

Degree programme	Type	Course
Social and Cultural Anthropology	OB	3

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

There are no pre- requisites

Objectives

Anthropology of Education is a subject of 6 compulsory ECTS that is part of the general thematic areas of Anthropology.

The Anthropology of Education is the specialized study of the objectives, processes and contexts of cultural acquisition/transmission that turn human beings into specific cultural subjects of a group or society, and of the inequality and diversity in the conditions of learning and social reproduction that affect them in contemporary societies.

The formative objectives of the subject are threefold:

1. To know and understand the conditions and practices of upbringing, enculturation and socialization from a cross-cultural perspective 2.
2. To analyze the school institution and its hegemonic expansion in the global world.
3. To learn to read, do and write ethnography in formal and non-formal educational contexts of learning.

This course is taught from the principles of the 2006 Mission Statement of the Council on Anthropology of Education of the AAA, and its commitment to social justice in all settings in which learning takes place in the research and application of the Anthropology of Education.

Learning outcomes

- CM19 (Estimate the impact of prejudices and discriminations in specialised anthropological fields, which

can lead to actions or projects in relation to human diversity.) Estimate the impact of prejudices and discriminations in specialised anthropological fields, which can lead to actions or projects in relation to human diversity.

- CM21 (Acquire knowledge related to specialised topics in anthropology for use in conveying information.) Acquire knowledge related to specialised topics in anthropology for use in conveying information.
- KM21 (Identify the theoretical proposals of the thematic fields specialised in Anthropology for the understanding of social and cultural phenomena or problems.) Identify the theoretical proposals of the thematic fields specialised in Anthropology for the understanding of social and cultural phenomena or problems.
- KM22 (Recognise the contributions of ethnographic, conceptual and theoretical knowledge of specialized thematic fields for the understanding of sociocultural problems in local and global contexts.) Recognise the contributions of ethnographic, conceptual and theoretical knowledge of specialized thematic fields for the understanding of sociocultural problems in local and global contexts.
- SM27 (Explain current interdisciplinary developments in specialised anthropological fields to analyse knowledge of local and global contexts.) Explain current interdisciplinary developments in specialised anthropological fields to analyse knowledge of local and global contexts.
- SM28 (Apply the concepts, methods and theories of the specialised thematic fields in anthropology to the interpretation of current problems.) Apply the concepts, methods and theories of the specialised thematic fields in anthropology to the interpretation of current problems.
- SM29 (Use the ethnographic corpus in specialised anthropological fields for cultural criticism and reflection on complex problems.) Use the ethnographic corpus in specialised anthropological fields for cultural criticism and reflection on complex problems.
- SM31 (Report in a clear, explanatory and synthetic manner, using appropriate and specialised language in reference to specific anthropological problems.) Report in a clear, explanatory and synthetic manner, using appropriate and specialised language in reference to specific anthropological problems.

Contents

The course is organized into four blocks. The first two examine the main areas of study in the anthropology of education, from its origins to the present day, within the broader development of anthropology as a discipline. The final two blocks focus on the ethnography of education from a critical, multilevel perspective, as well as on the anthropological analysis of educational public policies.

Block I: Enculturation, Childhood, Education, and Diversity

T1. The Anthropology of Education as a Subdiscipline.

T2. Childhood, Enculturation, and Processes of Cultural Transmission and Acquisition.

T3. Childhood and Child-Rearing: Contemporary Approaches.

T4. Colonialism and Education.

Block II: Schooling and Inequality

T5. Education and Social Reproduction.

T6. Theories of Resistance and Agency.

T7. School, Power, and Community Knowledge.

Block III: School Ethnography

T8. Ethnography in School Settings.

T9. Positionality, Personal Equation, and Participant Observation in Educational Settings.

Block IV: Anthropology of Public Policy (***cross-cutting block with indicative and adaptable contents***).

T10. Language and Education.

T11. School Dropout.

T12. School Segregation.

T13. Racism and Anti-racism.

T14. Mobility, Migration, and Education.

The contents of this block are indicative and may be partially adapted in response to current developments in educational policy and the availability of invited expert speakers.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Reading, analysis of texts, drawing up diagrams and abstracts, searching for information and preparing discussions and presentations, drafting papers.	60	2.4	
Descriptive or analytic exercises, individually or in groups.	12	0.48	
Theoretical classes with ICT support and practical classes for the analysis of cases and ethnographic texts	35	1.4	

The protagonist of the learning-training process is the student and under this premise a methodology based on continuous work has been planned. Therefore, attendance is important in this course. Following the course requires active engagement in learning and responsibility throughout the entire process.

The Virtual Campus (VC) is the official communication space for the course. It is the student's responsibility to access the VC and keep their email profile updated in order to stay informed of news and information posted throughout the course.

About the sessions:

The course is developed through face-to-face sessions directed, supervised and autonomous work. The face-to-face sessions deal with the presentation of the course content, and will always be with the whole class. They aim to achieve significant learning through initial diagnostic activities, incorporation of new knowledge through lectures given by the teacher or invited conferences and activities of application and structuring, so that the active participation of students is expected and is important, both in large group activities and in small groups. These sessions always involve prior and/or subsequent independent work. The autonomous work includes activities such as reading and comprehensive and analytical study of texts, comprehensive and analytical viewing of audiovisual materials, research of bibliographical references, review of information, observation and reflective writing, among others. The supervised sessions will be face-to-face (by appointment), especially aimed at contributing to the monitoring of the course and the performance of the assessment activities.

About communication:

Communication will be via e-mail.

About the deliverables:

Please, consult the specific instructions for each assignment and its correction criteria.

All assignments will be delivered via Virtual Campus (Moodle).

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
Readings, practical exercises and classroom activities	20%	10	0.4	CM19, CM21, KM21, KM22, SM27, SM28, SM29, SM31
Individual test	30%	3	0.12	CM21, KM21, KM22, SM28, SM31
Ethnographic or analitic exercises, individually or in groups.	50%	30	1.2	CM19, CM21, KM21, KM22, SM27, SM28, SM29, SM31

CONTINUOUS ASSESSMENT

Assessment in this course is understood as a continuous and progressive process that extends throughout the entire teaching period. At the beginning of the course, students will be provided with a calendar of assessment activities. Specific instructions for each activity, completion and submission formats, and detailed assessment rubrics or criteria will be published on the Virtual Campus.

Continuous assessment will consist of the following activities:

Ethnographic exercises:

- Individual autoethnographic assignment on personal trajectory and positionality (30% of the final grade)

Students will complete an individual autoethnographic assignment based on a reflexive analysis of their own personal trajectory and positionality. The assignment must articulate personal experience and reflexivity with the concepts, theoretical perspectives and specialised literature covered in the course.

Specific guidelines, format, submission schedule and detailed assessment rubric or criteria will be available on the Virtual Campus.

- Team ethnographic project (20% of the final grade)

Students will carry out a team ethnographic project on an issue related to the course content. The project will involve applying an ethnographic approach and analysing the materials collected using the concepts and perspectives covered during the course.

Specific guidelines, project requirements, completion and submission schedule and detailed assessment rubric or criteria will be available on the Virtual Campus.

Individual examination on readings and other compulsory materials (30% of the final grade)

Students will take an individual written examination on the readings and other compulsory course materials. The examination may include essay questions, short-answer questions, analysis of texts, cases or other materials, as well as exercises involving conceptual application and connections between concepts.

Assessment will focus on students' understanding of the compulsory materials, their ability to engage in critical analysis, establish connections between concepts and theoretical and ethnographic perspectives, and develop well-supported arguments.

Readings, practical exercises and classroom analysis activities (20% of the final grade)

Throughout the course, students will complete assessed activities related to the compulsory readings, the theoretical and ethnographic debates addressed in the course, and sessions devoted to the analysis of public

policies. These activities may combine prior preparation of the materials, group discussion, critical commentary, and individual or group exercises involving analysis and conceptual application carried out in class.

The readings and other compulsory materials, as well as the guidelines and schedule for the activities, will be available on the Virtual Campus sufficiently in advance.

To pass the course, students must obtain a minimum final grade of 5 out of 10, calculated as the weighted average of the different assessment activities. This average will only be calculated if students have obtained a minimum grade of 5 out of 10 in the individual written examination on the readings and other compulsory materials.

REVIEW OF GRADES

When each assessment activity takes place, the teaching staff will inform students, via the Virtual Campus, of the procedure and date for reviewing grades.

"NOT ASSESSABLE" GRADE

Students will receive a "Not assessable" grade if they have completed or submitted assessment activities representing 30% or less of the final grade for the course.

RESIT ASSESSMENT

Students who have failed the course may take part in the resit assessment provided that they meet the criteria for being assessed and have obtained a minimum final grade of 3.5 out of 10.

The individual autoethnographic assignment, the individual written examination on the readings and other compulsory materials, and the ethnographic project may be retaken or resubmitted. The characteristics and procedures of the resit activities will be specified by the teaching staff.

Reading activities, practical exercises and analysis activities carried out in class cannot be retaken or resubmitted, given their continuous nature and their connection with the development of the course sessions.

Assessment activities affected by academic misconduct cannot be retaken or resubmitted.

SINGLE ASSESSMENT

The single-assessment system will allow students to demonstrate the same learning outcomes as continuous assessment and will consist of the following assessment components:

Individual autoethnographic assignment on personal trajectory and positionality (50% of the final grade)

Students will complete an individual autoethnographic assignment based on a reflexive analysis of their own personal trajectory and positionality. The assignment must articulate personal experience and reflexivity with the concepts, theoretical perspectives and specialised literature covered in the course. Specific guidelines and the detailed assessment rubric or criteria will be available on the Virtual Campus.

Individual oral examination on readings and other compulsory materials (30% of the final grade)

The examination will assess students' understanding and critical analysis of the readings and other compulsory course materials, as well as their ability to establish connections between the concepts and the theoretical and ethnographic perspectives addressed in them.

Individual examination on a monograph (20% of the final grade)

The examination will assess students' understanding and critical analysis of the compulsory monograph, as well as their ability to relate it to the course content, concepts, and theoretical and ethnographic perspectives.

All three single-assessment components will be completed or submitted on the date, at the time and in the place specified on the Virtual Campus.

To pass the course, students must obtain a minimum final grade of 5 out of 10, calculated as the weighted average of the three assessment components. This average will only be calculated if students have obtained a minimum grade of 5 out of 10 in the individual oral examination on the readings and other compulsory materials.

The same resit system as for continuous assessment will apply, adapted to the activities specific to this assessment system. The individual autoethnographic assignment, the individual oral examination and the individual examination on a monograph may be retaken or resubmitted.

The same "Not assessable" criterion as for continuous assessment will apply.

The review of the final grade will follow the same procedure as for continuous assessment.

EXCHANGE STUDENTS

Exchange students who request to take an assessment activity earlier than scheduled must provide the teaching staff with written documentation from their home university justifying the request.

IRREGULARITIES IN ASSESSMENT ACTIVITIES

If a student commits any irregularity that may lead to a significant variation in the grade awarded for an assessment activity, that activity will be awarded a grade of 0, regardless of any disciplinary proceedings that may be initiated. If several irregularities occur in assessment activities for the same course, the final grade for the course will be 0.

USE OF ARTIFICIAL INTELLIGENCE

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

Failure to disclose the use of AI in an assessment activity will be considered a breach of academic integrity and may result in a partial or total penalty on the grade for the activity, or more serious sanctions in severe cases.

Bibliography

Some compilations of reference; specific readings will be provided for each section.

Anderson-Levitt, Kathryn M. (Ed.) (2010). *Anthropologies of Education. A Global Guide to Ethnographic Studies of Learning and Schooling*. London: Berghahn Books.

Carrasco, Silvia(Ed.).(2024). Migración, movilidad y educación. Estrategias familiares y respuestas escolares Editorial Síntesis 240 páginas ISBN: 978-84V-1357-330-4.

Conteh, Jeanette, Mor-Sommerfeld, Agnes, Kenner, Charmian, & Gregory, Eve (2005). *On Writing Educational Ethnographies. The Art of Collusion*. London: Trentham Books.

García Castaño, Francisco Javier & Carrasco, Silvia (Eds.) (2011). *Población inmigrante y escuela. Conocimientos y saberes de investigación*. Madrid: Ministerio de Educación.

García Castaño, Francisco Javier, Velasco, Honorio, & Pulido, Rosario (Eds.) (2007). *Lecturas de Antropología para Educadores*. Madrid: Trotta.

Hodges, Donald H. (2011). *The Anthropology of Education. Classic Readings*. San Diego: Cognella.

Jociles, María Isabel & Franzé, Ana (Eds.) (2008). *¿Es la escuela el problema? Investigaciones en Antropología y Educación*. Madrid: Trotta.

Lancy, David F. (2008). *The Anthropology of Childhood*. Cambridge: Cambridge University Press.

LeCompte, Margaret D. & Schensul, Jean J. (2012). *Designing and Conducting Ethnographic Research. The Ethnographer's Toolkit* (7 vols). London: SAGE.

Levinson, Bradley A. U., Foley, Douglas E., & Holland, Dorothy C. (Eds.) (1997). *The Cultural Production of the Educated Person. Critical Ethnographies of Schooling and Local Practice*. New York: SUNY Press.

Spindler, George D. & Spindler, Louise S. (Eds.) (2000). *Fifty Years of Anthropology and Education*. New York: LEA.

Software

It is necessary to guarantee that students can access the Teams platform, established by the UAB to carry out online activities.

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	second semester	morning-mixed
(PAUL) Classroom practices	1	Catalan	second semester	morning-mixed