La voluntad de saber*. Madrid: Siglo XXI, 2019.
- Freud, Sigmund. *El malestar en la cultura*. Madrid: Alianza, 2010.
- Heidegger, Martin. *Ser y tiempo*. Madrid: Trotta, 2005.
- Heller, Agnès. *El món, el nostre món*. Barcelona: Arcàdia, 2020.
- Hustvedt, Siri. *La mujer que mira a los hombres que miran a las mujeres*. Barcelona: Seix Barral, 2017.
- Jordan, Ellen. "Los niños peleones y sus fantasías lúdicas: La construcción de la masculinidad en la temprana edad escolar." *Géneros prófugos: feminismo y educación*. Universidad Nacional Autónoma de México, 1999.
- Joyce, James. *Dublineses. Los muertos*. Madrid: Alianza, 2011.
- Lévinas, Emmanuel. *Ética e infinito*. Madrid: Trotta, 2015.
- Lei, (2003): Unnecessary thoughtness, those "loud black girls", and those "quiet asian boys" *Anthropology and Education*, 2003, 34:2, 158-181
- Lewis, A (2001): There Is No "Race" in the Schoolyard: Color-Blind Ideology in an (Almost) All-White School. *American Educational Research Journal* Winter 2001, 38:4, pp. 781-811
- Llavadot, Laura. *Mi herida existía antes que yo. Feminismo y crítica de la diferencia sexual*. Barcelona: Tusquets, 2022.
- Mead, Margaret. *Adolescencia y cultura en Samoa*. Barcelona: Paidós, 1990.
- Mèlich, Joan-Carles. *La sabiduría de lo incierto. Lectura y condición humana*. Barcelona: Tusquets, 2019.
- Mèlich, Joan-Carles. *La fragilidad del mundo. Ensayo sobre un tiempo precario*. Barcelona: Tusquets, 2021.
- >Mèlich, Joan-Carles. *La fragilidad del mundo*. Barcelona: Tusquets, 2021.
- Mirza, H (2009) Race, gender and educational desire: why Black women succeed and fail, *Gender and Education*, 21:6, 789-790, DOI: [10.1080/09540250903345121](https://doi.org/10.1080/09540250903345121)

Neil Hao, R (2014): Performing fortune cookie. An autoethnographic Performance on diasporic hybridity en, Boylorn, r y Orbe, M Critical Autoethnography. Intersedting cultural identities in everyday life. Routledge. 96-109

Narciso, L i Carrasco. Mariama on the move. Capital migratorio y segundas generaciones en la emigración juvenil española. Migraciones. Publicación del Instituto Universitario de Estudios sobre Migraciones, 2017, 43: 147-174.

Nietzsche, Friedrich. Así habló Zaratustra. Madrid: Alianza, 2011.

Nietzsche, Friedrich. La genealogía de la moral. Madrid: Alianza, 2011.

Pagès, Anna. Cenar con Diotima. Filosofía y feminidad. Barcelona: Herder, 2018.

Pedone, Claudia. Una mirada des de las familias migrantes ecuatorianas y el papel de la educación en Cataluña (Pp35-72). 2004. Barcelona: Fundació Bofill.

Ponferrada, Maribel (2008) "Climas escolares, malestares y relaciones entre iguales en las escuelas catalanas de secundaria". Revista d'Estudis de la Violència, 4: 0-21.

Porizio, Laura. Pensar el cos i practicar el cos. Construir una identitat pròpia a partir del cos i de les experiències vitals. Revista d'etnologia de Catalunya, 2010, 36: 68-81.

Proust, Marcel. Porel camino de Swann. En busca del tiempo perdido 1. Madrid: Alianza, 2011.

Read, Barbara; FRANCIS, Becky Francis i Christine SKELTON (2011): Gender, popularity and notions of in/authenticity amongst 12-year-old to 13-year-old school girls, British Journal of Sociology of Education, 32:2, 169-18

Reay, Diane (2001): 'Spice Girls', 'Nice Girls', 'Girlies', and 'Tomboys': Gender discourses, girls' cultures and femininities in the primary classroom, Gender and Education, 13:2, 153-166

Rockwell, Elsie. La relación entre etnografía y teoría en la investigación educativa. México: Dirección de Investigación en Educación (die), CINVESTAV, 1980.

Safranski, R. Ser único. Un desafío existencial. Barcelona: Tusquets, 2022.

Segato, Rita Laura. (2011) Racismo, discriminación y acciones afirmativas: herramientas conceptuales. Observatório da Jurisdição Constitucional, 2011, 1.1.

Velasco, Hononio, F. Javier García, i Ángel Díaz de Rada. Lecturas de antropología para educadores. El ámbito de la Antropología de la Educación y de la etnografía escolar. Madrid: Trotta, 1993.

Varaidzo. A Guide to Being Black. Dins Shukla, N. Good Immigrant, 2016, p. 10-21. (a triar)

Walia, H. (2021) Frontera i llei. Migració global, capitalisme i l'auge de nacionalisme racista. Raig verd, Barcelona.

Wieviorka, Michel. Diferencias culturales, racismo y democracia. Políticas de identidades y diferencias sociales en tiempos de globalización, FACES-UCV, Caracas, 2003.

Whiting, Beatrice B. Six cultures: studies of child rearing. Nueva York: Wiley & Sons, 1963.

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

Woods, Peter. Género, cultura y etnia en la escuela. Informes etnográficos. Barcelona: Paidós, 1995.

Woolard, Kathryn A. Identidades de clase y género en los proyectos lingüísticos nacionales: alguna evidencia desde Cataluña. Revista de Antropología Social, 1997, 6: 193-213.

Woolf, Virginia. Les ones. Sabadell: La Temerària, 2016.

Woolf, Virginia. La senyora Dalloway. Barcelona: La Magrana, 2013.

Yosso, T (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth, Race Ethnicity and Education, 8:1, 69-91, DOI: [10.1080/1361332052000341006](https://doi.org/10.1080/1361332052000341006)

Zambrano, María. Filosofía y poesía. Madrid: Fondo de Cultura Económica, 2020.

Software

Moodle

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	annual	morning-mixed
(SEM) Seminars	112	Catalan	annual	morning-mixed
(SEM) Seminars	211	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed
(TE) Theory	1	Catalan	annual	morning-mixed
(TE) Theory	2	Catalan	annual	morning-mixed