

Degree programme	Type	Course
Social Education	FB	2
Education Studies	FB	2

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

No prerequisites.

Objectives

The course "Anthropology and Philosophy of Education" encompasses the fields of anthropology and philosophy of education that are essential in the training of professionals in pedagogy and social education.

Firstly, it aims to reflect on different basic topics of (social) pedagogy from a philosophical and anthropological perspective, and secondly, to introduce the main contemporary authors and their texts, which are the result of reflection and research in education.

Finally, the course also aims to critically analyze contemporary society from various philosophical perspectives and anthropological knowledge, incorporating a gender perspective.

Learning outcomes

1. Know the main philosophical and anthropological theories and their most important concepts.
2. Analyse the current educational reality by properly applying the philosophical and anthropological

concepts.

3. 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.
4. Demonstrating knowledge of socio-cultural diversities and the possibilities of an anthropological approach.
5. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
6. Approach educational contexts through sources of philosophical and anthropological theories.
7. Approach educational reality through the application of techniques for obtaining primary data on educational activities, describe them ethnographically and analyse them critically.
8. Making philosophical-pedagogical proposals for improving the educational action.
9. Adopt ethical behaviour and attitudes in relation to sources of knowledge and primary data collection.
10. Maintaining a reflective and critical attitude towards limits in professional performance.
11. Having a respectful attitude and using language that respects all diversities.
12. Discern the educational particularities of environments and subjects according to different variables (life cycle, sex, social group).
13. Adopt ethical behaviour and attitudes in relation to sources of knowledge and primary data collection.
14. Consider how gender stereotypes and roles impinge on the exercise of the profession.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.

Contents

ANTHROPOLOGY OF EDUCATION

1. Cultural transmission in complex societies
 - 1.1 Anthropology and culture
 - 1.2 Enculturation and the life cycle
 - 1.3 Cultural transmission and education
 - 1.4 Constructions and positions on otherness
2. Acculturation and educational inequalities
 - 2.1 Education, migration, and minorities
 - 2.2 Gender and identity in educational institutions
 - 2.3 Peer culture and education
3. Ethnography and education
 - 3.1 Ethnographic research
 - 3.2 Ethnography for educational improvement
 - 3.3 Ethnographic texts

PHILOSOPHY OF EDUCATION

1. Science, philosophy and pedagogy
2. Modern education: from Rousseau to Mary Shelley
3. The philosophy of suspicion: Nietzsche and Freud
4. Pedagogy of death
5. The formation of identity: Virginia Woolf and Hannah Arendt

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Full class	45	1.8	1, 2, 6, 7, 14, 15
Small class group	23	0.92	
Authonomous work	112	4.48	9, 10, 11, 12, 13
Supervised work	45	1.8	2, 3, 4, 5

The methodology of the course has been designed considering that the student is the main agent of their learning process.

Throughout the course, it is planned to carry out an activity linked to the professional fields of the degree and the course's learning outcomes. This activity may consist of a field trip to visit a center. Attendance is mandatory. The teaching staff will inform students of the details once the exact date of the activity has been established.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Writing text	30%	0	0	1, 4, 6, 7, 8, 10, 11, 13
Exam on Philosophy	50%	0	0	1, 3, 6, 9, 10, 11, 14, 15
Anthropology Readings	5%	0	0	4
Report	15 %	0	0	2, 5, 9, 12, 15

The grades for the activities will be returned within a period not exceeding 20 working days of the academic calendar.

The course will be considered non-assessable if all assessment tasks have not been completed. All assessment activities are individual.

There is no comprehensive (final synthesis) exam for students in their second (or subsequent) enrolment.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches, text correction, and transcription. In the case of assignments, students must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final outcome of the activity.

Specific validations will be carried out to ensure authorship and the acquisition of competencies in case of suspected academic fraud. Lack of transparency in the use of AI in this assessed activity will be considered a breach of academic integrity and may result in partial or total penalties in the activity grade, or more serious sanctions in severe cases. The use of AI is not permitted in written tests and exams.

Any irregularity in an assessment activity (academic fraud, plagiarism, or improper use of AI, unless such use is expressly authorized in the course guide) that may lead to a significant alteration of the grade will result in that activity being graded as 0. If the course guide establishes that passing the course requires achieving a minimum grade in this assessment activity, or if multiple irregularities occur within the same course, the final grade for the course will be 0. In addition, disciplinary proceedings may be initiated against the student responsible for such irregularities.

To pass this course, students must demonstrate strong general communication skills, both oral and written, as well as good language proficiency. Regular class attendance is necessary for effective learning.

CONTINUOUS ASSESSMENT

To pass the course, students must obtain at least 5 out of 10 in each of the two written tests (Anthropology and Philosophy). There will be a resit opportunity for the written tests and the individual assignment at the end of the course.

CONTINUOUS ASSESSMENT DATES

GROUP 1: Anthropology written test: 17/12/26; Philosophy written test: 20/05/2027. Resit (Anthropology and Philosophy): 17/06/2027

GROUP 2: Anthropology written test: 18/12/26; Philosophy written test: 21/05/2027. Resit (Anthropology and Philosophy): 18/06/2027

SINGLE ASSESSMENT

The single assessment will consist of:

- A written exam with two parts: one on anthropology (32.5% of the final grade) and one on philosophy (32.5% of the final grade).
- An oral exam in the form of a 15-minute discussion covering the entire course (35% of the final grade). The resit will follow the same format.

SINGLE ASSESSMENT DATES

GROUP 1: 20/05/2027. Resit: 17/06/2027

GROUP 2: 21/05/2027. Resit: 18/06/2027

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Foucault, Michel (2019). *La voluntad de saber*. Siglo XXI.

Freud, Sigmund (2010). *El malestar en la cultura*. Alianza.

García-Castaño, Fr. Javier y Kressova, Nina (2013). *Diversidad cultural y migraciones*. Editorial Comares.

Heidegger, Martin (2005). *Ser y tiempo*. Trotta.

Heller, Agnès (2020). *El món, el nostre món*. Arcàdia.

Hustvedt, Siri (2017). *La mujer que mira a los hombres que miran a las mujeres*. Seix Barral.

Joyce, James (2011). *Dublineses. Los muertos*. Alianza.

Lévinas, Emmanuel (2015). *Ética e infinito*. Trotta.

Llebadot, Laura (2022). *Mi herida existía antes que yo. Feminismo y crítica de la diferencia sexual*. Tusquets.

Mead, Margaret (1990). *Adolescencia y cultura en Samoa*. Paidós.

Mèlich, Joan-Carles (2019). *La sabiduría de lo incierto. Lectura y condición humana*. Tusquets.

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Woolf, Virgina. (2013). *La senyora Dalloway*. La Magrana.

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Software

Moodle

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	annual	morning-mixed
(TE) Theory	2	Catalan	annual	morning-mixed
(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