

## Anthropology (H002380)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**                      **Study time 150 h**

**Course offerings and teaching methods in academic year 2024-2025**

A (semester 2)	Dutch	Gent	lecture
			independent work

**Lecturers in academic year 2024-2025**

Rutten, Kris	PP06	lecturer-in-charge
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**Offered in the following programmes in 2024-2025**

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Science in Educational Sciences(main subject Clinical Special Needs Education and Disability Studies)</a>	5	A
<a href="#">Bachelor of Science in Educational Sciences(main subject Pedagogy and Educational Sciences)</a>	5	A
<a href="#">Bachelor of Science in Educational Sciences(main subject Social Work and Social Welfare Studies)</a>	5	A
<a href="#">Bachelor of Science in Educational Sciences (Joint Section)</a>	5	A

**Teaching languages**

Dutch

**Keywords**

Anthropology, major currents, (self)criticism, visual anthropology, interdisciplinary applications, pedagogical anthropology.

**Position of the course**

This course is taught in the 1st year of the Bachelor of Science in Educational Sciences. The course builds on the foundational courses and situates the field of anthropology within the Educational Sciences.

**Contents**

Within this course, students receive a broad introduction into anthropology starting from an interdisciplinary perspective in general and the educational sciences in particular.

An overview is offered of the major currents within this academic discipline (such as cultural, linguistic and philosophical anthropology), of the central debates concerning what the anthropological study of the human being can or should imply and of the most important authors that represent these currents, as well as their position in the anthropological debates. There is a focus on the criticisms that have been formulated on and increasingly also from within the discipline of anthropology itself. Students are also introduced in subdomains such as visual anthropology, based on recent examples.

Starting from this broad introduction, an interdisciplinary reflection is developed on what anthropological theories, concepts and methods can imply for understanding and studying pedagogical practices and processes.

**Initial competences**

Non-required

**Final competences**

- 1 Having knowledge of the major currents within anthropology
- 2 Having knowledge of major authors within these different currents
- 3 Insight into the criticisms that have been developed on and from within the discipline of

anthropology

- 4 Being able to situate visual anthropology as the study of visual cultures
- 5 Being able to situate interdisciplinary applications of anthropology within the educational sciences
- 6 Insight into what anthropological theories, concepts and methods can imply understanding and studying pedagogical practices and processes
- 7 To place families and cohabitation forms and the educational intercourse that flows therefrom in a social and cultural context
- 8 To involve reference frames from anthropology on educational developments and processes and the interpretation of the various subject didactics to relate different methods with regard to value formation (in various educational settings) to the development stages in moral thinking and the underlying educational ideologies

#### Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Lecture, Independent work

#### Extra information on the teaching methods

Lectures with discussion.

Self-reliant study activities: discussing recent examples of visual anthropology.

#### Study material

Type: Handbook

Name: Inleiding tot de antropologie

Indicative price: € 40

Optional: no

Type: Slides

Name: PowerPoint in class

Indicative price: Free or paid by faculty

Optional: no

Additional information: Via Ufora

#### References

- De Block, H. (2021). *Inleiding tot de antropologie*. Gent: Academia Press.
- Ingold, T. (2017). *Anthropology and/as Education*. London: Routledge
- Levinson, B. and Pollock, M. (2011). *A Companion to the Anthropology of Education*. West-Sussex: Wiley-Blackwell.
- Pinxten, R. (1997). *When the day breaks: essays in anthropology and philosophy*. Hamburg: Peter Lang Verlag
- Pinxten, Rik & Koen de Munter (2006), *De culturele eeuw (basisboek Antropologie)*, Houtekiet, Antwerpen.
- Ruby, J. (2015). The last 20 years of visual anthropology – a critical review. *Visual Studies*, Vol. 20 (2), 159-170.
- Rutten, K. (2018). Contemporary Art. In Ed. Hilary Callan. *International Encyclopedia of Anthropology*. London: Blackwell-Wiley.
- Russell, C. (1999). *Experimental Ethnography*. Duke University Press.
- Stroeken, K. (2013) *De Ondeelbare mens: Antropologie ingeleid*. Antwerpen: Garant.
- Welsch, W., Singer, W., Wunder, A.(Eds.) (2011). *Interdisciplinary Anthropology. Continuing Evolution of Man*. Berlin: Springer Verlag.

#### Course content-related study coaching

interactive support using Ufora;  
by appointment.

#### Assessment moments

end-of-term assessment

#### Examination methods in case of periodic assessment during the first examination period

Written assessment with open-ended questions

**Examination methods in case of periodic assessment during the second examination period**

Written assessment with open-ended questions

**Examination methods in case of permanent assessment**

**Possibilities of retake in case of permanent assessment**

not applicable

**Extra information on the examination methods**

Written assessment with open questions.

**Calculation of the examination mark**