



COURSE DATA

DATA SUBJECT

Code: 33461
Name: Educational anthropology
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

| Degree | Center | Acad. year | Period |
|-----------------------------------|--|------------|----------------|
| 1306 - Degree in Social Education | Facultat de Filosofia i Ciències de l'Educació | 2 | Second quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|-----------------------------------|----------------|-----------|
| 1306 - Degree in Social Education | Anthropology | BASIC |

COORDINATION

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LOPEZ FRANCES INMACULADA

SUMMARY

The human being is a living creature that is capable, due to its indeterminacy, of acquiring ¿ways of behavior¿; however, its survival depends on acquiring these ways of behavior. Except for sucking in newborns, humans do not have behavior patterns related to the environment fixed by inheritance. Nor do they have mechanisms for spontaneously acquiring such behaviors throughout development. In the absence of both possibilities, it becomes essential, in order to survive, to internalize these "modes of behavior" through a process of socialization and education that unfolds over time and within the framework of their culture. Education is the primary vehicle of cultural transmission. It is precisely the field of Anthropology of Education that seeks to answer the question of the human being's place in the cosmos and the processes by which humanization occurs.

Anthropology of Education, based on these assumptions, aims to provide students of Pedagogy with the necessary foundations for the development and acquisition of the key concepts required for the pedagogical profession from an anthropological perspective. To this end, it focuses on the understanding of the basic characteristics of the processes of acquisition and cultural transmission ¿ of which education is a fundamental one ¿ as well as on the contexts of socialization and education, on culture, and on the historical emergence and development of the Anthropology of Education. It also aims to provide the necessary tools for a better understanding of the educational reality professionals will face in their careers, through anthropological methods, knowledge of classroom ethnography, key parameters of family



anthropology, the assumptions and issues of Multicultural Education, the new audiovisual reality, and the basic parameters of gender and anthropology from an educational perspective.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to use ICT in the field of study and in the professional context.

Be prepared for independent lifelong learning.

Demonstrate organisational and planning skills.

Develop innovation and creativity in professional practice.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Have skills for information management.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.



Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS

1. Anthropology of Education. Historical Perspective

- 1.1. THE MEANING OF ANTHROPOLOGY: ORIGIN, EVOLUTION, AND CURRENT PERSPECTIVE
- 1.2. WHAT AND WHO IS MAN?
- 1.3. THE HUMAN BEING AS THE FOUNDATION AND SUBJECT OF THE ANTHROPOLOGY OF EDUCATION
- 1.4. IMPORTANCE AND MEANING OF THE ANTHROPOLOGY OF EDUCATION
- 1.5. THE PRECURSORS OF THE ANTHROPOLOGY OF EDUCATION
- 1.6. HISTORICAL EMERGENCE OF THE ANTHROPOLOGY OF EDUCATION

2. Current Anthropological Discourse and the Anthropology of Education: Human Knowledge. Philosophical, Biological, and Cultural Models

- 2.1. ANTHROPOLOGICAL EDUCATIONAL KNOWLEDGE
 - 2.1.1. Philosophically-Oriented Anthropology
 - 2.1.2. Empirical-Positive Oriented Anthropology
 - 2.1.2.1. The Physical-Biological Model. The ¿Human¿ between Nature and Culture
 - 2.1.2.2. The ¿Cultural¿ Anthropological Knowledge of Education
- 2.2. CONCLUSION: ANTHROPOLOGICAL EDUCATIONAL KNOWLEDGE

3. Anthropological-Educational Knowledge

- 3.1. ANTHROPOLOGICAL LEVELS: ETHNOGRAPHY, ETHNOLOGY, AND ANTHROPOLOGY
- 3.2. MYTHOLOGY AS A BRANCH OF ANTHROPOLOGY
- 3.3. CULTURAL MODEL. CONTENT OF ANTHROPOLOGICAL-EDUCATIONAL KNOWLEDGE
- 3.4. CONCEPT, TOPICS, AND PURPOSES
- 3.5. ANTHROPOLOGY OF EDUCATION IN THE CONTEXT OF EDUCATIONAL SCIENCES. THE ANTHROPOLOGICAL-EDUCATIONAL PERSPECTIVE

4. Some Theoretical and Practical Problems in the Anthropology of Education

- 4.1. SOCIALIZATION, CULTURE, AND EDUCATION
 - 4.1.1. Socialization
 - 4.1.2. Culture
 - 4.1.3. Education
- 4.2. PROCESSES OF ENCULTURATION AND ACCULTURATION



- 4.2.1. Enculturation and Endoculturation
 - 4.2.2. Concept of Acculturation
 - 4.2.3. Differences between Acculturation, Deculturation, and Endoculturation
 - 4.3. ETHNOCENTRISM
 - 4.3.1. Definition of Ethnocentrism
 - 4.3.2. Problems with Ethnocentrism
 - 4.3.3. Types of Ethnocentrism
 - 4.4. RELATIVISM AND UNIVERSALITY
 - 4.4.1. Relativism
 - 4.4.2. Universalism
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5. Processes of Cultural Acquisition and Transmission

- 5.1. CULTURAL TRANSMISSION AS AN OBJECT OF STUDY IN THE ANTHROPOLOGY OF EDUCATION
 - 5.1.1. Systems of Cultural Acquisition and Transmission
 - 5.1.2. The Transmission of Culture: Early Studies
 - 5.2. SOCIOCULTURAL FOUNDATIONS OF HUMAN LEARNING
 - 5.2.1. Towards an Anthropology of Learning
 - 5.3. CULTURAL TRANSMISSION AND ACQUISITION
 - 5.3.1. Malinowski: Early Proposals
 - 5.3.2. Culture Acquisition
 - 5.3.3. Cultural Transmission Today
 - 5.3.4. Contents of the Cultural Acquisition; Transmission Process: *Ethos* and *Eidos*
 - 5.4. THE HUMAN BEING AS 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 Acquisition; Transmission
 - 5.4.5. Education as a Process of Self-Improvement
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6. Anthropology and Education: Object and Methods. Qualitative Methodology

- 6.1. SCIENTIFIC-ANTHROPOLOGICAL KNOWLEDGE
 - 6.1.1. Methods of the Philosophical-Anthropological Approach to Education
 - 6.1.2. Methods of Scientific Research in the Anthropology of Education
 - 6.2. FIELD STUDIES: ETHNOGRAPHIC RESEARCH
 - 6.2.1. Conceptual Approach
 - 6.2.2. Schools of Ethnographic Research
 - 6.2.3. The Ethnographic Study Process
 - 6.2.4. Ethnographic Research Techniques
 - 6.2.5. School Ethnography
 - 6.2.6. Virtual Ethnography
 - 6.3. COMPARATIVE METHODS
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7. Contexts of Socialization and Education. School, Family, Informal Contexts. Multiculturalism and Interculturality



- 7.1. MULTICULTURAL EDUCATION
- 7.2. CULTURAL PROBLEMS: RACISM AND EDUCATION
- 7.3. MODELS OF MULTICULTURAL AND INTERCULTURAL EDUCATION
- 7.4. CULTURAL IDENTITY
- 7.5. INTERCULTURAL PEDAGOGICAL ANTHROPOLOGY

8. Audiovisual Anthropology

- 8.1. THEORETICAL APPROACHES
- 8.2. WHY AUDIOVISUAL ANTHROPOLOGY?
- 8.3. CINEMA AND ANTHROPOLOGY
- 8.4. THE PHOTOGRAPHIC IMAGE
- 8.5. INFLUENCE OF MEDIA ON THE HUMAN BEING
- 8.6. *HOMO ¿DIGITALIS¿*

9. Anthropology and Gender

- 9.1. ANDROCENTRISM IN ANTHROPOLOGY
- 9.2. THE CONSTRUCTION OF GENDER
- 9.3. THE INFERIORITY OF FEMALE STATUS: A CULTURAL "UNIVERSAL"?
- 9.3.1. Naturalist Theses
- 9.3.2. The Symbolic Order as the Origin of Differences
- 9.4. CONCLUSION. GENDER ANTHROPOLOGY AND EDUCATION FOR EQUALITY

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------------|--------------|
| Theoretical and practical classes | 60,00 |
| Total hours | 60,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Individual or group project | 30,00 |
| Independent study and work | 30,00 |
| Preparation of lessons | 30,00 |
| Preparation for assessment activities | 0,00 |
| Resolution of case studies | 0,00 |
| Total hours | 90,00 |

TEACHING METHODOLOGY

- Collaborative learning.



- Portfolio development.
- Master classes.

EVALUATION

First ordinary call:

- 80% of the grade comes from assignments and participation.
- 20% of the grade comes from the final exam.

Second ordinary call:

- 40% from a personal assignment (to be specified in tutoring).
- 60% of the grade comes from the final exam.

Fraudulent conduct in assessment tests and plagiarism in assessment work will

be considered in accordance with the UV Assessment and Grading Regulations (

ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV

123/2020).

The use of technologies (including AI) to create assessment materials without

prior and express authorization from the teaching staff will prevent them from

being considered as self-authored and will be treated according to current regulations and the UV Code of

Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18. 12.2023).

REFERENCES



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Referència b2: Celigueta, G., & Solé Blanch, J. (2014). *Etnografía para educadores*. UOC.

Referència b3: Bauman, Z. (2005). *Vidas desperdiciadas: la modernidad y sus parias*. Paidós.

Referència b4: Delgado, M., Horta, G., López Bargado, A., Bergalli, R., Delgado, M., & Garcés, M. (2009). *La humillación: técnicas y discursos para la exclusión social*. Bellaterra.

Referència b5: Denzin, N. K. (1997). *Interpretive ethnography: Ethnographic practices for the 21st century*. Sage.

Referència b6: Esteban-Galarza, M. L. (2016). Antropología del cuerpo. Itinerarios corporales y relaciones de género. *Perifèria. Cristianisme, Postmodernitat, Globalització*, 3(3), 134-147.

Referència b7: Foucault, M. (2001). *Los anormales*. Akal.

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Referència b10: Geertz, C. (1986). *Descripción densa: hacia una teoría interpretativa de la cultura*. Gedisa.

Referència b11: Hamann, B. (1992). *Antropología pedagógica*. Vicens Vives.

Referència b12: Mead, M. (1972). *Educación y cultura*. Paidós.

Referència b13: Rivas, J. I. (2019). Ethnographic inquiry in teacher education. <https://doi.org/10.1093/acrefore/9780190264093.013.477>

Referència b14: Skliar, C., Larrosa, J., & Duschatzky, L. (2009). *Experiencia y alteridad en educación*. Homo sapiens.

Referència b15: Velasco, H., García Castaño, J., & Díaz de Rada, Á. (Eds.). (2005). *Lecturas de antropología para educadores, el ámbito de la antropología de la educación y de la etnografía escolar*. Trotta.

Referència b16: Venceslao Pueyo, M., & Delgado Ruiz, M. (2017). Somatizaciones del internamiento en un centro de justicia juvenil. La participación de los dominados en su propia dominación. *AIBR. Revista de Antropología Iberoamericana*, 12(2), 193-214.

Referència b17: Walsh, C. (2017). Entretejiendo lo pedagógico y lo decolonial: luchas, caminos y siembras



de reflexión-acción para resistir, (re)existir y (re)vivir. Alter/nativas.