

**COURSE DATA****Data Subject**

Code	33703
Name	Anthropology of education
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	69 - Anthropology	Basic Training

Coordination

Name	Department
SANCHEZ I PERIS, FRANCESC JOSEP	335 - Education Theory

SUMMARY

The human being is a living being who is capable, by its uncertainty, to acquire a "modes of conduct," but at the time of the acquisition of these modes of behavior depends on their survival. With the exception of the suction in the newborn has no fixed modes of behavior by inheritance relationship with the environment. Nor has mechanisms to acquire ways of behaving spontaneously throughout the development. In the absence of both possibilities is essential if you want to survive apprehend these "modes of conduct" by a process of socialization and education that develops over time counting their culture. Education is the first vehicle of cultural transmission. Precisely the Anthropology of Education is responsible for responding to the position occupied by the man in the cosmos and the processes by which conducts its humanization.



The Anthropology of Education, with the above assumptions, aims to give students the necessary foundation of Education for the development and acquisition of the concepts necessary for the performance of the teaching profession from the anthropological field, focusing on knowledge of basic characteristics of procurement processes, cultural transmission, of which education is a basic process, the contexts of socialization and education, culture, knowledge of the historical emergence and development of the Anthropology of Education. It also aims to provide the necessary tools to better understand the reality of education to which they face in professional life by the methods of anthropology, ethnography knowledge of the classroom, the relevant parameters of anthropology family budgets and issue of Multicultural Education, the new visual reality and the basic parameters of the Anthropology of genre from the educational aspect.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Knowledge of the basic vocabulary of reference for the Anthropology of Education, such as anthropology, ethnography, folklore, ritual, myth, multiculturalism, socialization.

OUTCOMES

1307 - Degree in Pedagogy

- Skills in analysis and synthesis.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Develop innovation and creativity in professional practice.
- Be able to conduct educational research in different contexts.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Know and interpret the historical processes of education and training systems, institutions and organisations.
- Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.



- Capacidad de gestión de la información.
- Capacidad crítica y autocrítica.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Capacidad de aprendizaje autónomo a lo largo de la vida.
- Capacidad de adaptación a situaciones nuevas.
- Comprender los referentes teóricos que constituyen al ser humano como protagonista de la educación.
- Conocer y comprender los procesos de enseñanza aprendizaje y su incidencia en la formación y desarrollo integral de las personas y comunidades.
- Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.
- Develop the capacity for organisation and planning.
- Capacidad de resolución de problemas y toma de decisiones.

LEARNING OUTCOMES

Resultats d'aprenentatge

Principio del formulario

- Knowledge of terminology and basic concepts of the Anthropology of Education.
- Know the basic anthropological model: philosophical, biological and cultural anthropology and the different levels: ethnography and ethnology.
- Understand the contributions of social anthropology and cultural anthropology of education and its historical appearance.
- Understand the anthropological concepts to analyze and differentiate the contexts of socialization and education
- Understand the procurement process - cultural transmission: socialization, enculturation, acculturation and education.



- Addressing the process of acquiring cultural transmission from a global perspective and multicultural.
- Assimilate the qualitative methodological value of ethnography, participant observation and participant and critical ways of thinking characteristic of anthropology for the understanding of everyday life in educational settings.
- Understand the fundamental concepts of the Anthropology of Education as a scientific discipline: the object and method.
- Understand and analyze the structure and basic characteristics of the contexts of socialization and formal education (family and school) and informal (popular culture, TV and other screens).
- Know the contributions of the anthropology of education to the multicultural and intercultural education.
- Understand the vision of the media from the perspective of educational anthropology.
- Learn from the perspective of the anthropology of gender, the role of education in overcoming inequalities.

DESCRIPTION OF CONTENTS

1. Historical Anthropology Educación.Perspectiva

- 1.1. THE MEANING OF ANTHROPOLOGY: ORIGIN, EVOLUTION AND CURRENT PERSPECTIV
- 1.2. WHAT AND WHO IS THE MAN?
- 1.3. THE MAN, UPON AND SUBJECT OF ANTHROPOLOGY OF EDUCATION
- 1.4. SENSE OF IMPORTANCE AND ANTHROPOLOGY OF EDUCATION
- 1.5. PRECURSORS OF ANTHROPOLOGY OF EDUCATION
- 1.6. HISTORICAL EMERGENCE OF ANTHROPOLOGY OF EDUCATION



2. Current anthropological discourse and the Anthropology of Education: The knowledge of man. Models philosophical and cultural biològico

2.1. ANTHROPOLOGICAL KNOWLEDGE EDUCATION.

2.1.1. Philosophical Anthropology Cut

2.1.2. The Anthropology of an empirical-Positive

2.1.2.1. The physical-biological model. "Human" between Nature and Culture

2.1.2.2. Anthropological knowledge "cultural" education than

2.2. CONCLUSION: EDUCATION anthropological knowledge

3. Anthropological knowledge - educational

3.1. ANTHROPOLOGICAL LEVEL: ETHNOGRAPHY, ETHNOLOGY AND ANTHROPOLOGY

3.2. MYTHOLOGY, BRANCH OF ANTHROPOLOGY

3.3. CULTURAL MODEL. CONTENT-EDUCATION ANTHROPOLOGICAL KNOWLEDGE

3.4. CONCEPTS, THEMES AND AIMS

3.5. ANTHROPOLOGY OF EDUCATION IN THE CONTEXT OF THE SCIENCE OF EDUCATION EDUCATIONAL ANTHROPOLOGICAL

4. Some theoretical and practical problems of the Anthropology of Education

4.1. Socialization, Culture and Education

4.1.1. Socialization

4.1.2. Culture

4.1.3. Education

4.2. Process of enculturation and acculturation

4.2.1. Enculturation enculturation and

4.2.2. Concept of Acculturation

4.2.3. Differences between Acculturation, enculturation and deculturation

4.3. Ethnocentrism.

5. The cultural transmission processes of acquisition

5.1. CULTURAL TRANSMISSION AS AN OBJECT OF STUDY OF ANTHROPOLOGY OF EDUCATION

5.1.1. Acquisition systems - cultural transmission

5.1.2. The Transmission of Culture: Early studies

5.2. SOCIAL AND CULTURAL FOUNDATIONS OF HUMAN LEARNING

5.2.1. Towards an Anthropology of Learning

5.3. TRANSMISSION-acculturation.



5.3.1. Malinowski. initial proposals

5.3.2. Acquisition of Culture

5.3.3. Cultural transmission is currently

5.3.4. The contents of the procurement process - cultural transmission. Ethos and Eidos

5.4. THE MAN, THE SUBJECT OF EDUCATION AND CULTURE

5.4.1. Education as a process of reproduction

5.4.2. Cultural assimilation

5.4.3. Education as a process of cultural transmission-acquisition

5.4.5. Education as a process of improvement

6. Anthropology and Education: Purpose i methods. Qualitative methodology.

6.1. EL SCIENTIFIC KNOWLEDGE ANTHROPOLOGICAL

6.1.1. Los methods philosophical-anthropological approach of Education

6.1.2. The methods of scientific research in Anthropology of Education

6.2. ESTUDIOS FIELD: ethnographic research

6.2.1. Conceptual approach

6.2.2. Ethnographic research streams

6.2.3. The process of the ethnographic study

6.2.4. Ethnographic research techniques

6.2.5. Ethnography school

6.2.6. Ethnography virtual

6.3. The Comparative Method

7. Contexts of socialization and education. School, family and informal settings. The multiculturalidad and multiculturalism.

7.1. MULTICULTURAL EDUCATION

7.2. CULTURAL ISSUES: RACISM AND EDUCATION

7.3. MODELS multicultural and intercultural education

7.4. CULTURAL IDENTITY

7.5. INTERCULTURAL EDUCATIONAL ANTHROPOLOGY

**8. Audiovisual Anthropology**

- 8.1. TEÒRIQUES APROXIMACIONS
- 8.2. WHAT AN AUDIOVISUAL PER ANTHROPOLOGY?
- 8.3. CINEMA I ANTHROPOLOGY
- 8.4. PHOTOGRAPHIC IMAGE
- 8.5. DELS INFLUENCE IN L'ESSER HUMA MITJANS
- 8.6. HOMO "DIGITALIS"

9. Anthropology and Gender

- 9.1. ANDROCENTRISM IN ANTHROPOLOGY
- 9.2. CONSTRUCTION OF GENDER
- 9.3. THE BOTTOM OF THE STATUS FEMALE CHARACTER OF "UNIVERSAL" CULTURAL
 - 9.3.1. Naturalistic theses.
 - 9.3.2. The symbolic order as the source of differences
- 9.4. CONCLUSION. ANTHROPOLOGY OF GENDER AND EDUCATION FOR EQUALITY

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Study and independent work	20,00	0
Preparation of evaluation activities	3,00	0
Preparing lectures	25,00	0
Preparation of practical classes and problem	25,00	0
Resolution of case studies	17,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**Metodologia docent**

The development of the course is structured as follows: In times of lectures will be held, if applicable, explanations of the teacher, technical analysis, study of texts, understanding the basics of the subject and debate on the issues raised in each subject. In the hours of practical classes will be presented with examples of materials developed to explain the theory. Thus, the methodology is specified by the following process:

A) A level working group:



1. Constitution of the equipment and distribution issues.
2. Materials analysis, literature search, and so on. For enlargement in annexes complete understanding of the issues.
3. Theoretical work with the teacher.
4. Presentation of the practices of each subject with audiovisual materials.
5. Discussion of each topic

B) At the individual level:

6. Reading and studying each topic.
7. Answers to the questions of reflection of each subject prior to exposure of the practice of the relevant item.
8. Active participation in debates.
9. Review. The methodology used will consider, where appropriate, the modalities: multiple Choice questions and / or development

EVALUATION

Sistema d'avaluació de l'assignatura

The evaluation process will be continuous, formative and participatory at the same time. It was therefore carried out both from the perspective of individual and group, taking into account the various objectives in the program. By that attendance is considered mandatory, being able to assess, in this sense, participation in forums or telematic tutoring.

The quantification of the assessment will be based on review and the development of a personal portfolio that includes the synthesis of all the contents of the lectures and seminars.

Participation in the discussion, the contribution of knowledge through personal research, the methodological novelty of presentation, clarity and rigor in the treatment of information, assistance and participation in the forums and tutorials telematics.

The portfolio must contain the following documents:



- Individual reports from each of the issues, taking into account the study of each subject, responses to questions, discussion, practice and individual research.
- Summary and assessment of a book included in the bibliography or related subject.
- The assessment will consist of the following parts:

Assessment Type *	% of final
a) Individual written exam	40
b) Exercises for each topic	30
c) Group work and assistance	10
c) Assessment of each topic. Applications to learning and career	15
d) Reading and assessment of a book	5

* The percentage rate of each section appears in the Teaching Guide for each teacher to pass the whole subject is necessary to arrive at least 50%, taking into account that must be approved in all sections.

Evaluation criteria:

Theory: understanding of all concepts.

Practices: Proper implementation in practice the theoretical concepts.

REFERENCES



Basic

- Referència b1: PÉREZ ALONSO-GETA, P. M^a, SÁNCHEZ i PERIS, F.J. y ROS ROS,C. (2011) Temas de Antropología de la Educación. Valencia. Tirant lo Blanch.
- Referència b2: PÉREZ ALONSO-GETA, P. M^a (2007) El brillante aprendiz. Antropología de la Educación. Barcelona. Ariel.
- Referència b3: LISÓN TOLOSANA, C (2010) Antropología Integral, ensayos teóricos. Madrid. Ed. Universitaria Ramón Areces.
- Referència b4: HARRIS, M. (1982). Introducción a la antropología general. Madrid. Alianza.
- Referència b5: SANMARTÍN, R. (2003) Observar, escuchar, comparar y escribir. La práctica de la investigación cualitativa. Barcelona. Ariel.

Additional

- Referència c1: ASELMEIER, U. (1989). Antropología biológica y Pedagogía. Madrid. Alhambra
- Referència c2: BENEDICT, R. (1971) El hombre y la cultura. Centro Editor de América Latina. Buenos Aires.
- Referència c3: CAMILLERI, C. (1985). Antropología cultural y educación. París. UNESCO
- Referència c4: EDDY, E.M. (1985) Theory, research, and Application in Educational Anthropology. Anthropology and Education Quartely. V. 16, nº 2
- Referència c5: GARCÍA MARTINEZ y SAEZ CARRERAS (1998). Del racismo a la interculturalismo. Madrid: Narcea.
- Referència c6: GEERTZ, C. (1996). La interpretación de las culturas. Madrid. Gedisa
- Referència c7: HAMANN, B. (1992). Antropología pedagógica. Vicen Vives. Barcelona
- Referència c8: KNELLER, G. (1969). Introducción a la antropología educacional. Buenos Aires. Paidós
- Referència c9: KOTTAK, C (1996) Antropología cultural: un espejo para la humanidad. Ed. McGRAWHILL.
- Referència c10: MALINOWSKI, B. (1984) Una teoría científica de la cultura. Madrid. Sarpe.
- Referència c11: MEAD, M. (1956) Antropología. Siglo XX. Buenos Aires.
- Referència c12: NICHOLSON, C. (1969) Antropología y Educación. Barcelona: Paidós
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- Referència c14: PEREZ ALONSO-GETA, P. M^a. (1998) Antecedentes de la Construcción teórica en Antropología de la Educación Revista de Teoría de la Educación, v 10 pp.205-231. Universidad de Salamanca.
- Referència c15: PÉREZ ALONSO-GETA, P. M^a. y otros (1999). Teorías y sistemas de adquisición y transmisión cultural. En varios Antropología de la Educación. Madrid. Dykinson.
- Referència c16: SPINDLER,G.D. (1955) Education and anthropology. Stanford University
- Referència c17: WILCOX (1993) La etnografía como una metodología y su aplicación al estudio de la escuela: una revisión en VELASCO, H.; GARCIA CASTAÑO, J. y DIAZ DE RADA, A. Lecturas de antropología para educadores. Trotta. Madrid.
- Referència c18: GRAU REBOLLO, J. (2002) Antropología Audiovisual. Ed. Bellaterra. Barcelona
- Referència c19: ARDÉVOL, E. & MUNTAÑOLA, N. (Coord.) (2004) Representación y Cultura Audiovisual en la Sociedad Contemporánea. Ed. U.O.C. Barcelona.



Referència c20: AIXELÀ, Y. (2008). Androcentrismos antropológicos y el impacto del Feminismo en la Antropología. El sistema sexo/género como principio de organización social. Master en Género y Políticas de Igualdad. Universidad de Valencia.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1.- Contents

The essential contents are maintained, in any case, since they are necessary to master the competences linked to this subject, although the length and emphasis can be adapted to the circumstances of each moment.

2.- Volume of work and temporary planning of teaching

The volume of work required to pass this subject is maintained, trying to adapt the procedures and activities to that end.

3.- Teaching methodology

In this subject teaching combines face-to-face with non-attendance, synchronous or asynchronous. The level of attendance will be adapted to the social and health conditions of each moment and to the specific conditions of the subject. It will be a hybrid model, so that the classes will be taught with the possible presence and the rest will be carried out in person. In any case, this hybrid model must necessarily be flexible in order to adapt to the circumstances.

In non-face-to-face teaching, synchronous modalities will be prioritized, which favor direct interaction with students

We will use the methodology of the inverted class with the following resources:

- Two types of diagrams for each topic in Power Point and Prezi.
- Illustrative videos of the sections of each topic.
- Podcast of each subject recorded by the teaching staff of the subject.
- Specific resources for the activities of each topic.
- Videoconferences to work on specific topics, doubts and tutorials.

4.- Evaluation



Continuous assessment activities will be promoted, which, on the other hand, can be combined with the requirement to pass specific activities, including a final global assessment. The details of the process will be specified in the classroom guide, taking into account the circumstances.

Students are guaranteed that, if necessary, the teaching method (online, hybrid or face-to-face), as well as the assessment method, will be adapted to the health requirements formulated by the competent authorities. Maintaining the usual assessment parameters provided in the guides and without this entailing an additional burden on the work of students.