



ROYAL ANTHROPOLOGICAL INSTITUTE

# Anthropology & Education

**RAI 2024 Conference**  
**Senate House**  
**25-28 June 2024**

Royal Anthropological Institute

# Anthropology & Education

Senate House, 25-28 June 2024

**Conference programme and book of abstracts**

Conference committee: David Shankland, Amanda Vinson, Sophie Cowling, Hanine Habig, Angelina Castagno (AAA), Denni Blum (AAA), Simon Underdown (RAI Education), Giovanna Guslini (IUAES), Shukti Chaudhuri-Brill (TAN), Annika Strauss (TAN)

Conference Coordinator: Amanda Vinson

IT Provider: NomadIT

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# Daily Timetable

## Tuesday 25 June 2024

9.30-10.30	Registration
10.30-12.00	Panel Session 1
12.00-13.30	Lunch
13.30-15.00	Panel Session 2
15.00-15.30	Break
15.30-17.00	Panel Session 3
17.00-17.30	Break
17.30-19.00	Keynote
19.00-21.00	Drinks Reception

## Wednesday 26 June 2024

9.30-11.00	Panel Session 4
11.00-11.30	Break
11.30-13.00	Panel Session 5
13.00-14.30	Lunch
14.30-16.00	Panel Session 6
16.00-16.30	Break
16.30-18.00	Plenary
18.30-20.15	Film @Bertha DocHouse

## Thursday 27 June 2024

9.30-11.00	Panel Session 7
11.00-11.30	Break
11.30-13.00	Panel Session 8
13.00-14.30	Lunch
14.30-16.00	Panel Session 9
16.00-16.30	Break
16.30-18.00	Plenary
18.30-20.15	Film @Bertha DocHouse

## Friday 28 June 2024

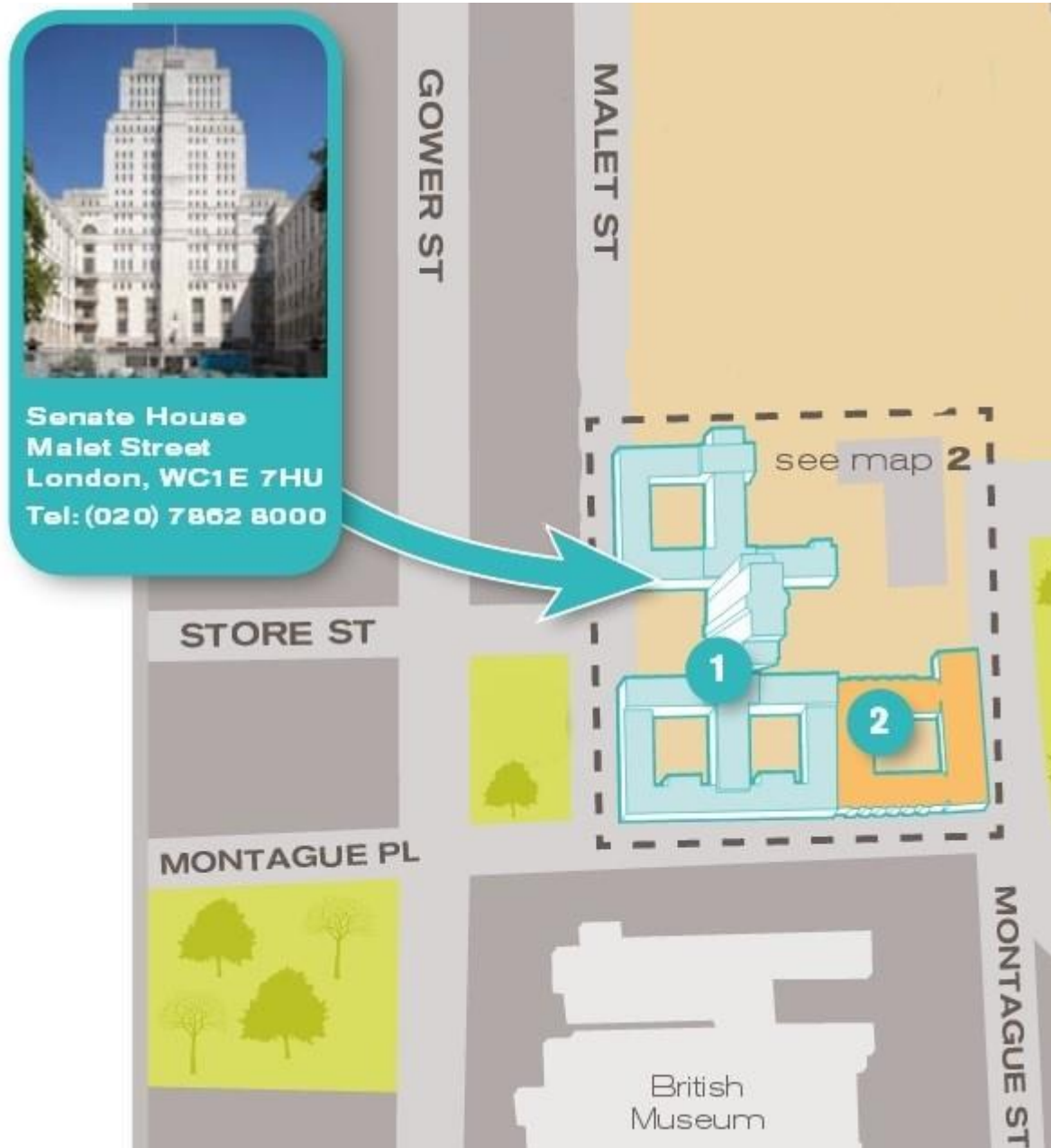
9.30-11.00	Panel Session 10
11.00-11.30	Break
11.30-13.00	Panel Session 11
13.00-14.30	Lunch
14.30-16.00	Panel Session 12
16.00-16.30	Break
16.30-18.00	Plenary

# Panels Timetable

Day	Tue 25 June			Wed 26 June			Thur 27 June			Fri 28 June		
Time	10:30	13:30	15:30	09:30	11:30	14:30	09:30	11:30	14:30	09:30	11:30	14:30
Session Number	1	2	3	4	5	6	7	8	9	10	11	12
Rooms												
G3	W03	W03	P49	P18	P18	P01	P22	R04	P40	P19	P38	P38
G4	P35	P35	P28	R05	P17	P16	P34	P34	P06	P21	P24	P24
G5	P29		P31	P25	P25	P23	P20	P20		P55		P39
G7	P33	P33	P57	P09	P12	P12		R01	R01	P53	P53	P53
G11-12	P07	P07	P07	P48	P48	P48	P10	P10	P10	P37	P37	
G16	W01	W01	P13				P02	P56	P56	R02	P47	R03
G21A				P45	P45		P44	P44	W05			
G22	P50	P50	P03	P46	P46	P46	P15	P15	P15	P05	P05	R06
G26	P11	P11	P30	P30	P30	P30	P30			P36	P36	P36
Senate Room	P26	P26	P04	P08	P51	P51	P43	P43	P43	P42		
Beveridge Hall		Film1	Film2		Film3	Film4		Film5	Film6		Film7	Film8

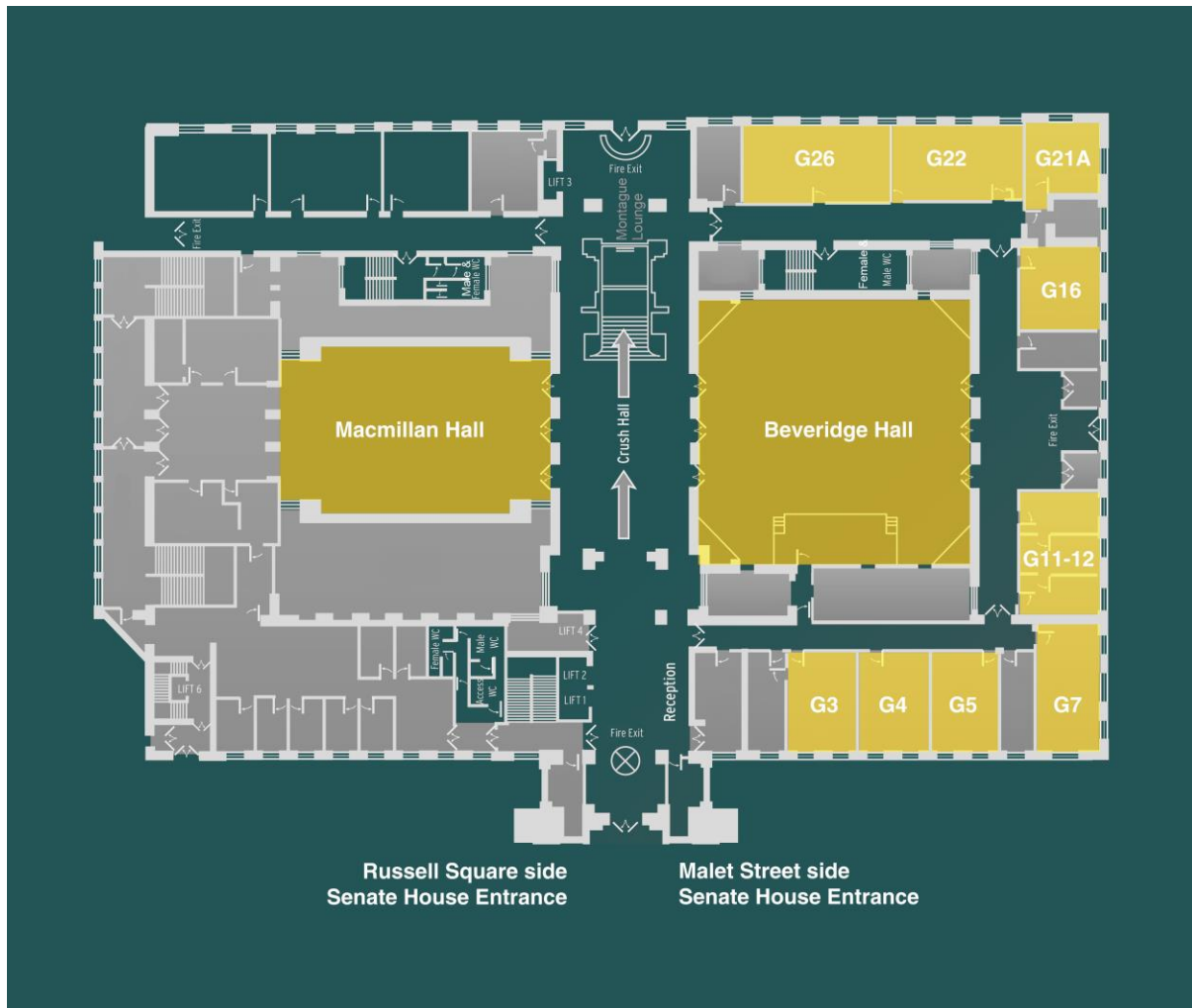
## Senate House Exterior

You can enter Senate House either from Malet Street or Russell Square. The conference is in the South side of the building marked as number one below.



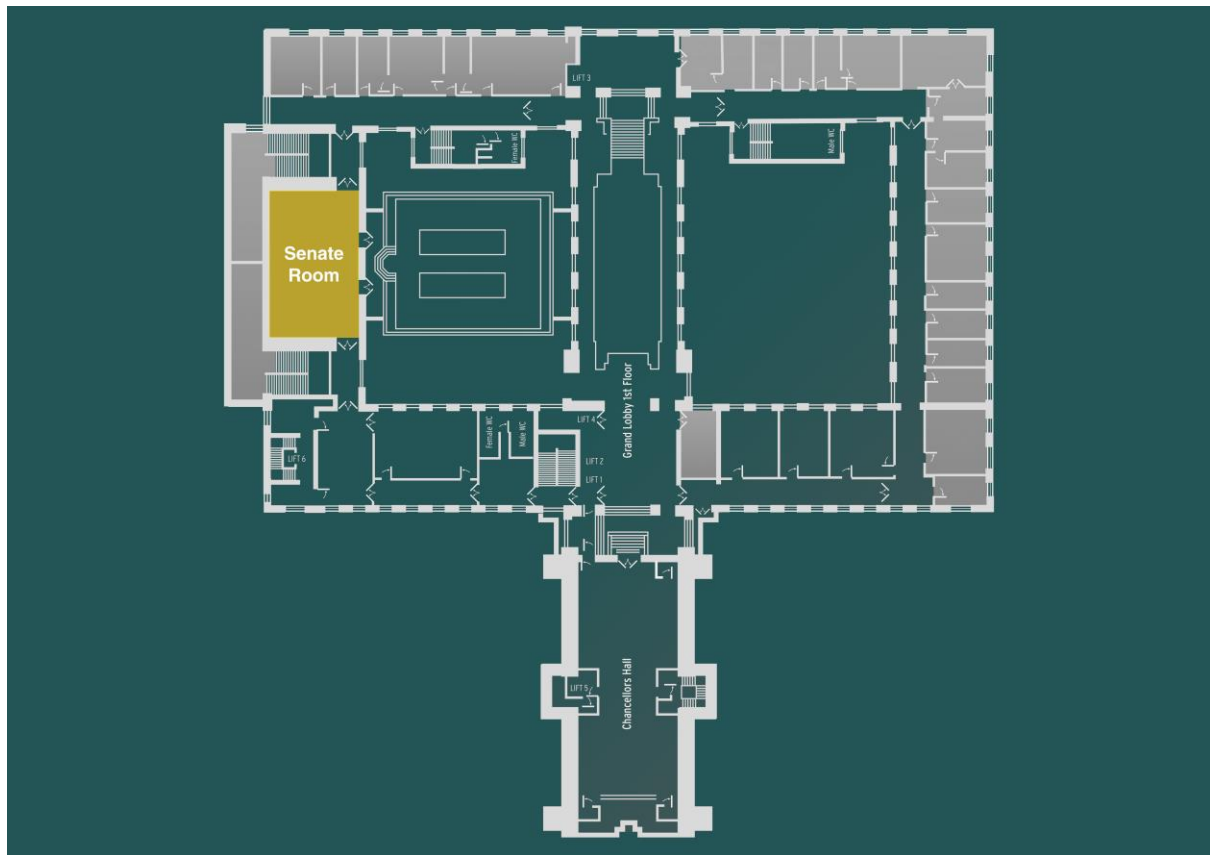
# Senate House Ground Floor

The panel rooms can be found on the ground floor along the corridor that runs around the Beveridge Hall. There will be signs on the doors indicating which panels take place in them on each day.



# Senate House First Floor

Some panel sessions also take place on the first floor in the Senate room.



# Welcome

## Message from the President

It is with great pleasure that I welcome delegates to our conference Anthropology and Education, the eighth conference that we have held in recent years. The RAI has long had a close engagement with education, both in schools and universities, and our core charitable aim is defined as ‘the public education of anthropology’.

Each of these three areas gives rise to multiple considerations in turn. The RAI played a leading role in establishing an A level in anthropology in England and Wales, a success that was sadly soon tinged with disappointment after the A level was subsequently withdrawn. Yet, we have no doubt at all that it was greatly welcomed by the pupils in schools, who were fascinated by the horizons that it opened to them. This paradoxical pattern of partial rather than mainstream acceptance by schools, combined with strong interest from their pupils, appears to be very common across the world. We look forward to examining this in more detail, all the more so as I am pleased to say that in an initiative led by the RAI Education Committee anthropology in schools is now beginning to take renewed root in Scotland.

Anthropology in universities is clearly a much larger subject, but one of great importance. Here, we see a slightly different picture. Not the least enthralling aspect of our subject is the way that anthropology, and anthropologists, can adapt their preoccupations so as to fit in different intellectual contexts. Examining these matters cross-culturally is therefore of great inherent interest. Yet, at the same time there are pressing matters concerning the way that we should teach in our contemporary world, the precarity that besets so many hard-working colleagues through no fault of their own, how changing patterns of recruitment may lead to departments closing and new ones opening up, how paradoxically, in English universities the capped-fee per capita means that universities are increasingly finding it difficult to balance the books, even making a loss on home students, and how we should meet the challenge of AI, a subject that we introduced already at our last major conference.

The public education of anthropology equally is an enormous subject, yet one that is as pressing as ever, not only because of the insights that anthropology can provide, but also because we, like all disciplines need to attract a steady flow of students in order to maintain our departments. We should not, of course, consider this some kind of intellectual zero-sum game; we need to work with all subject areas in order to continue to make such a great contribution to public and intellectual life. Just how we can do this will be one of our preoccupations when we meet.

As well as these general considerations, we have a plethora of panels of the greatest interest looking at the subject from many different specific points of view. I would just like to mention one topic in particular: a spur to organising this conference at this time was the renewed question of forced boarding schools for indigenous peoples. We are therefore honoured to have a keynote opening address from Dr Lorna Williams, who will speak on the topic ‘Rebuilding in the Aftermath of Residential Schools in Canada 1831-1996’ on Tuesday 25th June, the opening day of our conference, followed up by related panels and a further plenary on this topic on Thursday 27th June.

It only remains for me to thank our partners in organising this event: the IUAES Commission on Anthropology and Education; the EASA Teaching Anthropology Network, the American Anthropological Association Council on Anthropology and Education, and the Association of Social Anthropologists. I also wish to express my gratitude to the RAI staff team for all their work, and in particular to the conference convenor Mrs Amanda Vinson, who has again co-ordinated the event in exemplary fashion.

*Professor Deborah Swallow  
President, Royal Anthropological Institute*

## Message from the Director

I should like to add my welcome to that of the President. The conference, long in the preparation, is now upon us. The programme has come together wonderfully, and soon we will be engrossed in four days of intense discussion and debate. As have many other learned societies, we have experimented in recent years as to the format and structure of large conferences. Covid taught us many things, not least that it is possible to organise large-scale virtual conferences that can be resoundingly successful. Yet it also taught us that to meet face to face is an essential concomitant of intellectual creativity. We still need to see each other in real life sometimes, even if not all of the time.

For this event, then, we have decided on the following. The conference itself will be entirely face-to-face, held at Senate House, part of the University of London, near to the British Museum. Its social core will be the MacMillan Hall in Senate House, where tea and coffee will be served, and where our exhibitors will be pleased to chat with you (and no doubt welcome proposals for projects). In the MacMillan Hall likewise will be the RAI stand, where we will be pleased to chat. We welcome new fellows from all over the world, and any inquiries to this end may be made to the registration desk, which are also equipped to process payments. This is also a good way of settling or renewing any back dues for those (I am sure very few) who may have lapsed and wish to catch up.



The plenary sessions will take place just opposite the MacMillan Hall, in the Beveridge Hall. Likewise in the Beveridge Hall there will be a supplementary film programme, which features a variety of films, including *The Mind of a Child*, which features the work of Lorna Williams on indigenous school children in Canada.

The panel sessions feature a plethora of exciting events. It would be invidious to select any one over any other, but I should like to mention that the editors of the RAI open-access journal *Teaching Anthropology* (<https://teachinganthropology.org>) will be running a drop-in session on the Friday of the conference at 2.30pm, and will be delighted to speak with any delegate as to how the journal should be developed, and discuss ideas for any potential article or collection of articles.

At the same time, we have not overlooked the virtual possibilities of this topic and have organised four events already with our conference partners - the EASA Teaching Network, the IUAES Education Commission, and that on Documentation, the RAI Education Committee, and the WCAA task force on Precarity. Details as to these may be seen on the conference website, and we hope regularly to add more in the future. This means that, should any colleague be unable to be with us in London, we should still very much like for their voice to be heard. Please do write with any further ideas of virtual seminars on anthropology and education that we may be able to put on.

I wish all delegates a successful and exciting event.

*Dr David Shankland*  
*Director, Royal Anthropological Institute*

# Practical information

## Using this programme

The overall timetable and the panel timetable are on the inside covers of this book and give times of the plenaries, panels and other main events. Correlate the panel numbers with the *List of panels* which follows the *Plenaries* section, to obtain panel titles, convenors, timing and location. This is followed by a more detailed list of panels and their abstracts, in numerical order. There is also a set of day-by-day timetables which shows what is happening at any given moment.

If you need any help interpreting the information in the conference book, do ask one of the conference team at the reception desk.

### **Please note:**

Each 90 minute session ordinarily accommodates four papers. This can be used as a rough guide in establishing which papers will be presented when, within multi-session panels. However convenors have a degree of flexibility in structuring multi-session panels and the order of the papers may have been changed since publication of the book, so we cannot guarantee the success of panel-hopping!

## Venue

The conference will take place in Senate House. Senate House is on Malet Street immediately to the north of the British Museum. The rooms for the conference are on the ground and first floor of the south block.

There are maps to all of the spaces at the front of this programme. The events section, panel lists and panel details all indicate the locations being used. If you have any problem finding your way around, please ask a member of the conference team for assistance. The conference team can be easily identified by their blue RAI t-shirts.

## WiFi

The WiFi is - UoL Conferences - this is an Open Network with no passwords and no restrictions.

## Food

Registration includes refreshments (tea and coffee) which will be served in the breaks in the Macmillan Hall. Please ensure that your conference badge is visible to assist catering staff. There is a café located on the lower ground floor of Senate House that is open 8am to 6pm. Otherwise, lunch can be purchased from any of the many cafes and shops in the local area, particularly along Store Street, Great Russell Street and Museum Street. The conference team can point you in the right direction.

## Conference team

There is a team of helpful staff, familiar with the programme and surrounding area, to whom you can turn when in need of assistance. Team members can be identified by their blue RAI t-shirts. If you cannot see a team member, then please ask for help at the reception desk in the foyer. Any financial arrangements must be dealt with at the reception desk with conference organisers.

## Conference badges

When you register you will be given this book and your conference badge. Please wear your conference badge at all times while you are at the conference. The RAI recycles the plastic badge holders and lanyards, so please hand these in at the boxes provided on the registration desk (or to a member of the conference team) when leaving the conference for the final time.

## Social Media

Keep track of conference events by following the RAI on X (Twitter) @RoyalAnthro where we will be live-tweeting the conference. A volunteer will also be taking photographs for the RAI's Instagram account: @Royalanthropologicalinstitute. Please use #RAI2024 for retweets/regrams. If you would not like your photograph included please let them know.

## Local Travel

Senate House is located in central London in the historic district of Bloomsbury close to Russell Square, Oxford Street and Tottenham Court Road. Senate House's address is Malet Street, London WC1E 7HU.

### Tube and train

The following tube stations are within walking distance of the British Museum:

- Holborn (Piccadilly and Central line)
- Russell Square (Piccadilly Line)
- Goodge Street (Northern Line)
- Tottenham Court Road (Central and Northern Lines)

Other stations nearby include:

- Euston (Victoria and Northern Lines & Mainline trains)
- Euston Square (Circle, Hammersmith & City and Metropolitan Lines)
- Kings Cross St Pancras (Circle, Hammersmith & City, Metropolitan, Piccadilly and Victoria Lines, & Mainline, Thameslink and Eurostar trains)
- Warren Street (Victoria and Northern Lines)

### Bus

The following buses serve the local area: numbers 7, 68, 91, 168 and 188 stop on Russell Square; 10, 24, 29, 73 and 134 stop on Tottenham Court Road (north bound) or Gower Street (south bound).

### Car

The Senate House is within the Congestion Charge Zone. There is no available parking at Senate House but the following are car parks in the area:

- Brunswick Square NCP, Marchmont Street, WC1N 1AF
- The Royal National Hotel, 38-51 Bedford Way, WC1H ODG
- Russell Court NCP, Woburn Place, WC1H 0ND
- Judd Street NCP, Judd Street, WC1H 9QR.

### Motorcycle and bicycle

There are bike racks and motorcycle parking bays in the surrounding area.

### By air

#### Directions from Heathrow Airport (LHR)

From Heathrow Airport you can take the Piccadilly Tube Line to Holborn (approximately 70 minutes). You can also take the Elizabeth Line to Tottenham Court Road (approximately 60 minutes). Alternatively, you can catch the Heathrow Express train to Paddington where you can transfer to the tube (approximately 50 minutes).

#### Directions from Gatwick Airport (LGW)

Trains go to Victoria Station where you can then transfer to the tube (approximately 30 minutes).

#### Directions from London City Airport (LCY)

From City Airport take the Docklands Light Railway (DLR) to Bank, from there take the tube (Central Line) to Holborn or Tottenham Court Road.

#### Directions from Stansted Airport (STN)

The Stansted Express train service goes to Liverpool Street, from there take the tube (Central Line) to Holborn or Tottenham Court Road. Alternatively alight the train at Tottenham Hale and take the Victoria Line to Euston or Warren Street.

#### Directions from Luton Airport (LTN)

Trains from Luton Airport arrive at St Pancras, where you can transfer to the tube.

## Exhibitors

### Berghahn



Website: <https://www.berghahnbooks.com/>

Anthropology subject list: <https://www.berghahnbooks.com/browse/bysubject/anthropology-all>

Education subject list: <https://www.berghahnbooks.com/browse/bysubject/educational-studies>

Twitter: @BerghahnAnthro

Instagram: @berghahnbooks

Berghahn Books is an independent publisher of distinguished scholarly books and journals in the humanities and social sciences. In 2024, we are celebrating our 30th anniversary as a proudly family-run press. Our program spans Social & Cultural Anthropology, Sociology, History, Archaeology, Migration Studies, Education Studies, and Film Studies. With a backlist of well over 2,000 book titles and nearly 20,000 journal articles, we have established ourselves as a publishing house well known for the quality of its publications.

### Black History Books UK



**Black History  
Books UK**

Website: <https://blackhistorybooks.uk/>

Facebook: Black History Books UK

Black History Books and its partners including Simon Education ([www.simoneducation.com](http://www.simoneducation.com)) are committed to publishing and the distribution of literary and historical works of people of African heritage that are critical and seminal to the fundamental understanding of the history, cultures and traditions of people of African heritage. Established in 2014 it stocks a broad range of notable titles that are often hard to reach by traditional high street booksellers and out of print titles on-line.

## Combined Academic Publishers



Website: <https://www.combinedacademic.co.uk/>

Online exhibit page (including conference discount): <https://www.combinedacademic.co.uk/rai-2024/>

Combined Academic Publishers works with 18 North American university presses distributing books Internationally from our partner UK warehouse. Our client publishers include:

- Duke University Press
- Stanford University Press
- University of Toronto Press
- Cornell University Press
- Indiana University Press
- University of Pennsylvania Press

## Human Relations Area Files at Yale University



HRAF website: <https://hraf.yale.edu/>

eHRAF World Cultures: <https://ehrafworldcultures.yale.edu/>

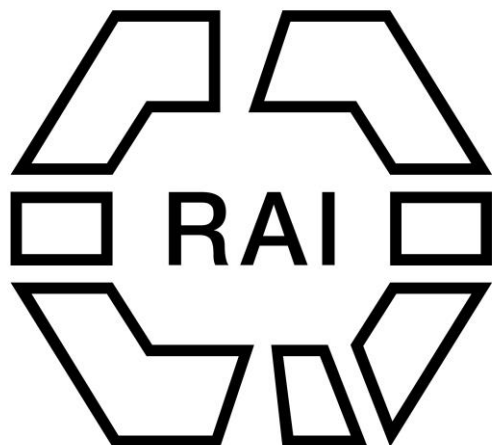
eHRAF Archaeology: <https://ehrafarchaeology.yale.edu/>

Teaching eHRAF: <https://hraf.yale.edu/teaching-ehraf/>

eHRAF Workbooks: <https://hraf.yale.edu/teaching-ehraf/workbooks/>

The Human Relations Area Files at Yale University is internationally recognized in the field of anthropology. Founded in 1949, HRAF is a membership-supported nonprofit organization comprised of universities, colleges, libraries, and research institutions. Our mission is to promote understanding of cultural diversity and commonality in the past and present. HRAF produces scholarly resources for research, teaching, and learning. We support and conduct original research on cross-cultural variation. HRAF is committed to developing dynamic, expertly indexed databases. Our products include the eHRAF World Cultures and eHRAF Archaeology databases. We also provide open-access resources including Explaining Human Culture and Teaching eHRAF.

## Royal Anthropological Institute of Great Britain and Ireland



Website: <https://www.therai.org.uk/>

Film: <https://raifilm.org.uk/>

Courses: <https://therai.org.uk/online-courses>

Publications: <https://therai.org.uk/resources/publications>

The RAI is the world's longest-established scholarly association dedicated to the furtherance of anthropology in its broadest and most inclusive sense. We run a wide range of activities.

For example, we publish two journals, the [Journal of the Royal Anthropological Institute](#) (JRAI), [Anthropology Today](#) (AT), and other occasional papers and books from time to time. We also publish the [Anthropological Index Online](#). We run weekly events during term times, as well as our biennial major conference and [Film Festival](#). The RAI is the custodian of a rich collection of archival and manuscript materials, most of which is available for research purposes. And we also hold an extensive catalogue in ethnographic and documentary film, some of which are available to order as DVD or in digital format to stream. We also run an online course programme, provided by academics at the top of their field.

## Sean Kingston Publishing

Sean Kingston Publishing  
& Publishing Services



[www.seankingston.co.uk](http://www.seankingston.co.uk)

Website: <https://www.seankingston.co.uk/publishing.html>

In a field of multinational corporations, Sean Kingston Publishing is a family business, a small press specializing in high-quality academic texts within the social sciences, particularly anthropology. We published our first books in 2004, volumes by Marilyn Strathern, James Leach and Lawrence Kalinoe, and Alan Rumsey and James Weiner. Since that time, we have grown organically, establishing many long-lasting relationships with our partners (e.g. the Royal Anthropological Institute and the Centro Incontri Umani) and authors, and publishing more books each year on our own behalf, as well as assisting other organizations with their publications (e.g. The British Museum).

## Wiley

# WILEY

Website: <https://www.wiley.com/en-gb>

Wiley Online Library *Journal of the Royal Anthropological Institute*: <https://raionlinelibrary.wiley.com/journal/14679655>

Wiley Online Library *Anthropology Today*: <https://raionlinelibrary.wiley.com/journal/14678322>

A trusted leader in research and learning, our pioneering solutions and services are paving the way for knowledge seekers as they work to solve the world's most important challenges. We are advocates of advancement, empowering knowledge-seekers to transform today's biggest obstacles into tomorrow's brightest opportunities.

With over 200 years of experience in publishing, we continue to evolve knowledge seekers' steps into strides, illuminating their path forward to personal, educational, and professional success at every stage. Around the globe, we break down barriers for innovators, empowering them to advance discoveries in their fields, adapt their workforces, and shape minds.

# Events

## Tuesday 25 June

### Reception

*Macmillan Hall:* 19:00-21.00

The RAI invites all conference delegates to the Macmillan Hall on the ground and lower ground floor of Senate House for informal drinks: a chance to catch up with colleagues over a convivial glass of wine.

## Wednesday 26 June

*NOT INCLUDED IN CONFERENCE REGISTRATION, DISCOUNT WITH CODE*

**26 June, Wednesday**  
**18:30-20:15 @ Bertha DocHouse**

**Title: Our People Will Be Healed**  
**Director: Alanis Obomsawin**  
**2017 | 97 mins**

A Cree community in Manitoba, Canada turns to education as part of their efforts of community healing and cultural revival. The Helen Betty Osborne Ininiw Education Resource Centre in Norway House, north of Winnipeg, receives a level of funding that few other Indigenous institutions enjoy. Its teachers help their students to develop their abilities and their sense of pride.

### About

Bertha DocHouse, a dedicated documentary screen that hosts documentary premieres, seasons and live Q&As with filmmakers. The venue is centrally located in the Brunswick Centre. Fresh coffee and teas alongside an all-day menu of bar food with vegan and vegetarian options available. The drinks menu includes a wide selection of cocktails, wine, craft beer and soft drinks.

### Location

BERTHA DOC HOUSE is just a five-minute walk from the conference Senate House venue.

Curzon Bloomsbury Cinema  
The Brunswick Centre  
London  
WC1N 1AW  
<https://maps.app.goo.gl/XQGs1RhZwm3vhVGU9>

### Tickets

Please note: The screenings at the DocHouse are not covered as part of your conference registration.

However, those registered for the conference are entitled to a 25% discount using this code: **DOC001**

With a capacity of 55 seats, 2 wheelchair spaces, it is important that you book your tickets in advance online at <https://dochouse.org/>

## Thursday 27 June

*NOT INCLUDED IN CONFERENCE REGISTRATION, DISCOUNT WITH CODE*

**27 June, Thursday**  
**6.30pm @ Bertha DocHouse**

**Title: How (not) to Build a School in Haiti**  
**Director: Jack C. Newell**



2022 | 90 mins

Development, history, and colonialism collide when a seemingly simple aid project spirals out of control in Haiti. When a headstrong American clashes with a Haitian leader it forces a reckoning on privilege and power.

After hearing a podcast in the wake of the 2010 Haiti earthquake, semi-retired construction worker Tim Myers is so moved he decides to build a school in the rural Haitian community of Villard. He meets his counterpart Anselm Saimplice, who readily accepts Tim's vision for a new school. Very quickly, things spiral out of control. Trying to teach Haitian labourers new skills, Tim imposes his style of construction and values. And as filmmakers and aid workers spend more time in Villard, Saimplice reveals himself to be quite different from the vibrant, selfless community leader the radio story represented. Subverting the typical NGO film, filmmakers follow through on unexpected plot twists, weaving them together with expert interviews clarifying the larger historical and social context of the school project. Ultimately the filmmakers must question their own complicity in the byzantine network of international aid, NGOs and documentary storytelling itself.

Jack C. Newell (Director / Writer / Producer) is a filmmaker and public artist. He is the co-creator of Destroy Your Art, and the co-creator of the public art project, The Wabash Lights. His feature film credits include 42 Grams, Open Tables, Hope Springs Eternal, and the upcoming quirky-comedy, Monuments - and How to Build a School in Haiti - which is a ten-year exploration of a single aid project.

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# Daily timetable

## Tuesday 25 June

**09:30-10:30: Reception desk opens and distributes badges**

**10:30-12:00: Session 1**

**W03** Different ways of knowing for teaching anthropology: Ethical, responsive, pluriversal anthropological education – G3

**P35** Navigating the Anthropology-Education nexus in a Changing World – G4

**P29** Incorporating Anthropological Reflection into Medical Education in Taiwan – G5

**P33** Indigenous Boarding School in Postcolonial Nations and a continuous logic of Colonization – G7

**P07** The anthropology class/room as quilting bee. Educating through craft and silence – G11-12

**W01** Unlocking the Anthropologist Within: A Blueprint for Student-Led Projects in Pre-University Education – G16

**P50** Teaching and learning across countries, cultures and disciplines: how can social and cultural skills build a multi-dimensional perspective of anthropology in education? (IUAES PANEL) – G22

**P11** Virtually There: Teaching and Doing Ethnography Online – G26

**P26** Indigenous Experience and the Re-shaping of Canadian Museums: Decolonizing from the Inside – Senate Room

**12:00-13:30: Lunch**

**13:30-15:00: Session 2**

**W03** Different ways of knowing for teaching anthropology: Ethical, responsive, pluriversal anthropological education – G3

**P35** Navigating the Anthropology-Education nexus in a Changing World – G4

**P33** Indigenous Boarding School in Postcolonial Nations and a continuous logic of Colonization – G7

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**P11** Virtually There: Teaching and Doing Ethnography Online – G26

**P26** Indigenous Experience and the Re-shaping of Canadian Museums: Decolonizing from the Inside – Senate Room

**Film1** Delhi at Eleven – Beveridge Hall

**15:00-15:30: Break**

**15:30-17:00: Session 3**

**P49** The Other Experts: Working Alongside Migrant Activists and the Anthropologist as Facilitator. – G3

**P28** AI-Enabled Immersive Environments and Child Education: An Anthropological Perspective – G4

**P31** Things as Teachers: exploring the affordances of ethnographic study collections – G5

**P57** Assimilation, Indigenous Boarding Schools, and the Quest for Self-determination in Education – G7

**P07** The anthropology class/room as quilting bee. Educating through craft and silence – G11-12

**P13** Variability and Primary Education – G16

**P03** Anthropology and Education for Blue Futures – G22

**P30** Emplacing and Displacing Education. Explorations of the nexus between education and place. – G26

**P04** Knowledge Nexus: Exploring the Triad of Library, Anthropology, and Education for Inclusive Learning Environments – Senate Room

**Film2** Nobody's Metaphor – Beveridge Hall

**17:00-17:30: Break**

**17:30-19:00: Keynote, Beveridge Hall**

A01 Conference Opening and Keynote by Lorna Williams

**19:00-21:00: Reception, Macmillan Hall**

## Wednesday 26 June

**09:30-11:00: Session 4**

P18 Difference and sameness in schools. Perspectives from the European anthropology of education – G3

R05 AI and the Craft of Ethnography. Exploring the ways generative AI affects the teaching and practice of ethnography – G4

P25 Towards a Regenerative Anthropology – G5

P09 The Role of Anthropology in Both the Design and Study of a Multifaceted New Teacher Preparation Program – G7

P48 How do Indigenous Peoples creatively transform schools? – G11-12

P45 Anthropology and the University– G21A

P46 Spaces of Inflection. Anthropological Perspectives on Global Crises and Educational Possibilities – G22

P30 Emplacing and Displacing Education. Explorations of the nexus between education and place. – G26

P08 Public Knowledge and Dissemination – Senate Room

**11:00-11:30: Break**

**11:30-13:00: Session 5**

P18 Difference and sameness in schools. Perspectives from the European anthropology of education – G3

P17 Anthropology in the World Society: The educative role of Anthropology in the Making of World Citizens – G4

P25 Towards a Regenerative Anthropology – G5

P12 Lifelong learning through counselling and psychotherapy– G7

P48 How do Indigenous Peoples creatively transform schools? – G11-12

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P46 Spaces of Inflection. Anthropological Perspectives on Global Crises and Educational Possibilities – G22

P30 Emplacing and Displacing Education. Explorations of the nexus between education and place. – G26

P51 Curating Desert Cultures: The Role of Museums for Making and Teaching Heritage in the Middle East and North Africa – Senate Room

Film3 Weaving Knowledge – G16

**13:00-14:30: Lunch**

A05 Henry Myers Lecture - Make Believe: a processual and material approach to the deep history of magic and religion by Chris Gosden – Beveridge Hall

**14:30-16:00: Session 6**

P01 Virtual Ecologies of Learning: Anthropological insights on education at the margins of the Metaverse – G3

P16 The Anthropology of Learning Revisited: New Thinking about Learning Beyond Schooling and in a More-than-Human World – G4

P23 Possibilities for Pedagogies of Liberation: Questioning Decolonial Pathways and Socio-environmental Justice – G5

P12 Lifelong learning through counselling and psychotherapy– G7

P48 How do Indigenous Peoples creatively transform schools? – G11-12

P46 Spaces of Inflection. Anthropological Perspectives on Global Crises and Educational Possibilities – G22

P30 Emplacing and Displacing Education. Explorations of the nexus between education and place. – G26

**P51** Curating Desert Cultures: The Role of Museums for Making and Teaching Heritage in the Middle East and North Africa – Senate Room

**Film4** H is for Harry– Beveridge Hall

**16:00-16:30: Break**

**16:30-18:00: Plenary, Beveridge Hall**

**A02** From Education to Anthropology and Back Again, Convenors: Sarah Winkler-Reid and Caroline Gatt, Discussants: Tim Ingold and Elsayed Elsehamy Abdelhamid

## Thursday 27 June

**09:30-11:00: Session 7**

**P22** The resurgence of interest in anthropology within public health training institutions: structure, content, strategies and pitfalls for anthropologists teaching beyond traditional department settings – G3

**P34** Rethinking the Purpose of Education in the Anthropocene – G4

**P20** Just what is niceness and what is it doing in a critical field like education? – G5

**P10** Multimodality, Collaboration and Co-curation as Critical Anthropological Pedagogy – G11-12

**P02** Teaching Digital Anthropology – G16

**P44** Anthropology in and of Schools – G21A

**P15** Learning and Unlearning with Museum Collections – G22

**P30** Emplacing and Displacing Education. Explorations of the nexus between education and place. – G26

**P43** Towards trauma-informed anthropological teaching and practice – Senate Room

**11:00-11:30: Break**

**11:30-13:00: Session 8**

**R04** Teaching Anthropology and Sociology to Medical Students – G3

**P34** Rethinking the Purpose of Education in the Anthropocene – G4

**P20** Just what is niceness and what is it doing in a critical field like education? – G5

**R01** Pre-university anthropological education -- using examples of success and failure to propose ways forward. – G7

**P10** Multimodality, Collaboration and Co-curation as Critical Anthropological Pedagogy – G11-12

**P56** Ethics, transmission, education, and the issue of gaze in portraying the “other” between Europe and the postcolonial world – G16

**P44** Anthropology in and of Schools – G21A

**P15** Learning and Unlearning with Museum Collections – G22

**P43** Towards trauma-informed anthropological teaching and practice – Senate Room

**Film5** The Mind of a Child – Beveridge Hall

**13:00-14:30: Lunch**

**14:30-16:00: Session 9**

**P40** Anthropological knowledge production in the era of AIs and fast evolving technologies – G3

**P06** Developing New Anthropologies: Academic Institutionalization and Teaching and Learning in Ex-Centric Locales – G4

**R01** Pre-university anthropological education -- using examples of success and failure to propose ways forward. – G7

**P10** Multimodality, Collaboration and Co-curation as Critical Anthropological Pedagogy – G11-12

**P56** Ethics, transmission, education, and the issue of gaze in portraying the “other” between Europe and the postcolonial world – G16

**W05** Writing for Publication Workshop for Early Career Researchers – G21A

**P15** Learning and Unlearning with Museum Collections – G22

**P43** Towards trauma-informed anthropological teaching and practice – Senate Room

**Film6** Under the Palace Wall – Beveridge Hall

**16:00-16:30: Break**

**16:30-18:00: Plenary, Beveridge Hall**

**A03** Crimes Against Children: a global alert, Convenors: Hugh Brody, Discussants: Gyal Lo; Rajaraman Sundaresan; Lorna Williams

## Friday 28 June

**09:30-11:00: Session 10**

**P19** Boarding School Experiences and Controversies in African Countries – G3

**P21** Exhibiting Learning – Learning Exhibitions – G4

**P55** [MAYS] Exploring the Dynamic Landscape of Medical Anthropology: Expertise and Public Engagement in the Transformation of Disciplinary Boundaries – G5

**P53** Labyrinthine Navigation: Psychoanalytic Anthropology's Ambivalent Entanglement with Human Development – G7

**P37** Teachers' work across the globe from anthropological perspectives – G11-12

**R02** Anthropology With(out) Boundaries: Educational Anthropologists Negotiating Interdisciplinary Paths Outside Anthropology – G16

**P05** Principles and praxis to engage a funds of knowledge approach for social justice purposes in international contexts – G22

**P36** Change in Educational Policies and Programs and their impact with Special Reference to the Marginalized – G26

**P42** Motivating Change: Anthropological perspectives on transforming modes of education – Senate Room

**11:00-11:30: Break**

**11:30-13:00: Session 11**

**P38** Flipping the conference space: Students' perspectives on learning anthropology (EASA TAN Panel) – G3

**P24** Recognition and Codification of Cultural Traditions for Educational Purposes in Schools – G4

**P53** Labyrinthine Navigation: Psychoanalytic Anthropology's Ambivalent Entanglement with Human Development – G7

**P37** Teachers' work across the globe from anthropological perspectives – G11-12

**P47** Anthropology in the Art School – G16

**P05** Principles and praxis to engage a funds of knowledge approach for social justice purposes in international contexts – G22

**P36** Change in Educational Policies and Programs and their impact with Special Reference to the Marginalized – G26

**Film7** Factory Schools in India: two film shorts – Beveridge Hall

**13:00-14:30: Lunch**

**14:30-16:00: Session 12**

**P38** Flipping the conference space: Students' perspectives on learning anthropology (EASA TAN Panel) – G3

**P24** Recognition and Codification of Cultural Traditions for Educational Purposes in Schools – G4

**P39** Theorizing "Life-Long Learning": Relational Perspectives on Learning & Age – G5

**P53** Labyrinthine Navigation: Psychoanalytic Anthropology's Ambivalent Entanglement with Human Development – G7

**R03** Objects as curricula – learning with museum artefacts through art/archaeology practice – G16

**R06** Teaching Anthropology Journal – G22

**P36** Change in Educational Policies and Programs and their impact with Special Reference to the Marginalized – G26

**Film8** Suñu Ekool– Beveridge Hall

**16:00-16:30: Break**

**16:30-18:00: Plenary, *Beveridge Hall***

**A04** How things mean – the place of objects in the dialogical museum by Howard Morphy

# Plenaries and keynote

## Conference Opening and Keynote by Dr Lorna Williams

*Beveridge Hall:* Tue 25<sup>th</sup> June, 17:30-19:00

**Welcome:** *David Shankland, Director of the RAI*

**Welcome from the RAI:** *Deborah Swallow, President of the RAI*

## Rebuilding in the Aftermath of Residential Schools in Canada 1831 – 1996

*Lorna Williams (University of Victoria)*

“In order to educate the children properly we must separate them from their families .... If we want to civilize them we must do that.” H. Langevin Sec of State for Provinces. 1883

The task of rebuilding relationships with families, communities, Nations, traditions, languages and the lands is the work of Indigenous peoples. It means working within their Indigenous world to reconstruct and also educating the Colonial world. These are stories of achievement and challenges.

Dr Lorna Wánosts’a7 Williams is Lil’watul from Mount Currie, B.C. Dr Williams is an educator, filmmaker, author, and Indigenous language expert who has devoted her life to Indigenous education and Indigenous languages. She served as past Chair of First Peoples’ Cultural Council and is the current Chair for First People’s Cultural Foundation.

Throughout her career, she has held a number of senior positions, notably at the University of Victoria as Director of Indigenous Education and Associate Professor in the Faculty of Education, and as Canada Research Chair in Indigenous knowledge and learning. She retired in 2014. She served as Director of the Indigenous Enhancements Branch of the Ministry of Education. She currently serves as the Elder and member of the Minister’s Advisory Council on Indigenous Women and a member of the Indigenous Circle for SSHRC. She was inducted into the Order of B.C. in 1993, the Order of Canada, Officer in 2019. In 2018 she received an honorary doctorate from Simon Fraser University, and was awarded an Indspire Award in 2017, all for her work in Indigenous education and languages. Her work is informed by her early development of band-controlled schools in Mount Currie, where she taught, and developed Indigenous knowledge curriculum and the Ucwalmicwts language.

## Henry Myers

*Beveridge Hall:* Wed 26<sup>th</sup> June, 13:00-14:30

## Make Believe: a processual and material approach to the deep history of magic and religion

*Chris Gosden (University of Oxford)*

The long history of human relations with the sentient universe and later on with deities has yet to be written.

Currently, a useful distinction has been made between immanence (designating a sentient, enchanted universe) and transcendence (the emergence of deities operating beyond the human sphere) (Strathern 2019, Sahlins 2022). I have used a similar distinction, but prefer the terms magic and religion (Gosden 2021). Both magical and religious practices unfold at a series of entangled temporal scales, with magical practices perhaps as old as Homo sapiens and religion probably coming into the world a little over 7000 years ago, after which they exist in tension with each other. I will briefly lay out my starting point for explication of these histories in Material Engagement Theory and enactive signification. But I am most interested in attempting to sketch some long-term histories, looking also at the cultural influence of transcendent theories in the recent period, where they might also be echoed in the so-called ‘invisible hand of the market’.

References:

Gosden, C. 2021. *The History of Magic*. London: Viking.

Sahlins, M. 2022. *The New Science of the Science of the Enchanted Universe. An Anthropology of Most of Humanity*. Princeton: Princeton University Press.

Strathern, A. 2019. *Unearthly Powers. Religious and Political Change in World History*. Cambridge: Cambridge University Press.

## Plenary

*Beveridge Hall:* Wed 26<sup>th</sup> June, 16:30-18:00

## From Education to Anthropology and Back Again

*Convenors: Sarah Winkler-Reid (Newcastle University); Caroline Gatt (University of Graz)*

*Discussants: Tim Ingold (University of Aberdeen); Elsayed Elsehamy Abdelhamid (University of Manchester)*

Although learning and education are essential to being human, they have often been taken-for-granted or side-lined in anthropological inquiries. However, last year’s ASA2022 Anthropology Educates conference, coupled with this year’s RAI conference on Anthropology and Education, provides an ideal opportunity to reconsider the questions not only of how best

to deliver an education in the discipline of anthropology, but also of how the discipline is itself fundamentally educational in its ways of working and in its ethical and transformational commitments.

This plenary panel, organised by the ASA2022 editorial collective, will build on reflections from the Anthropology Educates conference and its forthcoming monograph, which explores the practices, pathways and institutional contexts of anthropological learning and education, the possibilities of knowing and being they open up, and the transformations, both personal and social, they can potentially bring about. We also seek to recognise and interrogate the many ways in which anthropological education continues to perpetuate exclusion and privilege, and to reproduce domination and hegemonic forms of knowledge. We do this through five scaled-down versions of ASA2022's 'studios' which span the themes of anthropology as education, decolonising the academy, student-academic collaborations, anthropology across disciplines, and anthropology and the university. Across all five themes, the studios explore the limitations and possibilities of anthropological education while providing vivid accounts of the regenerative practices of anthropological education and learning that are already happening across diverse settings and in small spaces carved out within the interstices of neoliberal institutions. Combining insights from these studios with emergent themes from the RAI conference, we aim to put learning and education at the heart of our discipline.

The plenary will be in the form of a round table, with contributors from each studio sharing their insights and opportunities for audience question and answer and discussion.

### **Plenary**

***Beveridge Hall:*** Thu 27<sup>th</sup> June, 16:30-18:00

### **Crimes Against Children: a global alert**

***Convenors:*** *Hugh Brody (University of Cambridge)*

***Discussants:*** *Gyal Lo; Rajaraman Sundaresan; Lorna Williams (University of Victoria)*

Apologies, restitution and a reckoning with history - these are themes that now play out in the cultural politics of Canada, Australia and, to a lesser extent, the USA.

They imply that boarding schools for indigenous and tribal children are features of a cruel colonial history. But there is a new, shocking reality: a resurgence of these schools in many parts of the world, with the same motivations and the same consequences. This session, bringing together awareness of such schools in Botswana, Tibet and India, is a global alert: the crimes against children continue: our role as anthropologists and activists is to see, understand and challenge. And to be part of the process whereby indigenous education is shaped by indigenous educators.

Introduction and chair: Hugh Brody (Boarding school programme in Botswana & the genesis of this conference)

Gyal Lo - Boarding school programme in Tibet

Rajaraman Sunderasan - Boarding school programme in India

Lorna Williams - response to the main speakers, bringing in the Canadian residential school impacts

### **Plenary**

***Beveridge Hall:*** Fri 28<sup>th</sup> June, 16:30-18:00

### **How things mean – the place of objects in the dialogical museum**

***Howard Reid (Australian National University)***

***Chair:*** *Lissant Bolton (British Museum)*

The lecture will provide a framework for understanding the power and value of museum collections as an educational resource. I will focus on how objects engage peoples' attention through 'wonder' and 'curiosity', and their potential as 'pedagogical tools' to enhance people's understanding of the world.

Viewing material objects as educational resources challenges the distinction between research and education by encouraging the student to learn about, and gain knowledge through, the exploration of form. The dialogical relationship between the expressive and semantic aspects of objects makes them an important resource for showing how and why things are valued in different ways by different people in different times. The seemingly ordinary can be made extraordinary when we explore its significance.

The argument will be developed as a pedagogical exercise through a close examination of a number of objects in museum collections. Material culture objects seem to provide a direct point of contact with the hand of the maker and user across space and time, and their expressive properties can excite emotions cross-culturally. But to make meaningful anthropological connections we need context. We need to understand what the objects meant or mean to the people who made them. And the



analysis of the material object itself – its shape, its material properties, the techniques of manufacture, its functional potential and so on - provide a major source of evidence for placing it meaningfully in the time of its making.

The 'humility' of the object provides the potential for its analysis but also for its recontextualization over time. The history of objects in collections is a history of changing values. How an object was acquired, understood and used in different times is not just part of its history but an entry point into those pasts. The lesson from this is not that the object itself is ever changing but that its form remains relatively autonomous. The different ways in which an object has been interpreted, how it has been valued inside and outside the museum, is part of its history, and that history is often characterised by discontinuity. First placing the object in context at the time of its manufacture is a fundamental beginning to retrieving its agentive history. Almost by definition the museum exemplifies the ways in which relatively autonomous cultural trajectories have been disrupted, in particular, by globalisation and colonisation. The collections provide evidence for a greater understanding of those complex histories but also the resources for reengagement with past histories in continuing and contemporary lives.

Thus the pedagogical value of museum collections is that they provide a vital resource for recovering different pasts and connecting them to present lives. They are the product of different and distinctive knowledge systems and ways of being in the world that can continue to challenge, delight and inform present generations. Museums are inherently relational entities but a dialogical approach enables people to engage with different temporalities – to understand the conversations that occurred at different moments in the history of the 'same' artefact. Such an approach provides an entry into the process of history, but also engages with particular moments of time to enable us to see discontinuities as well as continuities, and work through those histories in the discursive and cross-cultural and cross-temporal space of the museum.

# HOW TO SUPPORT THE RAI

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For almost 150 years the RAI has dedicated itself to the furtherance of anthropology, sponsoring cutting edge anthropological research, providing essential funding to final year PhD students, awarding prizes for outstanding scholarship and also conserving our invaluable and extensive collections for future generations.

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You can either leave a specific amount or indeed a percentage of the residue of your estate. The bequest can also be part of a default clause in the event of your intended beneficiaries passing away before you. In addition, you can also bequeath possessions or intellectual copyrights, ensuring the preservation and continuation of your life's work. If you are considering leaving a gift to the RAI in your will, please do contact in confidence the Director, David Shankland: [david.shankland@therai.org.uk](mailto:david.shankland@therai.org.uk), +44 (0)20 7387 0455. Please do also consider coming to the RAI for a private tour. We would greatly appreciate the opportunity to welcome you and show you how your donation will impact the future of the Institution.

All gifts, no matter how large or small, are greatly appreciated.



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# Abstracts

Tuesday 25 June

09:30-10:30

## Registration

10:30-12:00

### Session 1

#### **P07 | The anthropology class/room as quilting bee. Educating through craft and silence**

##### Panel

*Convenors: Dr Lydia Maria Arantes (University of Graz); Dr Michele Feder-Nadoff (El Colegio de Michoacán)*  
G11-12: **Tue 25 Jun 10:30-12:00, 13:30-15:00, 15:30-17:00**

What happens when a seminar class builds upon the silence of students gathering together while knitting, drawing, weaving or embroidering to discuss critical anthropology readings? What and how can silence and making contribute to educating and learning? Can this shape an education of attention?

#### **Crafting Wisdom in the Anthropology Classroom. Reconciling Body and Mind with Tools in Higher Education Humanities**

*Author: Dr Lydia Maria Arantes (University of Graz)*

For a recently taught course I put making (concretely: embroidery) at the centre of pedagogy. Students' and my experience show that thus a kind of low-threshold space was created for students to learn to think, reflect and critique, thus empowering them to develop their own voice.

#### **Stitching and thinking. Entanglements between bodily ethnography, emotions and academic knowledge – A student perspective**

*Authors: Ms Julia Faßwald (University of Graz); Ms Kristina Trummer (University of Graz)*

We share our experiences about a course at university at whose pedagogical heart was making. While discussing our readings about crafting and crisis, we were embroidering freely on our hoops. Our talk is about different perceptions on how the course setting influenced our learning trajectory.

#### **Listening and silence: falling into a space between two disciplines**

*Author: Dr Stephanie Bunn (University of St Andrews)*

This paper addresses silence as an aspect of listening, and approaches listening in craftwork as an outcome of working together that can leave space for 'an act of grace' to occur. It draws on research by the Forces in Translation project, who work along the boundaries of basketry and mathematics.

#### **The point of sharing: cultivating trust, stitch by stitch.**

*Author: Ms Victoria Mitchell (Norwich University of the Arts)*

This contribution will consider how a group of adults with learning disabilities in north-east London have worked together for a number of years on shared projects in which individual, singular stitches of embroidery, however unruly, are joyfully encouraged and inherently valued.

#### **P11 | Virtually There: Teaching and Doing Ethnography Online**

##### Panel

*Convenors: Prof Cathrine Degnen (Newcastle University, UK); Dr Audrey Ricke (Indiana University, Indianapolis); Dr Sarah Winkler-Reid (Newcastle University)*

G26: **Tue 25 Jun 10:30-12:00, 13:30-15:00**

Inspired by trying to better imagine how we can teach virtual ethnography, and how to teach ethnography virtually, we invite papers focused on innovations in online ethnographic methods, and the challenges and promises of teaching ethnography afforded by new digital forms.

#### **Opening up into the world: teaching ethnographic methods via a cross-cultural virtual exchange**

*Authors: Prof Cathrine Degnen (Newcastle University, UK); Dr Audrey Ricke (Indiana University, Indianapolis); Dr Sarah Winkler-Reid (Newcastle University)*

This paper explores our experiences of designing and facilitating a cross-cultural virtual exchange between UK and US undergrads. We argue that virtual exchange offers a productive pedagogical resource, creating small generative spaces for students to practice ethnographic techniques first-hand.

#### **Online Ethnography in a Virtual Field Course**

*Authors: Prof Gillian Bentley (Durham University); Dr Paolo Fortis (Durham University)*

We report our development of and experiences with a prize-winning, structured virtual field course at Durham University that teaches online ethnography. Students interview educators and interpreters at Plimoth-Patuxet Museum in the USA as well as indigenous representatives from the Wampanog Tribe.

### **Learning Ethnography and Ethnographic Learning: Virtual exchange and COIL as pedagogical tools in university courses**

*Author: Dr Wendy Leynse (Queens College, City University of New York)*

I discuss virtual exchange experiences with university students and reflect on the ethnographic skills gained, as well as the VE process. Experiences were marked by logistical, technical, and cultural challenges, and also by opportunities for the development of key ethnographic perspectives.

### **Ethnography in virtual worlds: Exploring new fields and methods**

*Author: Ms Loeva La Ragione (University of Lausanne)*

This paper addresses new tools and methods to do digital ethnography and to conduct research in virtual fields. With the rise of online platforms and their characteristics, new challenges appear and require the adaptation of ethnographic methods to interact with digital worlds and their communities.

### **P26 Indigenous Experience and the Re-shaping of Canadian Museums: Decolonizing from the Inside**

Panel

*Convenors: Dr Maureen Matthews (University of Manitoba); Dr Suzanne McLeod (University of Manitoba)*

*Chair: Dr Cara Krmpotich (University of Toronto)*

Senate Room: **Tue 25 Jun 10:30-12:00, 13:30-15:00**

This panel will present the experiences of Canadian Indigenous scholars and museum professionals during their time at regional institutions, providing real-time feedback on the progress and complexities of decolonization and Indigenization—an opportunity to share best practices and new responses.

### **Fire Back: Finding Stories Beyond the Institutional Frames**

*Author: Dr Sherry Farrell Racette (University of Regina)*

This paper will unpack the visceral response from a small group of students and artists to a small hide bag found in a museum collection. The little bag, with the words "Fire Back" embroidered on the front impacted each member of the group in different ways.

### **Indigenous Perspectives in the Museum Studies Classroom**

*Author: Dr Darrell Racine (Brandon University)*

This work will examine the challenges of teaching Museum Studies within an Indigenous Studies Department and from an Indigenous perspective. The relationship between historical trauma, museum collections and reconciliation will be examined in the context of the Canadian milieu.

### **gikinoo'amaadiwag: they teach each other**

*Author: Dr Lori Beavis (Centre d'art daphne)*

In this paper I will discuss the guiding principle of my work as independent curator and as the Director of daphne, to create openings and possibilities for the next generation of Indigenous cultural workers. This work is done as a pedagogical practice in a contemporary cultural setting.

### **Collections Management as a Critical and Political Museum Practice**

*Author: Dr Cara Krmpotich (University of Toronto)*

This paper builds on experiences teaching collections management for museum studies students, integrating anthropological approaches to knowledge systems and material culture to decolonize an incredibly durable facet of museums: the catalogue.

### **Minwaabaji'idizowin: Making Oneself Useful**

*Authors: Dr Maureen Matthews (University of Manitoba); Mr Roger Roulette (Aboriginal Languages of MB)*

This paper reflects on changes which have been initiated by twelve pipes on exhibit at the Manitoba Museum. In Anishinaabemowin, these pipes are other-than-human-persons and they have begun decolonizing the museum by teaching the institution to respect its relational obligations to its collections.

### **P29 Incorporating Anthropological Reflection into Medical Education in Taiwan**

Panel

*Convenors: Prof Shu-chung Lii (Chang Gung University); Mr Alex Hsu-Chun Liu (National Yang Ming Chiao Tung University); Dr Yi-Cheng Wu (Mackay Medical College); Dr Chih-Ju Wu (National Yang Ming Chiao Tung University)*

*Chair: Dr Yi-Cheng Wu (Mackay Medical College)*

*Discussants: Dr Loretta Lou (Durham University); Dr Harry Yi-Jui Wu (National Cheng Kung University)*

G5: **Tue 25 Jun 10:30-12:00**

This panel emphasizes how anthropology has been integrated into medical education in Taiwan. It explores innovative pedagogy, emotional/cultural reflection, and identity exploration, showcasing anthropologists' role in broadening students' perspectives and critical thinking beyond medicine.

### **Dissecting Rite de Passage with Fascia: Materials, Affects, and Identity Formation in a Taiwanese Anatomy Lab**

*Author: Mr Alex Hsu-Chun Liu (National Yang Ming Chiao Tung University)*

Anatomy is regarded as the rite de passage for medical students. Taking an anatomy lab in Taiwan as the site, this fieldwork aims to elucidate the affect and material encounters of anatomy in an East Asian context.

### **Anthropological Roots and Routes in Taiwan Medical Education: A Case Study of the "Walking Classroom" in Rural Medical Internships Training Course**

*Author: Dr Yi-Cheng Wu (Mackay Medical College)*

Echoing advocacy that proposed cultural and structural competency, this paper introduces the teaching course "Walking Classroom" in rural internships for medical students and discusses the ways of enhancing students' awareness of health inequality and decolonizing medical education in Taiwan.

### **Autoethnography as a Study Method in Taiwan Medical Education and Clinical Training**

*Author: Dr Chih-Ju Wu (National Yang Ming Chiao Tung University)*

This paper delves into how medical students utilize autoethnography to comprehend immigrant health issues in Taiwan, facilitating moral distress and ethical inquiry. It highlights autoethnography's role in training, fostering self-awareness while navigating identity transitions and vulnerability.

### **An Anthropologist Teaching Medical Humanities in a School of Medicine - A Field Report from Taiwan**

*Author: Prof Shu-chung Lii (Chang Gung University)*

This report presents a Bourdieusian analysis of teaching and learning anthropology in a medical school in Taiwan. With an emphasis on the mutual constitution and constraint between the medical field and agentive practice, it presents a local case within the globalized medical education discourse.

### **P33 Indigenous Boarding School in Postcolonial Nations and a continuous logic of Colonization**

Panel

*Convenor: Ms Rashmi Kumari ()*

**G7: Tue 25 Jun 10:30-12:00, 13:30-15:00**

This panel will present case studies and personal experience narratives of boarding schools for Indigenous children in postcolonial nations like India and South Asia. Through this panel discussion we seek to explore and critique the continuous logic of colonization in postcolonial societies.

### **Going back to my own tribal welfare residential school: An Autoethnography of Telangana's Tribal and Dalit residential schools(Gurukulam schools) in India**

*Author: Mr Shankar Guguloth (IIT Hyderabad)*

Through autoethnography, this paper discusses identity formation and aspirations among marginalized community students under the 'Swaero' Identity. The Telangana Social Welfare Residential Education Institution Society(TSWREIS) students and alumni identify themselves as the 'swaeros.'

### **Organising for Extraction : KISS school and the annihilation of Adivasi imagination and life-words**

*Authors: Ms Sharanya Nayak (Independent); Mx Rajaraman Sundaresan ()*

KISS boarding school - a laboratory project, a 'performativity of power' and a continuation of the colonial-brahmical system on indigenous people whose lives are forcibly entrenched in the everydayness of resource extraction, land theft, social assimilation and cultural annihilation.

### **Community-run School of Gond Tribes: Challenging the Educational Ethos of Post-Colonial India**

*Author: Mr Bodhi Ramteke ()*

Indigenous face loss of culture, language, and forced assimilation; Gond tribes in Gadchiroli, India combat this by establishing community-run schools preserving the Gondi language, and culture. Legal recognition is sought to challenge assimilative education frameworks.

### **P35 Navigating the Anthropology-Education nexus in a Changing World**

Panel

*Convenors: Dr Uma Pradhan (University College London); Mr Peter Sutoris (University of Leeds)*

**G4: Tue 25 Jun 10:30-12:00, 13:30-15:00**

The unprecedented rate of change in our society creates both challenges and opportunities for interdisciplinary academics working at the intersection of anthropology and education. In this panel, we explore the theoretical implications of such an interdisciplinary engagement in a changing world.

### **Anthropological Engagement in Experiential Learning and Public Outreach: A Student-Led Approach in Hong Kong's Higher Education**

*Author: Dr Wai-chi Chee (Hong Kong Baptist University)*

This paper explores my role as an educational anthropologist, fostering anthropological engagement through experiential learning and public outreach. It overviews a student-initiated project that promotes anthropological knowledge and participatory action, extending anthropology beyond academia.

### **Doing undergoing: Anthropological death-education as a transformative practice**

*Authors: Dr Yvon van der Pijl (Utrecht University); Dr Mariske Westendorp (Utrecht University)*

Launched in 2023, "Anthropology of Death" is an interdisciplinary course emphasizing transformative learning. Inspired by Ingold's work, our paper explores the course as an "doing undergoing" experiment, offering alternatives to teaching about pressing issues related to death.

## **Anthropology in university Psychometric training: interdisciplinary contributions to tackle and educate in social complexity**

*Author: Dr Sebastián Fuentes (CONICET-FLACSO-Untref)*

The articulation between teaching, research and extension under an interdisciplinary umbrella between Anthropology and Psychometricity, while valuing the knowledge of communities and professional groups contributes to legitimize forms of intervention in an increasingly complex and changing world

## **P50 Teaching and learning across countries, cultures and disciplines: how can social and cultural skills build a multi-dimensional perspective of anthropology in education? (IUAES PANEL)**

**Panel**

*Convenors: Prof Giovanna Guslini (Formerly of the Italian Ministry of Education, University and Research); Dr Mary Hallin (University of Nebraska at Omaha)*

**G22: Tue 25 Jun 10:30-12:00, 13:30-15:00**

Educational exchanges across countries, cultures and disciplines can build a multi-dimensional perspective of anthropology in education. Papers that explore how anthropology can be engaged in concrete actions that develop new social and cultural competences in international exchanges are welcome.

## **Overcoming the limitations in intercultural education. The case of Ukrainian children in Polish schools**

*Author: Prof Jarema Drozdowicz (Adam Mickiewicz University in Poznań)*

The presentation explores the issue of intercultural education and its limitations in the case of teaching practices of Ukrainian children in Polish schools. The paper focuses not only on the structural problems but also on cultural, linguistic, relational, affective, and cognitive dimensions.

## **Teaching Across Cultures, Negotiating the Cognitive Divide: Experiences and Challenges**

*Author: Prof Subhadra Channa (Delhi University)*

Teaching across cultures can pose unexpected challenges, the same terms may communicate differently in different cultures. A global anthropology needs to both understand cognitive barriers and find teaching methodologies both sensitive to ways of transcending and restructuring contextually.

## **Pedagogical power dynamics seen from the South: A case study of the Global Classroom for Democracy Innovation (GCDI)**

*Authors: Mr Mukisa Mujulizi (Global Classroom for Democracy Innovation); Dr Matthew Wingfield (Stellenbosch University)*

The COVID-19 pandemic led to a widespread disruption in the composition and form of teaching and learning. Reflecting on a globally networked learning opportunity formed during this time, we track the multiplicity of ways in which a range of global power dynamics are (re)produced in these spaces.

## **'Tiptoeing in the lands of the minarets': how to gradually build new anthropological skills through a narrative text.**

*Author: Prof Giovanna Guslini (Formerly of the Italian Ministry of Education, University and Research)*

A narrative book based on real experiences in a Muslim world shows the value of developing social and cultural competencies in global interchanges. This paper examines multidimensional knowledge exchange and new international dimensions in education at all levels and across disciplines.

## **W01 Unlocking the Anthropologist Within: A Blueprint for Student-Led Projects in Pre-University Education Workshop**

*Convenors: Mr Brian Holtz (Alpha School); Miss Chelsea King (University of North Texas)*

**G16: Tue 25 Jun 10:30-12:00, 13:30-15:00**

Explore techniques and tools to develop project-based learning for student-led ethnographic engagement. Review pedagogical case studies in K-12 anthropology instruction, meet middle and high school student researchers from the Alpha School, and leave with a ready-to-implement project.

## **The Lost Courtship: Decoding the Decline of Young Male Dating Initiatives in Post-Pandemic America**

*Author: Ms Elle Liemandt (Alpha High School)*

The pandemic has given rise to a striking decline in traditional dating activities among U.S. male teenagers. This study investigates the causes of this trend by comparing the current dating experiences of young men with those of past generations.

## **AI in the Health and Wellness Coaching Industry: Researching How AI Compares to Human Health Coaches and Independent Efforts**

*Author: Other Clara Aboel-Nil (Alpha High)*

Comparing the effectiveness of AI health coaches, traditional human health coaches, and independent endeavors through mixed-method research.

## **Board Games Unleashed: Impact of Board Games on Texas Families Raising Generation Alpha**

*Author: Other Sara Way (Alpha School)*

Investigating the Influence of Board Games on Texas Families with Generation Alpha Children.

**W03 Different ways of knowing for teaching anthropology: Ethical, responsive, pluriversal anthropological education**

**Workshop**

*Convenors: Prof Zoy Anastassakis (Universidade do Estado do Rio de Janeiro); Ms Francy Baniwa (); Mr Luiz Fontes (); Dr Caroline Gatt (University of Graz); Mr Idjahure Kadiwel (Universidade de São Paulo); Prof Ty Tengan (University of Hawaii at Mānoa)*

**G3: Tue 25 Jun 10:30-12:00, 13:30-15:00**

The workshop offers concrete examples of pedagogies for pluriversal anthropologies. Participants will engage with three ways of teaching anthropology: Two developed by Indigenous anthropologists to appropriately share their respective knowledges; one offering a transnational improvisational pedagogy

**12:00-13:30**

**Lunch**

**13:30-15:00**

**Session 2**

**Film1 Delhi at Eleven**

**Film**

*Discussant: Dr Stephen Hughes (Royal Anthropological Institute)*

**Beveridge Hall: Tue 25 Jun 13:30-15:00**

*Directors: Ravi Shivhare, Anshu Singh, Kumar Kashyap and Shikha Kumar (Anthropologist David MacDougall)*  
2013 | 82 minutes

**Delhi at Eleven**

This film presents the work of four young filmmakers of New Delhi. From March to May 2012 they took part in a video workshop at the CIE Experimental Basic School, a government primary school. Each of the filmmakers was eleven years old.

**P07 The anthropology class/room as quilting bee. Educating through craft and silence**

**Panel**

*Convenors: Dr Lydia Maria Arantes (University of Graz); Dr Michele Feder-Nadoff (El Colegio de Michoacán)*

**G11-12: Tue 25 Jun 10:30-12:00, 13:30-15:00, 15:30-17:00**

What happens when a seminar class builds upon the silence of students gathering together while knitting, drawing, weaving or embroidering to discuss critical anthropology readings? What and how can silence and making contribute to educating and learning? Can this shape an education of attention?

**Notetaking in the Material: tactile archives of time spent together.**

*Author: Ms Lydia Donohue (University of Manchester)*

When our hands are occupied, our fingers carry the flow of conversation into the objects we are making; how does this sensory 'distraction' alter the stream of discussion within a group? and how can we engage with these handmade things as tactile archives of collective discourse?

**Warp and Weft: Crafting Anthropology through material theatre**

*Author: Dr Subhashim Goswami (Shiv Nadar University)*

What will it take for anthropology to take on hands on making and doing as a way of crafting concepts. Drawing a leaf from doing toddler theatre, this paper argues how the anthropological can be a play of material in conversation where the conceptual emerges in the interstices of doing and making.

**Feminist quilting in and of color for unsilencing and suturing uncommon connection**

*Author: Prof Elizabeth Chin (ArtCenter College of Design)*

Inspired by the improvisatory style and vernacular materials of Gee's Bend quilts, this exercise in ethnographic dialogue is a work in progress. Participants arrive with 5-7 images of importance to them, cut them up into quilt pieces, then reassemble their pieces in pairs or groups.

**By Trial and Error.**

**On the productive Use of «Errors» in Teaching and Learning and the Dimensions of «Silence» as a Pedagogical Accomplice**

*Author: Dr Sibylle Künzler (Cultural Anthropology, University of Basel)*

Trying out and making mistakes are crucial for academic knowledge production in teaching and learning. But there are often inhibitions. Formats in which the participants tinker together and silence serves as an accomplice, make such processes transparent, dynamic and change the notions of academia.

**P11 Virtually There: Teaching and Doing Ethnography Online**

**Panel**

*Convenors: Prof Cathrine Degnen (Newcastle University, UK); Dr Audrey Ricke (Indiana University, Indianapolis); Dr Sarah Winkler-Reid (Newcastle University)*

**G26: Tue 25 Jun 10:30-12:00, 13:30-15:00**

Inspired by trying to better imagine how we can teach virtual ethnography, and how to teach ethnography virtually, we invite papers focused on innovations in online ethnographic methods, and the challenges and promises of teaching ethnography afforded by new digital forms.

### **Tracing Iterative Concerns: A Method for Exploring Digital Experiences with Online Ethnography**

*Author: Mr Yaojing Wang (The University of Edinburgh)*

Drawing on an ethnographic study during lockdown, this paper explores the method of tracing iterative concerns in digital experiences to investigate virtual activities and conduct online ethnography. It reconnects the virtual “there” and the real “here” for reimagining teaching virtual ethnography.

### **The Social Production of Digital Classrooms and Indigenous Publics**

*Author: Dr Joe Quick (University of Manchester)*

This paper explores the production of digitally-mediated social spaces through research on university students’ experiences of online learning during the COVID-19 pandemic, and research on how young indigenous media makers from South America shape the digital publics that form around their content.

### **First-Gen Students and First-time Ethnographers: The Teaching and Doing of Digital Ethnography in the Pandemic Journaling Project**

*Authors: Dr Andrea Flores (Brown University); Prof Katherine Mason (Brown University)*

The First-Gen Pandemic Journaling Project digitally tracks Covid’s effects on students who are first in their families to attend university and mentors these students as collaborators. We explore our co-learning in digital methods, including building trust online and undoing research hierarchies.

### **P26 Indigenous Experience and the Re-shaping of Canadian Museums: Decolonizing from the Inside**

Panel

*Convenors: Dr Maureen Matthews (University of Manitoba); Dr Suzanne McLeod (University of Manitoba)*

*Chair: Dr Cara Krmpotich (University of Toronto)*

Senate Room: **Tue 25 Jun 10:30-12:00, 13:30-15:00**

This panel will present the experiences of Canadian Indigenous scholars and museum professionals during their time at regional institutions, providing real-time feedback on the progress and complexities of decolonization and Indigenization—an opportunity to share best practices and new responses.

### **Removing the Colonial Lens: Decolonization from an Indigenous Perspective**

*Author: Miss Amanda McLeod (Southern Chiefs' Organization Inc.)*

With a critical eye on the colonial lens still visible in many museums and institutions today, this paper will examine the notion of “decolonization” from an Indigenous perspective, drawing on personal experiences as an Indigenous professional in the conservation and curatorial fields.

### **Everyday Actions of Restorative Justice within Museum Work**

*Author: Dr India Young ()*

Before Reconciliation comes Truth. How can an institution make colonizing actions and actors visible within records, databases, policies, and budget lines? This paper provides examples of shifts in everyday museum practices as first steps towards institutional truth telling.

### **Returning Ancestor Beings & Belongings: Addressing Institutional Violations & Practices**

*Author: Dr Suzanne McLeod (University of Manitoba)*

Collections of Indigenous “artifacts”, or “Ancestor Beings”, acquired by universities—often without the consent or knowledge of the community—create ethical challenges. Repatriation and rematriation, at the direction of Indigenous people, attempt to address years of institutional colonial violence.

### **P33 Indigenous Boarding School in Postcolonial Nations and a continuous logic of Colonization**

Panel

*Convenor: Ms Rashmi Kumari ()*

G7: **Tue 25 Jun 10:30-12:00, 13:30-15:00**

This panel will present case studies and personal experience narratives of boarding schools for Indigenous children in postcolonial nations like India and South Asia. Through this panel discussion we seek to explore and critique the continuous logic of colonization in postcolonial societies.

### **Punish, Discipline and Reform: Discourse on Sudhaar (Reform), Aesthetics of Punishment and Ideology of Hindutva in the Residential Schools for Adivasi/Indigenous children**

*Author: Mr Neeraj Naidu (University of Hyderabad)*

This paper underlines sudhaar (reform) as a structural problematic in residential schools for Adivasi/Indigenous children in central India. Exploring the discourse on sudhaar, I locate the underlying ideologies of hindutva that is operationalized through aesthetics of colonial forms of punishment.

### **Standard policy or political insecurity? School consolidation and centralised boarding schools in Tibet**

*Author: Dr Stuart Wright (University of Oxford)*

This paper looks at the centralisation/consolidation of Tibetan schools and related boarding practices that have, in the context of political unrest and insecurity, significantly increased the engagement of Tibetan children and youth in state education and the national curriculum.



### **P35 Navigating the Anthropology-Education nexus in a Changing World**

#### **Panel**

*Convenors: Dr Uma Pradhan (University College London); Mr Peter Sutoris (University of Leeds)*

**G4: Tue 25 Jun 10:30-12:00, 13:30-15:00**

The unprecedented rate of change in our society creates both challenges and opportunities for interdisciplinary academics working at the intersection of anthropology and education. In this panel, we explore the theoretical implications of such an interdisciplinary engagement in a changing world.

#### **Conducting anthropological research as a doctoral student within an Education Faculty: A liminal or limiting space?**

*Author: Mr Surya Pratap Deka (University of Cambridge)*

Conducting anthropological doctoral research within an Education Faculty brings ample rewards and challenges. This paper describes a PhD researcher's experiences trying to work with and against such (inter)disciplinary methods, processes, and protocols.

#### **Ethnography and Student Voice for “Brighter” Research in Education.**

*Author: Miss Maria Giulia Tongiani (University of Southampton)*

Combining Anthropology and Student Voice can help us overcome the often too-dark adult self-referentiality of research in Education. The commitment to listen and include non-adult perspectives yields the power to make us rethink school dynamics in ways that leave more room for hope and possibility.

#### **Language, Technology and Education Anthropology**

*Author: Dr Uma Pradhan (University College London)*

This paper explores the broader context of language loss and explores the transformative potential of technology in education, shedding light on its implications for the future of education anthropology.

### **P50 Teaching and learning across countries, cultures and disciplines: how can social and cultural skills build a multi-dimensional perspective of anthropology in education? (IUAES PANEL)**

#### **Panel**

*Convenors: Prof Giovanna Guslini (Formerly of the Italian Ministry of Education, University and Research); Dr Mary Hallin (University of Nebraska at Omaha)*

**G22: Tue 25 Jun 10:30-12:00, 13:30-15:00**

Educational exchanges across countries, cultures and disciplines can build a multi-dimensional perspective of anthropology in education. Papers that explore how anthropology can be engaged in concrete actions that develop new social and cultural competences in international exchanges are welcome.

#### **Teaching Anthropology Globally with HRAF Resources**

*Authors: Dr Francine Barone (Human Relations Area Files at Yale University); Dr Carol R Ember (Human Relations Area Files at Yale University); Prof Michael Fischer (Human Relations Area Files at Yale University); Mr Ben Kluga (Human Relations Area Files at Yale University); Mr Matthew Longcore (Human Relations Area Files at Yale University)*

The Human Relations Area Files at Yale University is committed to developing dynamic, expertly indexed, and curated online databases and open access resources for the global community. Our teaching materials include eHRAF Workbooks, Explaining Human Culture, and Introducing Cross-Cultural Research.

#### **Cultivating Interculturality through Sports: Teaching Kabaddi in Post-colonial Hong Kong**

*Author: Dr Wai Man Tang ()*

Formal schooling in Hong Kong is regimented and standardized. Since 2018, I have launched an intercultural sports project that teaches the South Asian sport kabaddi. This paper discusses the potentialities and challenges of cultivating interculturality among the participants in the project.

#### **The social learning among the Hunter-gatherer Raute's of Nepal and their position in the face of modern education.**

*Author: Mr Man Shahu (Tribhuvan University, Nepal)*

This paper explores the difficult, but possible exchange of socio-cultural competences between different cultures in the same country. The social learning process is possible through instruction, imitation, sharing, interaction and observation within the limitation of cultural boundaries.

#### **Addressing Global Health Issues: Facilitating Interdisciplinary and Cross-cultural Knowledge Exchange**

*Author: Dr Mary Hallin (University of Nebraska at Omaha)*

Multi-directional knowledge exchange and interdisciplinary collaborations can address health emergencies. What skills are needed to develop local/international teams? How do we build interdisciplinary teams? This paper addresses benefits and ways to develop multi-dimensional knowledge exchanges.

### **W01 Unlocking the Anthropologist Within: A Blueprint for Student-Led Projects in Pre-University Education**

#### **Workshop**

*Convenors: Mr Brian Holtz (Alpha School); Miss Chelsea King (University of North Texas)*

**G16: Tue 25 Jun 10:30-12:00, 13:30-15:00**

Explore techniques and tools to develop project-based learning for student-led ethnographic engagement. Review pedagogical case studies in K-12 anthropology instruction, meet middle and high school student researchers from the Alpha School, and leave with a ready-to-implement project.

### **Teen Connections Online: Exploring Emotions in Digital Spaces**

*Author: Other Austin Way (Alpha School)*

Investigating how teens engage online and the emotional impact of these interactions.

### **Staging the Future: The Role of Social Media in Empowering Teenage Innovation within Theater**

*Author: Ms Maddie Price (Alpha High)*

This study investigates how social media platforms like Instagram and TikTok empower teenagers (13-19) to collaboratively innovate in theater, examining their motivations for creative engagement and the impact on the future of theatrical production and youth's role in the arts.

### **W03 Different ways of knowing for teaching anthropology: Ethical, responsive, pluriversal anthropological education**

**Workshop**

*Convenors: Prof Zoy Anastassakis (Universidade do Estado do Rio de Janeiro); Ms Francy Baniwa (); Mr Luiz Fontes (); Dr Caroline Gatt (University of Graz); Mr Idjahure Kadiwel (Universidade de São Paulo); Prof Ty Tengan (University of Hawaii at Mānoa)*

**G3: Tue 25 Jun 10:30-12:00, 13:30-15:00**

The workshop offers concrete examples of pedagogies for pluriversal anthropologies. Participants will engage with three ways of teaching anthropology: Two developed by Indigenous anthropologists to appropriately share their respective knowledges; one offering a transnational improvisational pedagogy

**15:00-15:30**

### **Break**

**15:30-17:00**

### **Session 3**

#### **Film2 Nobody's Metaphor**

**Film**

*Discussant: Dr Anna Sowa ()*

**Beveridge Hall: Tue 25 Jun 15:30-17:00**

Director: Remigiusz Sowa

2020 | 30 mins

#### **Nobody's Metaphor**

The film follows the experiences of four young women as they experiment with using an unusual combination of fencing and poetry to challenge stereotypes and define themselves without the weight of anyone else's expectations.

### **P03 Anthropology and Education for Blue Futures**

**Panel**

*Convenors: Prof Rosabelle Boswell (Nelson Mandela Metropolitan University); Dr Elena Perez-Alvaro (UNED); Dr Pedro Pombo (Malta University)*

**G22: Tue 25 Jun 15:30-17:00**

The Ocean Economy is a critical sector for socioeconomic development and ecological sustainability. What is the role of anthropology in this sector and how can anthropological knowledge and method be leveraged to advance education that is critical, inclusive and sustainable in this sector?

#### **Nurturing Ocean Awareness in Sail Training: Essential Elements for Blue Futures**

*Author: Dr Montse Pijoan (Independent Researcher)*

This paper aims to share research findings on the transformative impacts of sail training experiences on young participants, emphasizing the enhancement of their relationship with nature within the ocean environment.

#### **Oceanic Embodiments: Understanding Comfort in Other Milieus**

*Author: Ms Fei Liao (SOAS, University of London)*

This paper explores the freediving practice in Dahab, Sinai Peninsula as an intersubjective way of knowing the world in which the freediver cultivates comfort with oneself, others and the sea as milieu.

#### **Educational Marine Areas (EMAs) in the Indian Ocean : a new way of "empowering" children to engage with the ocean ?**

*Authors: Mr DJAHERE Ahamada Saïd (Université de Toliara et Université de Mayotte); Dr Philippe Charpentier (Cufu Mayotte); Dr Georgeta Stoica (Centre Universitaire de Recherche et Formation (CUFR) de Mayotte); Mrs Elsa Tabart (Nantes Université)*

An educational marine area is a coastal maritime zone managed by primary school pupils that are designed to raise awareness among the younger generations in order to protect the marine environment. This paper will explore two case studies one from the Reunion Island and the other one from Madagascar.

### **The Blue School in the desert: a Lüderitz case study**

*Author: Ms Marnie Allen (Luderitz Blue School)*

Lüderitz Blue School is a not-for-profit school with a 'blue vision', incorporating Ocean Literacy into its curriculum and extramural program. Located where the ocean meets the desert in the historical town of Lüderitz, the school aims to act as a lighthouse for learning and opportunity in Namibia.

### **A multidisciplinary education: The Audio-visual Proposition of the Blue Values Journey Project**

*Author: Prof Rosabelle Boswell (Nelson Mandela Metropolitan University)*

The presentation discusses the Blue Values Journey, a multidisciplinary project that advances ocean literacy and environmental education via anthropological research and community involvement.

### **Underwater cultural heritage: identities connected in the deep**

*Author: Dr Elena Perez-Alvaro (UNED)*

Recognizing and valuing underwater cultural heritage can enhance a sense of cultural identity for communities with historical ties to the sea. It provides insights into past human interactions with the oceans fostering an appreciation for marine ecosystems and the need for their protection.

## **P04 Knowledge Nexus: Exploring the Triad of Library, Anthropology, and Education for Inclusive Learning Environments**

### **Panel**

*Convenors: Mrs Margaret Ngwuchukwu (University of Nigeria, Nsukka); Dr Njideka Nwawih Charlotte Ojukwu (University of Zululand); Mr Danjuma Saidu (Federal University Lokoja)*

**Senate Room: Tue 25 Jun 15:30-17:00**

This panel seek contribution on the dynamic interplay among Library Science, Anthropology, and Education, envisioning them as essential components of a holistic "Knowledge Nexus." In a diverse world, this nexus becomes crucial for fostering inclusive and effective learning environments.

### **Libraries as Cultural Hubs: Anthropological Perspectives in Educational Settings for Inclusive Learning in Nigeria**

*Authors: Mr Danjuma Saidu (Federal University Lokoja); Mr Omoniyi Yinka Martins (Federal University Lokoja)*

Libraries as Cultural Hubs explores the transformative role of libraries in education through anthropological lenses, fostering inclusive learning environments. It encapsulates the synergy between libraries, anthropology, and education in shaping diverse and inclusive educational landscapes

### **Traditional Ecological Knowledge (TEK) and Sustainable Practices: An Exploration of Indigenous Knowledge Systems**

*Authors: Dr petros Dlamini (University of Zululand); Dr Njideka Nwawih Charlotte Ojukwu (University of Zululand)*

This abstract explores the integration of TEK into modern sustainability, emphasizing collaboration, indigenous rights protection, and the vital role of TEK. incorporating TEK to sustainable development.

### **Cultural Literacy in the Library: Bridging Anthropological Insights with Educational Practice**

*Authors: Dr Comfort Ometere Alabi (Federal University Lokoja, Kogi State, Nigeria); Miss Lovette Mohammed (Federal University Lokoja)*

This paper explores how libraries integrate anthropological insights to foster cultural literacy, enhancing educational practices for diverse learners.

## **P07 The anthropology class/room as quilting bee. Educating through craft and silence**

### **Panel**

*Convenors: Dr Lydia Maria Arantes (University of Graz); Dr Michele Feder-Nadoff (El Colegio de Michoacán)*

**G11-12: Tue 25 Jun 10:30-12:00, 13:30-15:00, 15:30-17:00**

What happens when a seminar class builds upon the silence of students gathering together while knitting, drawing, weaving or embroidering to discuss critical anthropology readings? What and how can silence and making contribute to educating and learning? Can this shape an education of attention?

### **Finding the Meaning in the Silence: Japanese Craft Pedagogy**

*Authors: Mr Douglas Brooks (); Dr Gavin Whitelaw (Harvard University)*

What does it mean when the teacher refuses to "teach"? Traditional Japanese apprenticeship demands silence, forcing the student to adopt new strategies for learning. This paper draws on experiences with a culturally informed apprenticeship model centered around silence as pedagogical method.

### **Photography and knitting, the two wings of the bee.**

*Author: Miss Johanne Verbockhaven (UCLouvain)*

Based on methodological tinkering in place during fieldwork, the experiments conducted with photography and knitting as alternative means of communication to a linguistic vector supported also the impregnation process and reduced the risks of over-interpretative bias due to a linguistic unfluency.

### **Unraveling in the university classroom: And how string can tie us back together**

*Author: Dr Hinda Mandell (RIT)*

We are all just hanging on by a thread. My goal as an educator is to leave students better than when they first stepped foot in my classroom. I make the case for string experimentation, where string can literally tie us back together and help us feel comfortable with our vulnerable selves.

### **Embroidering memories: crossing distances and following lines**

*Author: Dr Michele Feder-Nadoff (El Colegio de Michoacán)*

In this lab participants will use embroidery as a tool of mutual memory-work. How can embroidering, passing a needle between fabric from one side to another, feeling the threads move smoothly or entangle and learning to stitch together stimulate memory, connection and correspondence?

### **P13 Variability and Primary Education**

Panel

*Chair: Prof Mohammad Pedda Hothur (Maulana Azad National Urdu University (MANUU), Hyderabad, India)*

G16: **Tue 25 Jun 15:30-17:00**

### **The use of participatory approaches to group stitching projects to achieve improved wellbeing in a UK special school for pupils with social, emotional and mental health issues.**

*Authors: Dr Sonja Andrew (University of Leeds); Dr Bruce Carnie (University of Leeds); Ms Catherine Howard (University of Leeds)*

Can a participatory, stitching project, in a UK special school for pupils with social, emotional and mental health difficulties, enable engagement and progression from individually determined starting points towards improved wellbeing as pupils transition from primary to secondary education?

### **Formal education or a path to settlement? An ethnographic approach towards formal education amongst Bakhtiari who practice nomadic pastoralism in the Zagros mountains of Iran**

*Author: Mr Sina Maghami Nick (University of Oxford)*

Formal education for Bakhtiari people who live a pastoral nomadic lifestyle has formed throughout the uprising of different governments in Iran. The current education system has adapted to fit their nomadic lifestyle. However, the functionality of that system is a question for this research.

### **Pastoral Nomads, Precipitations and the Educational Challenges: Mobile Schools As Alternative in Jammu and Kashmir in India**

*Author: Prof Mohammad Pedda Hothur (Maulana Azad National Urdu University (MANUU), Hyderabad, India)*

Transmigration adopted by the Gujjar- Bakerwal nomadic pastoral communities, posed challenges before their children in attending schools while the mobile schools in the process are termed to be coping mechanism helping to promote their educational aspirations in Jammu and Kashmir State in India

### **P28 AI-Enabled Immersive Environments and Child Education: An Anthropological Perspective**

Panel

*Convenors: Dr Mohd Sameen Chishti (NTNU); Dr Abir Lal Mazumder (University of Hyderabad, India)*

*Chair: Mr Abhishek Dwivedi (South Asian University)*

G4: **Tue 25 Jun 15:30-17:00**

The panel invites papers which explore change in the pattern and nature of learning that AI generated environments brings into pedagogical teaching. How do children, parents and teachers perceive this mode of learning.

### **AI and the Craft of Ethnography. Exploring the ways generative AI affects the teaching and practice of ethnography**

*Author: Mr Kiptoch Ndiema (Kenyatta University)*

This study presents the controversial claim of how OpenAI's ChatGpt can revolutionize ethnographic research. The paper analyzes its capabilities and limitations, it discusses the potential of AI to replace human ethnographers, argues incorporating AI tools while upholding ethical standards.

### **Unique Dimensions of AI-driven Anthropological EdTech Platforms for Child Education**

*Author: Ms Ravshish Kaur Kohli (Amity Institute of Forensic Sciences, Amity University)*

Artificial Intelligence (AI) is increasingly playing a significant role in transforming the education sector. This involves assessing features that facilitate collaborative learning, discussion forums, and knowledge sharing among learners from different cultural backgrounds.

### **P30 Emplacing and Displacing Education. Explorations of the nexus between education and place.**

Panel

*Convenors: Miss Ayisha Ahmed (SOAS); Ms Angela Giattino (LSE - London School of Economics and Political Science); Mr Yueh-Chou Ho (SOAS, University of London)*

G26: **Tue 25 Jun 15:30-17:00, Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00, Thu 27 Jun 09:30-11:00**

This panel aims to explore the link between education and place. It considers processes of learning and teaching that happen within the learners' places of origin, as well as instances of students who voluntarily or involuntarily travel or migrate to receive their education.

### **Training the heart, the head and the hands: Character training and the legacy of missionary schooling in Ghana**

*Author: Miss Ayisha Ahmed (SOAS)*

This paper explores the legacy of mission schools in Ghana. It highlights continuities in the emphasis on character training and discipline as important attributes of educated and moral subjects. It also discusses the reasons for the ongoing high status of mission schools in Ghana.

### **Spatialities of learning in Northern Benin**

*Author: Other Erdmute Alber (University of Bayreuth)*

Learning is not exclusively related to formal schooling, it is connected to multiple spatialities. My research among youth in Benin demonstrates that the importance and limitations of schooling can be grasped if schooling is sent into relation to other forms of more informal and gendered learning.

### **Understanding 'YouTube University' and its mundane landings in Kibera, Nairobi.**

*Author: Ms Nele Van Doninck (KU Leuven)*

In our increasingly digitized life worlds, online learning ('YouTube University') is often imagined as an alternative to formal education systems. However, I argue that place is crucial to understanding how seemingly neutral, placeless educational content lands in non-elite contexts such as Kibera.

### **How do children become local? Comparative look on place-based explorations of migrants and refugees in urban schools in the centers and margins**

*Author: Dr Manya Kagan (University of Pennsylvania)*

Processes of belonging and integration of migrant and refugee children occur both in schools and in informal public spaces. Combining tools from urban studies and classic school ethnographies, and drawing on studies from Uganda, Israel and USA, I look at interrelations of place-making and learning.

### **P31 Things as Teachers: exploring the affordances of ethnographic study collections**

Panel

*Convenors: Dr Ulrik Johnsen (Moesgaard Museum); Dr Jaanika Vider (University of Vienna)*

**G5: Tue 25 Jun 15:30-17:00**

What lessons do ethnographic objects in study collections offer today? This panel explores the potential of objects in the education of anthropology students and broader publics, as well as their capacity to stimulate anthropological thinking and dissemination in universities and museums.

### **Anthropology as an objectual practice**

*Author: Dr Jaanika Vider (University of Vienna)*

This paper draws on Karin Knorr-Cetina's theorisation of scientific practice to argue for rethinking anthropology as an objectual practice, thereby bringing material and museum studies into the centre of the disciplinary endeavour.

### **Involuntary Objects: Re-storying a Colonial Collection**

*Author: Dr Alyssa Grossman (University of Liverpool)*

My paper discusses a collaborative, cross-disciplinary, arts-based research project that revisits and creatively engages with a colonial-era collection of rocks found in the archives of the Museum of World Culture in Gothenburg, Sweden.

### **Uncertainty, Risk and Accountability in Edinburgh University's Anatomical Museum**

*Author: Ms Nicole Anderson (University of Edinburgh)*

This paper reflects on what researchers may learn from conducting anti-colonial projects with contested collections in university museums. I argue that uncertainty becomes pedagogically useful, asking researchers to balance political and ethical risks with their accountabilities to these collections

### **P49 The Other Experts: Working Alongside Migrant Activists and the Anthropologist as Facilitator.**

Panel

*Convenors: Dr Girish Daswani (University of Toronto); Mx Vedanth Govi (York University, Toronto, Canada)*

**G3: Tue 25 Jun 15:30-17:00**

This panel examines what partnership, solidarity, and even activism can look like when anthropologists facilitate connections between various community activists that work with migrant workers.

### **International Student (Un)Movement: Collective (In)Action Against a Canadian Higher Education Policy Regime**

*Author: Mx Vedanth Govi (York University, Toronto, Canada)*

This paper draws on an instance of a group of Indian international students who sat on an 18 day protest in Toronto to refute their deportation orders, to reflect on how the migrant student movement in Canada is characterised by- in the context of ongoing collective action— a seeming nothingness.

### **Materialising Intangible Heritage– what UK museums can learn from supplementary schools (with the case-study 'The Whispering Forest', a museum display by a Brazilian supplementary school in London.)**

*Author: Dr Orly Orbach (British Museum)*

Using a case-study of a collaborative museum display co-created by a London-based Brazilian supplementary school and myself (as an artist/anthropologist), this paper considers what lessons public museums in the UK can learn from migrant communities about preserving intangible heritage in migration.

### **The World's Friendliest Police**

*Author: Mr David Semaan (York University)*

Algorithmic policing is the latest frontier of colonial aggression in Canada, and the Canadian state is invested. An analysis of Canada's AI policy funding police departments in their technological integration is necessary to analyze the data economy as the new modality of Canadian imperialism.

## **International students and institutional "bad actors" in Canadian higher education: Refusing single narratives and stereotypes**

*Author: Dr Girish Daswani (University of Toronto)*

Universities are important centres for international student-migration and "success". They have also been accused of taking advantage of students; becoming "bad actors" in Canada's higher education system. This paper looks at the overdetermined narrative of "success" and accompanying stereotypes.

## **P57 Assimilation, Indigenous Boarding Schools, and the Quest for Self-determination in Education**

Panel

*Convenors: Miss Malvika Gupta (University of Oxford); Dr Felix Padel (University of Sussex)*

**G7: Tue 25 Jun 15:30-17:00**

India has the largest number of boarding schools of any country, largely based on the same ideology of assimilation as the infamous North American ones. What has been the relationship of anthropology with them? This panel aims at looking through the boarding schools of India to take a global view of what indigenous education has been and can be.

## **CHOOSING WHAT TO KNOW - reflections on the Canadian Residential Schools**

*Author: Prof Hugh Brody (University of Cambridge)*

The paper centres on Canadian Residential Schools, focussing on the nature of not-knowing - mine and that of the agencies, communities and First Nations individuals whom I worked with. And the challenge of explaining and understanding the extent of conscious (or semi-conscious) 'not-knowing.'

## **Assimilationism in tribal boarding schools in India**

*Authors: Miss Malvika Gupta (University of Oxford); Dr Felix Padel (University of Sussex)*

Our joint paper spells out the history of how boarding schools for tribal children have proliferated in India, gauging the impacts on communities, languages and individuals

**17:00-17:30**

## **Break**

**17:30-19:00**

## **Opening and Keynote**

**19:00-21:00**

## **Reception**

Wednesday 26 June

**09:30-11:00**

## **Session 4**

### **P08 Public Knowledge and Dissemination**

Panel

*Convenor: Dr Nicholas Laluk (University of California, Berkeley)*

Senate Room: **Wed 26 Jun 09:30-11:00**

## **Relationality Beyond the Standard: Essentialisms, Assumptions and Significance in U.S. Heritage Preservation**

*Authors: Dr Joseph Aguilar (Pueblo de San Ildefonso); Dr Nicholas Laluk (University of California, Berkeley)*

By embracing Indigenous "relational methodologies" that speak to Indigenous understandings of enduring associations between the past, present and future we can foreground critical and actionable processes that help researchers better engage and understand Indigenous knowledge systems.

## **Sensory Seascapes and Elemental Feasts: advancing food heritage knowledge for sustainable development in ocean management**

*Author: Dr Jessica Thornton (Nelson Mandela University)*

The ocean embodies complex, sensory and elemental cultural expressions which are often absent in the blue economy. By advancing food heritage knowledge within anthropological inquiry there is the potential to revalorise intangible cultural knowledge for ocean management education and sustainability.

## **Opportunities await parish churches to harness the skills of their communities to modern interconnectedness to create a matrix of life long learning under the umbrella of profound knowledge.**

*Author: Mr W Douglass R Potts (Australian Technology Ltd.)*

Bishop Short consecrated Christ Church North Adelaide in 1849 and founded The University of Adelaide in 1874. The work of Mary Douglas (Purity and Danger), Edwards Deming (Out of the Crisis) and Claude Shannon (A mathematical theory of communication) are under the long shadow of Bishop Short.

### **What is Remembered & What is Forgotten: Shipwrecks and Social Memory on South Africa's Sunshine Coast**

*Author: Ms Emma Dickson-Bow (Rhodes University)*

This paper examines the extension of public knowledge and representation of shipwreck maritime heritage on the Sunshine Coast in South Africa's Eastern Cape Province through a case study on 'The Volo', a Norwegian barge wrecked near present day Kenton-on-Sea and Bushman's River Mouth.

### **P09 The Role of Anthropology in Both the Design and Study of a Multifaceted New Teacher Preparation Program** Panel

*Convenors: Dr Edmund Hamann (University of Nebraska-Lincoln); Prof Socorro Herrera (Kansas State University); Dr Amanda Morales (University of Nebraska-Lincoln); Dr Ursula Nguyen (University of Nebraska-Lincoln)*

*Chair: Dr Jenelle Reeves (University of Nebraska-Lincoln)*

**G7: Wed 26 Jun 09:30-11:00**

Faculty from two American universities describe Project RAICES, a multifaceted teacher education program that engages high school students, preservice teachers, and new teachers, explaining how anthropology informs program design and the design-study self-assessment strategy guiding implementation.

### **The Anthropological Case for Teacher Diversity**

*Author: Dr Edmund Hamann (University of Nebraska-Lincoln)*

In the US there is a growing gap between the race/ethnicity/economic class/family educational attainment backgrounds of teachers and of the students they teach. This paper reviews how shared backgrounds and/or overt efforts to value different backgrounds from one's own matter for student success

### **Induction and the Task of Helping Teachers Negotiate Their Place in the Culture of a School**

*Author: Dr Jenelle Reeves (University of Nebraska-Lincoln)*

With new teachers often leaving the profession before finding success with it, more attention to teacher induction—to the cultural task of welcoming new teachers to schools and helping them succeed at and find affirmation from it—is merited. I examine the design logic for induction in a US project.

### **How Working with Nebraska High Schools Informs Teacher Education Practice**

*Authors: Dr Ursula Nguyen (University of Nebraska-Lincoln); Dr Stephanie Wessels (University of Nebraska Lincoln)*

Both authors are university-based teacher educators and former elementary teachers, here we reflect on our new work with high school students. Unlike our 'regular' work, this connects us to students more like our college students and allows to consider how high schools now socialize our students.

### **P18 Difference and sameness in schools. Perspectives from the European anthropology of education**

Panel

*Convenors: Dr Laura Gilliam (Aarhus University); Dr Christa Markom (University of Vienna)*

**G3: Wed 26 Jun 09:30-11:00, 11:30-13:00**

Presenting the new anthology "Difference and Sameness in Schools. Perspectives from the European Anthropology of Education", this panel explores how anthropological studies of schools and their construction and handling of difference and sameness provide a window to larger society.

### **Teaching Equality, Teaching Hierarchy. Moral Lessons in the Schools of the Danish Welfare State**

*Author: Dr Laura Gilliam (Aarhus University)*

Illuminating the pedagogical work in Danish schools to make children 'social', teach Muslim pupils to be 'relaxed Muslims' and invite privileged young people into a civilized 'we', this paper discusses the toning down of differences in a school that present diversity as essential to social cohesion.

### **Schooling and Age Imaginaries: Establishing the Foundations of Sameness and Difference in an English Secondary School**

*Author: Dr Patrick Alexander (Oxford Brookes University)*

In this paper I explore how sameness and difference are reproduced through age-based categories of identification and belonging in an English secondary school.

### **Keeping differences silenced from a child-centered perspective: Accomplices for the invisibility of intersectionality in an Austrian School**

*Author: Dr Christa Markom (University of Vienna)*

The presentation focuses at children's perspectives on schooling and the moral strategies of the school system and the actors within on silencing in/equality. The ethnographic approach in two Austrian schools allows a glimpse on the child's perspective on difference and sameness within classrooms.

### **P25 Towards a Regenerative Anthropology**

Panel

*Convenors: Dr Tobias Muller (University of Cambridge); Mr Peter Sutoris (University of Leeds); Dr Pauline von Hellermann (Goldsmiths)*

**G5: Wed 26 Jun 09:30-11:00, 11:30-13:00**

Anthropology has a crucial role to play in helping humanity navigate the current socioecological poly-crisis. We identify the ways anthropology can, and should, (re)discover its regenerative potential, broadening its focus from observing and interpreting towards transforming practices and values.

### **Could young people's multimodal storytelling end mental health inequalities?**

*Author: Dr Kelly Fagan Robinson (University of Cambridge)*

'Pupil-Voice' aims to understand mental-health challenges from youth-perspectives, but predominantly English text-based Pupil-Voice may exclude SEND/ESOL student priorities from decision-making about them. Robinson proposes 'ABC', a multimodal, ethnographic Citizen Science approach as the solution.

### **The regenerative potential of creative and artful ethnography in an age of climate change**

*Author: Mr Peter Sutoris (University of Leeds)*

Creative approaches to ethnography do not merely hold promise in making anthropology more relevant, they also have tremendous educational potential in intervening in public debates around the world's future. This paper argues that creative and artful ethnography is key to regenerative anthropology.

### **Feeling Theory: The Use of Multimodal Mixtape Scholarship to Move and Engage Movements**

*Author: Dr Kwame Phillips (University of Southampton)*

This multi-media presentation discusses 'mixtape scholarship,' a multimodal practice that brings into proximity, archives, voices and epistemologies that are undervalued, to convey sonic and visual narratives of the disenfranchised and marginalised, to realise anthropology's regenerative potential.

### **Anthropology from the Colonial Past to the Decolonial Era: The (im)Possibility of an Alternative within Modern Academia**

*Author: Mr Zunayed Ahmed Ehsan (University of Wisconsin-Madison)*

This paper proposes that "decolonial anthropology" should be in dialogue with "decolonizing academia" or "decolonizing knowledge" as I argue that "colonial anthropology" is not the disease but a symptom of the disease, hence, the disease needs to be diagnosed critically.

### **Regenerating Education: Anthropological Insights for Holistic Learning in a Crisis Era**

*Author: Dr Tomas Samek (Charles University in Prague)*

Current Western education is overly reductionist, emphasizing knowledge transfer. Anthropology counters this neglect of holistic human development, offering regenerative insights that can enrich both secondary and higher education for resilience in a crisis era.

### **P30 Emplacing and Displacing Education. Explorations of the nexus between education and place.**

Panel

*Convenors: Miss Ayisha Ahmed (SOAS); Ms Angela Giattino (LSE - London School of Economics and Political Science); Mr Yueh-Chou Ho (SOAS, University of London)*

**G26: Tue 25 Jun 15:30-17:00, Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00, Thu 27 Jun 09:30-11:00**

This panel aims to explore the link between education and place. It considers processes of learning and teaching that happen within the learners' places of origin, as well as instances of students who voluntarily or involuntarily travel or migrate to receive their education.

### **Anthropology and the Arctic: inspirations for change on a Teacher Education programme for developing understandings of place to enhance the educational practice of student teachers**

*Author: Mr Mark Lindley-Highfield of Ballumbie Castle (University of Strathclyde)*

This paper explores changes made to an Initial Teacher Education programme in Scotland with a view to consolidating the nexus between place awareness and preparedness for school placements. These amendments promote an exploration of the broader cultural contexts in which schools are situated.

### **A School in a Place: Boundaries, Branding and Becoming Global at Two International Schools**

*Author: Ms Hannah Cottrell (London School of Economics and Political Science)*

Schools do not exist in a vacuum of space. They are embedded, embody and are constructed against the places that they operate within. This paper considers international schools as institutions that leverage proximity to the national and local, raising their esteem, global persona, and marketability.

### **Study abroad as a form of ethnographic fieldwork: implications for teaching**

*Author: Dr Shukti Chaudhuri-Brill (NYU Paris)*

This paper examines the study abroad context as a place of anthropological learning, focusing on US undergraduates studying in France. It describes teaching methods that use the urban space of the study abroad context as a rich source of ethnographic data through which theory can be apprehended.

### **P45 Anthropology and the University**

Panel

*Convenor: Prof Samantha Hurn (University of Exeter)*

**G21A: Wed 26 Jun 09:30-11:00, 11:30-13:00**



**Can rituals help to cultivate a sense of belonging? How UCL Anthropology's first-year-field-trip might have cemented my identity as an anthropologist.**

*Author: Mr Isaiah Wellington-Lynn (University of Oxford)*

The Art of Belonging: rituals as institutionalised structures of advocacy, rites of passage, and conduits of belonging. What might rituals teach us about the enduring nature of collective memory? And, how might rituals invite us to connect to ourselves and others in enduring, perennial ways.

**Common Space and Uncommon Chronicles; Exploring the Accounts Of Gender On Indian University Campus**

*Author: Miss Anusha Renukuntla (IIT Indore)*

This paper attempts to problematize the university as a shared space that has historically been producing uncommon chronicle of gender, and of other categorical inequalities, in India. How notions of popular culture with respect to gender institutionalized is discussed to dismantle the inequality.

**P46 Spaces of Inflection. Anthropological Perspectives on Global Crises and Educational Possibilities**

Panel

*Convenors: Prof Hana Cervinkova (Maynooth University); Dr Reva Jaffe-Walter (Montclair State University); Dr Beth Rubin (Teachers College, Columbia University)*

**G22: Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel explores the impact of ongoing global emergencies on educational spaces. Through an anthropological lens, the papers consider how national and international politics and policies are enacted, resisted, and reframed by various actors in schools and communities across geopolitical spaces.

**The Situation in Lebanon is Disastrous so We Only Plan Day to Day”: Education During Times of Ongoing National Crises**

*Author: Dr Sally Bonet (Colgate University)*

Leveraging Vavrus' (2021) concept of “schooling as uncertainty,”, this research examines Lebanese teachers' ability to respond to unfolding, intertwined, and ongoing local crises, highlighting the need to interrogate education as certainty while also attending to local precarities and conflicts.

**Bite the hand that fed you! Finding one’s way among the contradictions of the reception system in Italy. The case study of a host community for unaccompanied migrant adolescents in Milan.**

*Author: Mr Federico Sammarone (University of Milan-Bicocca)*

The present paper explores the contradictions of the reception system for unaccompanied migrant adolescents in Milan. It addresses the complex experience of being a young migrant in a community, the constraints and possibilities it entails, their agency skills, and the way educators relate to them.

**Starting Points and contesting futures: Navigating education and difference at Bolton’s former special school for refugees**

*Author: Ms Phoebe Shambaugh (University of Manchester)*

This paper considers how migration and difference were imagined and contested at a former special education centre for refugee and asylum children in Bolton, UK, with an emphasis on the tensions between the school’s disciplinary, compassionate, and aspirational possibilities.

**Youth as co-researchers: moving beyond despair into possibilities and a sense of hopefulness**

*Author: Ms Kamiya Kumar (Teachers College Columbia University)*

The author draws on examples of two schools in New Delhi, India that aspire to resist socialization for conflict and instead focus on nurturing an ethos of peace. Middle school students as co-researchers provide a tool to move beyond despair into possibilities, giving us a sense of hopefulness.

**P48 How do Indigenous Peoples creatively transform schools?**

Panel

*Convenors: Mr Max Lenoy (Australian Government); Dr Antonella Tassinari (Federal University of Santa Catarina)*

*Discussant: Dr Harry Walker (London School of Economics and Political Science)*

**G11-12: Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

After centuries of assimilationist education policies for Indigenous peoples, we are currently faced with innovative and creative experiences of "indigenization" of schools in different countries. The panel will focus on transformative Indigenous schooling experiences.

**Education as intercultural, intergenerational and collective territorial appropriation in different indigenous communities in Colombia.**

*Authors: Ms Sandra Frieri (Tropenbos Colombia); Dr Maria Clara van der Hammen (Tropenbos Colombia)*

Problems such as deforestation, uprooting and generational ruptures have led colombian indigenous communities to transform educational practices in innovative ways towards the recognition of the territory and the value of local knowledge while assuring interaction and spiritual guidance by elders.

**Telling our Story: Autoethnography of my teaching experience at an Intercultural University in the Peruvian Amazon**

*Author: Prof Eleana Paola Catacora Salas (Universidad Nacional Intercultural de Quillabamba)*

This work constitutes an autoethnography of my teaching experience at the National Intercultural University of Quillabamba, located in the Amazon region of Cusco. I start from my self-identification as Aymara and my teaching experience in an intercultural university created by the Peruvian state.

## **Indigenous schooling in Brazil: the emergence of an interepistemic dialogue?**

*Author: Dr Antonella Tassinari (Federal University of Santa Catarina)*

Based on a bibliographical analysis of anthropological production on indigenous schooling in Brazil over the last 20 years, I argue that a genuine inter-epistemic dialogue has been emerging in the daily lives of indigenous villages schools, beyond the interculturality proposed in the legislation.

## **Raising civilization: making proper Tukanos on the Papuri River**

*Author: Mr Daniel Kraus-Vollert (University of Cambridge)*

What do indigenous projects of “civilization” mean for decolonial anthropology? This paper explores attempts by Tukanooan schools in Northwestern Amazonia at raising children into what they call “civilized people” and how this productively unsettles notions of indigenization and decoloniality.

### **R05 AI and the Craft of Ethnography.**

#### **Exploring the ways generative AI affects the teaching and practice of ethnography**

##### **Roundtable**

*Convenors: Dr Helle Bundgaard (University of Copenhagen); Mr Jakob Krause-Jensen (Aarhus University)*

**G5: Wed 26 Jun 09:30-11:00**

Generative AI impacts the teaching and practice of ethnographic work. Ethnography is rooted in individual experience and the introduction of AI raises questions about voice, credibility, and craft. Participants are invited to share their experiences with AI in both ethnographic research and pedagogy

## **Navigating the Digital Turn: ChatGPT and Large Language Models in Anthropological Education**

*Author: Dr Mark Friis Hau (University of Copenhagen)*

The article explores ChatGPT in anthropological teaching, focusing on 3 key areas: teacher preparation, student homework, and supervision. It advocates a techno-constructivist approach informed by affordance theory and critical pedagogy that emphasizes active and critical engagement with technology.

**11:00-11:30**

### **Break**

**11:30-13:00**

## **Session 5**

### **Film3 Weaving Knowledge**

#### **Film**

*Discussant: Dr Karen Wells ()*

**G16: Wed 26 Jun 11:30-13:00**

Director: Anita Afonu

2023 | 104 mins

### **Weaving Knowledge**

Weaving Knowledge is a film about making, material culture and childhood in West Africa. In four episodic narratives called 'weaving knowledge', 'transforming matter', 'making patterns', and 'constructing designs' the film poetically depicts the forms of knowledge embedded in children's lives.

### **P12 Lifelong learning through counselling and psychotherapy**

#### **Panel**

*Convenors: Dr Suzana Jovicic (University of Vienna); Dr John Loewenthal (Keele University)*

**G7: Wed 26 Jun 11:30-13:00, 14:30-16:00**

This panel considers counselling/psychotherapy as a form of anthropology that is profoundly educational. Therapy offers a space for people to learn about themselves, their relationships, and their human predicaments. It is a private kind of public anthropology where lifelong learning takes place.

## **Can talking therapy help anthropology to take lifelong learning seriously?**

*Author: Dr John Loewenthal (Keele University)*

This paper critiques macroscopic tendencies in socio-cultural anthropology. Aversion to individuals overlooks the subjectivity of human existence and people's unique educational biographies. Talking therapy illustrates thinking and learning across human lives. Therapy, it is argued, is anthropology.

## **What Have We Learned from Our Fathers? Cultural Expectations and Personal Narratives from the Psychotherapy Room and Field Work**

*Author: Dr Lavinia Tanculescu-Popa (Hyperion University - Bucharest)*

Our study examines the evolving roles and expectations associated with the Pater Familias archetype. Through interviews and psychotherapy room discussions, we examine how paternal influence affects the individual and society and emphasize the importance of nuanced discussions in psychotherapy.

### **The formation of culture in contemporary Chinese psychotherapy**

*Author: Prof Keir Martin (University of Oslo)*

Ethnographic study of Chinese psychotherapy training reveals the ways in which 'culture' is intersubjectively created as a shifting abstract object to which various kinds of subjects try to form and reshape themselves in relationship with.

### **P17 Anthropology in the World Society: The educative role of Anthropology in the Making of World Citizens**

Panel

*Convenor: Dr Michelangelo Paganopoulos (Ton Duc Thang University, Vietnam)*

**G4: Wed 26 Jun 11:30-13:00**

What is the pragmatic role of anthropology in the opening of education to the world stage? This panel investigates the ethical and evolutionary role of emerging languages, techniques and technologies, as a means of opening the educative role and vocation of anthropology in addressing world issues.

### **Anthropology in the World Society: The Educative Role of Anthropology in the Making of World Citizens**

*Author: Dr Michelangelo Paganopoulos (Ton Duc Thang University, Vietnam)*

What is the pragmatic role of anthropology in the opening of education to the world stage? This panel investigates the ethical and evolutionary role of emerging languages, techniques and technologies, as a means of opening the educative role and vocation of anthropology in addressing world issues.

### **Digital habitus and forging citizenship: An anthropological approach to collaborative online education**

*Authors: Prof Alexandra Androusou (National Kapodistrian University of Athens); Dr Anna Apostolidou (Ionian University); Prof Nelli Askouni (National Kapodistrian University of Athens)*

The case study of a teachers' training program for refugee education in Greece offers insights into anthropology's potential to cultivate critical digital citizenship through reflective, open and collaborative online pedagogies.

### **The educational use-value of the Timescape of Mount Athos and implications regarding Anthropocentric and Christocentric interpretations of 'time' as a means of connecting the 'self' to the 'world'**

*Author: Dr Michelangelo Paganopoulos (Ton Duc Thang University, Vietnam)*

This paper focuses on the educative role of the conception and uses of Time as it emerges out of the temporalities of the Athonian 'landscape' and 'taskscape' in formulating the 'self' in relation to others, the natural environment, and the 'world' out-there.

### **P18 Difference and sameness in schools. Perspectives from the European anthropology of education**

Panel

*Convenors: Dr Laura Gilliam (Aarhus University); Dr Christa Markom (University of Vienna)*

**G3: Wed 26 Jun 09:30-11:00, 11:30-13:00**

Presenting the new anthology "Difference and Sameness in Schools. Perspectives from the European Anthropology of Education", this panel explores how anthropological studies of schools and their construction and handling of difference and sameness provide a window to larger society.

### **Difference and Sameness in a Diversified Swiss Kindergarten Class: Reflections on Social Imaginaries Small Scale.**

*Author: Dr Ursina Jaeger (Thurgau University of Teacher Education)*

The contribution summarizes the findings of a child-centred long-term ethnographic research in a Swiss kindergarten in a diversified neighbourhood. In doing so, it works out how social practices of differentiation and social imaginaries of a perspective society are mutually dependent.

### **The Virtual Experience: sameness, difference, and (in)equality in Norwegian folk high school education**

*Author: Ms Jamie Glisson (The University of Edinburgh)*

In this paper, I explore virtual interactions between Norwegian students and their contacts in Nairobi, Kenya. I ask whether Norway's international partnerships in education achieve equality more broadly or reinforce differences between Norwegians and their "partners" outside of Norway's borders.

### **On identity impositions in Serbian schooling:**

#### **Heritage stakeholders' exclusion through policy reforms**

*Authors: Ms Danica Bojić (University of Belgrade, Faculty of Philosophy); Prof Miloš Milenković (University of Belgrade - Faculty of Philosophy)*

This examination of the Serbian education system, grounded in anthropology of policy and critical heritage studies, reveals a growing emphasis on strict national identity imposition, and explores the resulting heritage stakeholders' exclusion in the context of nationalist populism.

### **P25 Towards a Regenerative Anthropology**

Panel

*Convenors: Dr Tobias Muller (University of Cambridge); Mr Peter Sutoris (University of Leeds); Dr Pauline von Hellermann (Goldsmiths)*

**G5: Wed 26 Jun 09:30-11:00, 11:30-13:00**

Anthropology has a crucial role to play in helping humanity navigate the current socioecological poly-crisis. We identify the ways anthropology can, and should, (re)discover its regenerative potential, broadening its focus from observing and interpreting towards transforming practices and values.

### **The transformative power of critical anthropology**

*Author: Dr Marta Songin-Mokrzan (University of Lodz)*

The presentation explores how critical anthropology reshapes perspectives and ways of living. The focus includes examining which aspects of indigenous knowledge are regarded as having the potential for radical transformation and the decolonization of Western thought.

### **Re-weaving the World: Engaged Eco-Pedgogy for Unsettled Times**

*Author: Ms Vanessa Radman (Goldsmiths, University of London)*

An exploration of how we teach/learn ecology with attentiveness towards (re)generative classrooms as “locations of possibility” that engage the “re-enchantment of the world.” Situated knowledge as praxis of critical eco-pedagogy to support the flourishing of kinship, community, and emergence.

### **Solarpunk Historical Ecology: how can anthropology help the future learning from the past?**

*Author: Dr Pauline von Hellermann (Goldsmiths)*

This paper explores how anthropology can contribute to regenerative SolarPunk world-building through historical ecology research into past and ongoing sustainable, biodiversity-enhancing land management practices.

### **Unpacking Subtle Barriers to Regenerative Anthropology in Singapore classrooms**

*Author: Dr Ivan Kwek (National University of Singapore)*

Drawing on my experiences and experiments teaching anthropology, I suggest that the process towards regenerative anthropology must provoke and confront some of the taken-for-granted frames and ideologies which dominate education, at least in the specific context of my teaching in Singapore.

### **P30 Emplacing and Displacing Education. Explorations of the nexus between education and place.**

Panel

*Convenors: Miss Ayisha Ahmed (SOAS); Ms Angela Giattino (LSE - London School of Economics and Political Science); Mr Yueh-Chou Ho (SOAS, University of London)*

**G26: Tue 25 Jun 15:30-17:00, Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00, Thu 27 Jun 09:30-11:00**

This panel aims to explore the link between education and place. It considers processes of learning and teaching that happen within the learners' places of origin, as well as instances of students who voluntarily or involuntarily travel or migrate to receive their education.

### **‘Achieving the basic academic ability’: the ‘Educated’ Indigenous identity formed in the after-school programme within an ‘Atayal Primary School, Taiwan.**

*Author: Mr Yueh-Chou Ho (SOAS, University of London)*

In this research, I will present an investigation conducted during my doctoral fieldwork within an indigenous school in Taiwan. The primary focus is to address the issue of serial colonialism and its impact on ‘Atayal schools.

### **The Pluralism of Taiwanese Chinese Medicine: The Processes of Learning and Teaching in the University and Clinic**

*Author: Mr Daniele Mario Buonomo (University of Milano-Bicocca)*

My case study, based on a comparative approach between a clinic and a university, focuses on highlighting the different processes of learning and teaching Chinese medicine in Taiwan. I aim to understand the processes behind the different ways of interpreting Chinese medicine in a globalised world.

### **Mongolia’s Education Nomads and their Education ‘Outsides’: A generation of change or continuity?**

*Authors: Dr Roy Huijsmans (); Mrs Kim Chi Tran (Erasmus University Rotterdam)*

In this paper, we show that modern schooling introduces rural Mongolian youths from herding families to an urban modernity. Yet, through their participation in rural informal learning and engagement with digital ICTs, they maintain their connection to Mongolia's countryside and its rural futures.

### **P45 Anthropology and the University**

Panel

*Convenor: Prof Samantha Hurn (University of Exeter)*

**G21A: Wed 26 Jun 09:30-11:00, 11:30-13:00**

### **Understanding Anthropological Perspectives of Emotions as a Strategy to Address Intergenerational Conflicts.**

*Author: Ms SunHa Ahn (University of Glasgow)*

Aligning with sociological frameworks of emotions in relationships, this study posits that understanding a person's emotional vulnerabilities is a significant source to address intergenerational conflicts and communication, which is required for social anthropological understandings around emotions.

### **Unintended activism? Using multispecies ethnography to encourage greater ethical reflection on human engagements with other animals in a taught MA Anthrozoology programme**

*Authors: Mr Alexander Badman-King (University of Exeter); Dr Fenella Eason (University of Exeter); Dr Jessica Groling (University of Exeter); Prof Samantha Hurn (University of Exeter)*

The MA Anthrozoology programme at the University of Exeter encourages students to think critically about the ethical implications of engaging with other animals. Multispecies ethnography as literature and method has been important for facilitating greater reflexive awareness and catalysing change.

## **P46 Spaces of Inflection. Anthropological Perspectives on Global Crises and Educational Possibilities**

### **Panel**

*Convenors: Prof Hana Cervinkova (Maynooth University); Dr Reva Jaffe-Walter (Montclair State University); Dr Beth Rubin (Teachers College, Columbia University)*

**G22: Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel explores the impact of ongoing global emergencies on educational spaces. Through an anthropological lens, the papers consider how national and international politics and policies are enacted, resisted, and reframed by various actors in schools and communities across geopolitical spaces.

### **“Introduction to Cultural Anthropology”: The Historical Politics of the Ethnic Studies Requirement**

*Authors: Mr Logan Krishna (University of Wisconsin - Madison); Ms Marianna Krumrine (University of Wisconsin, Madison)*

This study evaluates a U.S. public university anthropology course that aims to promote a culture of diversity. Drawing on experience teaching the course and archival research on its history, we report the tensions present among anthropological, university, and state actors.

### **The University as a Political Space – The University as a Relational Space: Contemporary Transformative Student Politics in the UK and Germany**

*Author: Ms Lavinia Kamphausen (University of Oxford)*

Exploring what kind of university politically active students are currently experiencing, envisioning, and shaping, I argue that student activists are moving towards a university as a resonant space of possibility in which current crises are negotiated and which stimulates transformation.

### **Geopolitical Dynamics, Structural Racism, and the Challenges of Palestinian American Higher Education**

*Author: Mrs Amanda Najib (New York University)*

This paper contributes to the discourse on inclusive education for Palestinian Americans amid global crises. It urges a critical examination of the impact of U.S./Israel relations on racism and power in higher education, exploring policy influence, suppression, and threats to academic freedom.

### **Exploring the transformative potential of informality in formal higher educational encounters: ethnographic examples from Ireland**

*Author: Ms Katharina Kurz (Maynooth University)*

This paper draws on examples from a critical ethnographic/educational project at an Irish University and brings educational and anthropological scholarship together. It inquires into the transformative potential of informality as part of a pedagogic responses to an overheating cultural climate.

### **Responding to the 2015 Paris Attacks: Xenophobia, Security, and Projects of Intercultural Europe**

*Author: Dr Jonathan Larson (Grinnell College, USA)*

This paper explores the response of the European Parliament’s Culture and Education Committee to the January 2015 Paris attacks. The perceived transnational threat of terrorism opened a new angle for discussing how member states of the EU might educate more effectively for diversity and inclusion.

## **P48 How do Indigenous Peoples creatively transform schools?**

### **Panel**

*Convenors: Mr Max Lenoy (Australian Government); Dr Antonella Tassinari (Federal University of Santa Catarina)*

*Discussant: Dr Harry Walker (London School of Economics and Political Science)*

**G11-12: Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

After centuries of assimilationist education policies for Indigenous peoples, we are currently faced with innovative and creative experiences of "indigenization" of schools in different countries. The panel will focus on transformative Indigenous schooling experiences.

### **A Study of the Collaborative Relationship between Indigenous Communities and Teacher Development Centres in Taiwan**

*Author: Dr Chiu-ling Liu (University of Taipei)*

This research project aims to explore the collaborative model developed by indigenous Atayal communities and the Centre for Teacher Education and Career Development of the University of Taipei in Taiwan.

### **Becoming An Atayal – Ethnographic Inquiries into Curriculum Implementation, Appropriation, Negotiation and Practice in Taiwan**

*Author: Dr Yueh-Po Huang (Academia Sinica)*

The development of indigenous education in Taiwan has been historically linked to the social circumstances of both Taiwan and the wider world. This paper involves how to put into practice the educational goal of ‘becoming an Atayal’.

### **Reclaiming our Roots and Growing.. Making Education Work for the Denotified Tribal Groups and Urban Tribal Communities in Central India**

*Authors: Mrs Savita Sohni (Muskaan Ngo); Miss Shivani Taneja (Muskaan); Mr Brajesh Verma (Muskaan NGO)*

What is the education package that enables tribal students to be rooted and strengthened in their identity, while also overcoming the inter-generational trauma they carry and equipping themselves for accessing the mainstream world, is a question that the Muskaan School has worked on, for 18 years.

## **An Analysis of Indigenous Knowledge in Context of Formal Education: A Studies of Residential Schools of Bijapur District of Chhattisgarh India**

*Author: Mr Ajeet Jogi (University of Hyderabad, India)*

Due to lack of legal recognition of indigenous people's knowledge, tribal children are facing dilemma in getting formal education. The indigenous knowledge is not being consider under curriculum. Due to which intellectual development of tribal children are being hindered.

## **P51 Curating Desert Cultures: The Role of Museums for Making and Teaching Heritage in the Middle East and North Africa**

**Panel**

*Convenors: Dr Emilie Le Feuvre (Interactive Ethnography and Arts Institute); Prof Aref Rabia (Ben Gurion University of the Negev)*

Senate Room: **Wed 26 Jun 11:30-13:00, 14:30-16:00**

This panel examines the histories, practices, and roles of museums for making and teaching desert heritage in the Middle East and North Africa throughout the twentieth and early twenty-first centuries.

## **The Ordeal of a Native Anthropologist: shaping Bedouin identity between past and present in cultural context**

*Author: Prof Aref Rabia (Ben Gurion University of the Negev)*

The Bedouin identity in the Negev is directly or indirectly affected by the political and national dispute about the land. Much of what has been written about the Bedouins of the Negev has focused on the significant impact of the state of Israel and its attempts to settle them.

## **Heritage for Whom? The Revisionist Curation and Inaccessibility of Bedouin Material Culture in southern Israel**

*Author: Dr Emilie Le Feuvre (Interactive Ethnography and Arts Institute)*

This paper explores how museum practices of curation inform historical revisionisms in the Palestinian-Israeli context and further enable educational inequalities between Jewish and Bedouin residents living in the Naqab Desert.

**13:00-14:30**

## **Lunch and Henry Myers Lecture: Chris Gosden**

**14:30-16:00**

## **Session 6**

### **Film4 H is for Harry**

**Film**

*Discussants: Mr Ed Owles (); Mr Jaime Taylor ()*

Beveridge Hall: **Wed 26 Jun 14:30-16:00**

Directors: Ed Owles and Jaime Taylor

2018 | 116 mins

### **H is for Harry**

A coming-of-age story about Harry, a charismatic 11-year-old boy, who arrives at secondary school in suburban London unable to read or write. With the help of Sophie, his extremely dedicated teacher, can he overcome the illiteracy ingrained across generations of his family?

## **P01 Virtual Ecologies of Learning: Anthropological insights on education at the margins of the Metaverse**

**Panel**

*Convenor: Dr Patrick Alexander (Oxford Brookes University)*

G3: **Wed 26 Jun 14:30-16:00**

This panel will explore the emerging educational provocations of virtual reality/augmented reality platforms in the wider context of the metaverse. The panel will consider how anthropological theory can help to better understand the educational prospects of this new frontier for human interaction.

## **Learning to play: reflections on socialising bodies for digitally-mediated leisure in Japan**

*Author: Dr William Kelly (University of Oxford)*

Drawing on long-term research of leisure and entertainment practices in Japan, this paper explores the ways in which bodies (virtual and real) are socialised for participation in digitally-mediated leisure and the wider role that learning plays in mediating engagement in the context of virtual play.

## **Virtual Ecologies of Learning: Re-Imagining Education in the Metaverse**

*Author: Dr Patrick Alexander (Oxford Brookes University)*

This paper will explore the emerging findings of a youth-led experiment in metaverse learning, funded by the British Educational Research Association.

## **P12 Lifelong learning through counselling and psychotherapy**

**Panel**

*Convenors: Dr Suzana Jovicic (University of Vienna); Dr John Loewenthal (Keele University)*

G7: **Wed 26 Jun 11:30-13:00, 14:30-16:00**

This panel considers counselling/psychotherapy as a form of anthropology that is profoundly educational. Therapy offers a space for people to learn about themselves, their relationships, and their human predicaments. It is a private kind of public anthropology where lifelong learning takes place.

### **Lessons in Empathy: Learning as Treatment in a Residential Therapeutic Community**

*Author: Dr Naomi Leite (SOAS, University of London)*

As a treatment modality, the residential therapeutic community is predicated on learning about oneself and others. Turning patients' attention both outward and inward, toward social interaction and their role in/responses to it, recovery rests in cultivating a form of psychological ethnography.

### **Navigating reproductive paths: The therapeutic potential of anthropologically framed counselling in fertility journeys**

*Author: Ms Alexandra Desy (Universitat Autònoma de Barcelona)*

This presentation aims to reflect on the benefits of anthropological counselling in fertility journeys. Based on the AFIN-ART Anthropological Support Service's experience, we explore the therapeutic potential of anthropology and the negotiation it entails with the limits of this social science.

### **At home with therapeutic anthropology: a dialogue between an anthropologist/therapist couple**

*Authors: Ms Jasmine Sachdev (); Mr Rich Thornton (SOAS, University of London)*

A dialogue between an interdisciplinary, interracial and international couple – one therapist, one anthropologist – as they explore how socio-political knowledge informs Jasmine's therapeutic work, and emotional self-work influences Rich's ethnographic methods and anthropological writing.

### **The anthropologist and the psychotherapist: reflections on the relationship**

*Author: Dr Mikkel Kenni Bruun (King's College London)*

This paper offers some ethnographic and historical reflections on the relationship between anthropology and psychotherapy and, in turn, the 'relationship' at the heart of both disciplines.

## **P16 The Anthropology of Learning Revisited: New Thinking about Learning Beyond Schooling and in a More-than-Human World**

**Panel**

*Convenors: Dr Diane Hoffman (University of Virginia); Prof Chenyu Wang (Hamilton College)*

**G4: Wed 26 Jun 14:30-16:00**

This panel explores new developments in the anthropological study of learning that can contribute to understanding processes of learning occurring throughout the lifespan and in a variety of contexts beyond formal schooling.

### **Learning beyond schooling in Apiao, Chiloé (Chile)**

*Author: Dr Giovanna Bacchiddu (Pontificia Universidad Católica, Chile)*

This paper shows how children in the rural and indigenous island Apiao learn immersed in the environment all the necessary local knowledge for daily activities. This is contrasted with formal schooling where children learn a different kind of knowledge, somehow disconnected from their living space

### **Toward an anthropology of social movement learning**

*Author: Dr Tricia Niesz (Kent State University)*

Understandings of learning in social movement learning (SML) research share much with those in the anthropology of learning, but these traditions have yet to intersect. Here I make the case for an anthropology of SML with illustration from ethnographic research on a US pro-public education movement.

### **Feeling the change: An ethnographic exploration of the practices of justice in predominantly White institutions in the United States**

*Author: Prof Chenyu Wang (Hamilton College)*

A small elite liberal arts college in the northeastern United States provides a context for the proliferation of youth activism. This paper focuses on how higher educational institutions transmute, and therefore depoliticize impulses to action into individualized and depoliticized affect.

### **Old threads, New fables: How do handloom-weaving communities adapt their knowledge and craft new identities?**

*Author: Miss Abismrita Chakravarty ()*

What does an anthropology of craft communities tell us about the nature of knowledge, its politics, and transmission? Drawing on ethnographic fieldwork of handloom-weaver communities, the paper explores how learning and negotiating craft knowledge and new skills shape aspirations and identities.

## **P23 Possibilities for Pedagogies of Liberation: Questioning Decolonial Pathways and Socio-environmental Justice**

**Panel**

*Convenors: Ms Angela D'Souza (University of Massachusetts, Amherst); Dr Clate Korsant (University of Florida)*

**G5: Wed 26 Jun 14:30-16:00**

We survey a variety of pedagogical approaches concerning socio-environmental justice and decolonial possibilities. Disrupting epistemological dominance both inside and outside the K-12 classroom, we question the limitations and promise of new decolonial, pluriversal, and ecopedagogical practices.

### **Ecopedagogy as Ecological Sustainability: Advocacy and Practice**

*Author: Dr Clate Korsant (University of Florida)*

By examining several ethnographic vignettes of games, songs, and activities for students, I wonder whether the learning strategies are indeed about liberation from more mainstream or colonial models; or are they embodied learning practices that reassert the dominance of “sustainable development.”

### **Articulating a democratic education through feminist practices of freedom and urban farm movements in Buenos Aires, Argentina**

*Author: Dr Jennifer Lee O'Donnell (Texas State University)*

This talk explores the role of feminist practices within urban farm movements in Buenos Aires, Argentina, and their impact on democratic education.

### **Indi-Kindi: An Ethnographic Case Study of an Indigenous Early Childhood Education Program in Australia**

*Author: Prof Rosita Henry (James Cook University)*

Indi Kindi delivers a learning curriculum that integrates place-based First Nations approaches with mainstream Australian approaches to early childhood education. This paper addresses the question of socio-environmental justice through a deep description of Indi-Kindi as a decolonial pathway.

### **A Photo Elicitation Kin/Case Study in the Connecticut River Valley: Food is Medicine and Land is Teacher, an After-School Ecology and Gardening Program**

*Author: Ms Angela D'Souza (University of Massachusetts, Amherst)*

How do youth come to embody their places in community? How does compulsory U.S. American public education unbraid reciprocal relations between humans and non-human beings? This paper explores epistemological and pedagogical alternatives to current environmental science and ethnic studies programs.

### **P30 Emplacing and Displacing Education. Explorations of the nexus between education and place.**

#### **Panel**

*Convenors: Miss Ayisha Ahmed (SOAS); Ms Angela Giattino (LSE - London School of Economics and Political Science); Mr Yueh-Chou Ho (SOAS, University of London)*

**G26: Tue 25 Jun 15:30-17:00, Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00, Thu 27 Jun 09:30-11:00**

This panel aims to explore the link between education and place. It considers processes of learning and teaching that happen within the learners' places of origin, as well as instances of students who voluntarily or involuntarily travel or migrate to receive their education.

### **Higher education and ethnicity among young Peruvian migrants**

*Author: Ms Angela Giattino (LSE - London School of Economics and Political Science)*

I explore the role of knowledge acquisition in the transition of young indigenous Amazonians from rural to urban environments, particularly in Pucallpa, Peru. It highlights the link between ethnicity and historical inequalities, as well as the Amazonian youth's identity negotiation as migrants.

### **Grounding at the university as inhabitants: the place as terrain and theme for contracolonial educational experiments**

*Author: Prof Zoy Anastassakis (Universidade do Estado do Rio de Janeiro)*

The paper presents research practices at Design and Anthropology Laboratory, at the School of Industrial Design, located in the historic city centre of Rio de Janeiro, Brazil, where the relationship between education and place has been the terrain and theme of contracolonial pedagogical approaches.

### **Disrupting place-based pedagogy**

*Author: Mr Martin Bonney (Royal College of Art)*

This paper explores the disruptive pedagogical methods within higher education aimed to refocus non-Eurocentric teaching for a more global and significant contribution to the future of Craft.

### **P46 Spaces of Inflection. Anthropological Perspectives on Global Crises and Educational Possibilities**

#### **Panel**

*Convenors: Prof Hana Cervinkova (Maynooth University); Dr Reva Jaffe-Walter (Montclair State University); Dr Beth Rubin (Teachers College, Columbia University)*

**G22: Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel explores the impact of ongoing global emergencies on educational spaces. Through an anthropological lens, the papers consider how national and international politics and policies are enacted, resisted, and reframed by various actors in schools and communities across geopolitical spaces.

### **"Moral Panic" in Social Studies Education: a review of teachers' anxiety around teaching about environmental issues**

*Author: Ms Jasmine Leiser (Teachers College, Columbia University)*

Teachers in the rural, often agrarian, United States are experiencing a "moral panic" (Ullman, 2022) about how to teach their middle school and high school students about environmental issues, like global warming and the fracking industry.



### **Addressing Social Injustice through Civic Education: The Potentiality of Critical Civic Engagement in Thailand's Educational Context**

*Author: Mr Kampanart Chaiyarat (Teachers College, Columbia University)*

The study examines how critical civic engagement can tackle social injustice in Thailand's education. The National Core Curriculum and interviews with two social studies teachers were discourse analyzed. Findings show possibilities, but with sociopolitical, curriculum and implementation constraints.

### **"The tipping point"- Racialized nationalist affective policies of student dispersal in Danish high schools**

*Authors: Dr Reva Jaffe-Walter (Montclair State University); Dr Iram Khawaja (Danish School of Education, Aarhus University)*

Drawing on policy documents and interviews with high school leaders in Denmark, the paper explores the fear and concern reflected within and generated by educational dispersal policies related to racialized minoritized students in Danish high schools via the notion of racialized nationalist affect.

### **Teaching social studies amid ongoing war and historical memory: Educators navigating politics and emotion during the Israel/Hamas conflict**

*Authors: Prof Hana Cervinkova (Maynooth University); Ms Kathryn Picardo (Teachers College, Columbia); Dr Beth Rubin (Teachers College, Columbia University)*

How do teachers of history and social studies in different geopolitical contexts navigate teaching about the devastating war between Israel and Hamas? This paper considers how emotion, politics and historical memory shape educators' experiences as they teach this particular conflict.

### **P48 How do Indigenous Peoples creatively transform schools?**

Panel

*Convenors: Mr Max Lenoy (Australian Government); Dr Antonella Tassinari (Federal University of Santa Catarina)*

*Discussant: Dr Harry Walker (London School of Economics and Political Science)*

**G11-12: Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

After centuries of assimilationist education policies for Indigenous peoples, we are currently faced with innovative and creative experiences of "indigenization" of schools in different countries. The panel will focus on transformative Indigenous schooling experiences.

### **Learning from Country; The Ngaramura Project; AIME's Imagi-Nation: Three Australian projects connected with Aboriginal approaches that are creatively transforming school learning**

*Authors: Dr Cathie Burgess (University of Sydney); Prof Kathleen Clapham (University of Wollongong); Prof Valerie Harwood (The University of Sydney); Other Katrina Thorpe (UNSW, Sydney); Ms Julie Welsh ()*

Learning from Country is a university based initiative working with pre-service teachers. The Ngaramura Project, for Aboriginal young people, is run by an Aboriginal Community Controlled Organisation. AIME's Imagi-Nation school initiatives to connect imagination in learning.

### **Indigenous Alaska in Educational Settings: A Micro-Case Study of Current Perspectives Toward Social and Natural Sciences Teachers at Three Public High Schools in Anchorage, Alaska**

*Authors: Mrs Sasha Addison (University of Alaska Anchorage); Mrs Amber Perry (University of Alaska Anchorage)*

This paper investigates how Alaska Indigenous Culture and Native Studies are being taught at select high schools in the Anchorage School District. It also investigates social and natural studies curricula to investigate how much of the material is dedicated to Indigenous Ecological Knowledge.

### **Land-based education in the highest mountain winter schools of Dolpo: fostering environmental stewardship in the Himalayas**

*Author: Miss Itziar Insausti Mujika (UPNANUP)*

This paper delves into educational paradigms in Dolpo, Nepal, highlighting the unique context of one of the world's highest schools, operated by volunteer teachers.

### **P51 Curating Desert Cultures: The Role of Museums for Making and Teaching Heritage in the Middle East and North Africa**

Panel

*Convenors: Dr Emilie Le Febvre (Interactive Ethnography and Arts Institute); Prof Aref Rabia (Ben Gurion University of the Negev)*

**Senate Room: Wed 26 Jun 11:30-13:00, 14:30-16:00**

This panel examines the histories, practices, and roles of museums for making and teaching desert heritage in the Middle East and North Africa throughout the twentieth and early twenty-first centuries.

### **Curating Algerian-Jewish exile materialities. Between representations of a lost vernacular world and the re-animation of shared knowledges.**

*Author: Mr Pedro Antunes (CRIA-NOVA - Universidade Nova de Lisboa)*

This paper retraces the constitution of an Algerian-Jewish collection of 'objects of affection', exploring the agency of these exile-materialities in producing Magrehebian Jewish heritages; it aims to rethink: How does the curatorship of these objects' biographies evolve into new forms of knowledge.

### **Curating Desert Cultures in Morocco and Mauritania:**

#### **Assessment of Governmental & Civil Society Efforts to preserve the Arabo-Afro-Amazigh (Hassani) desert artifacts and tangible heritage**

*Authors: Dr Limame Barbouchi (Higher School of Technology of Laayoune); Miss Yousra Felahi (Higher normal school, Hassan II University of Casablanca)*

This paper offers an evaluative analysis of governmental and non-governmental efforts to curate and preserve desert cultures in Morocco and Mauritania. Its ultimate goal is to assess the role the curation of local desert cultures has played in making and teaching heritage in both countries.

16:00-16:30

#### **Break**

16:30-18:00

#### **Plenary: From Education to Anthropology and Back Again**

18:30-20:15

#### **Our People Will Be Healed**

@ Bertha DocHouse

Thursday 27 June

09:30-11:00

#### **Session 7**

##### **P02 Teaching Digital Anthropology**

##### **Panel**

*Convenors: Dr Rebekah Cupitt (Birkbeck, University of London); Dr Jolynna Sinanan (University of Manchester)*

**G16: Thu 27 Jun 09:30-11:00**

The panel aims to explore strategies, identify key themes, developments, opportunities, challenges and new directions in teaching digital anthropology. Presenters are invited to draw on research-based teaching for a culturally comparative approach to studying increasing human-digital entanglements.

#### **Reflections from the classroom: Studying mobile media through digital ethnography**

*Author: Dr Christian Ritter (Karlstad University)*

This paper appraises the potential of object-based student learning for teaching mobile media. The essay illustrates how students can develop understandings of the haptic materiality and semiotic embeddedness of mobile games, fitness wearables, and video recording apps through an ethnographic lens.

#### **Teaching Digital Anthropology – Beginners' Observations**

*Author: Dr Danijela Birt Katić (University of Zadar)*

The proposed presentation intends to delve into the inaugural year of the Digital Anthropology course at the Department of Ethnology and Anthropology. It aims to explore central themes and potential new avenues in teaching digital anthropology, emphasizing student involvement as a key component.

#### **Teaching in the South: considerations for a Latin American syllabus on the field**

*Author: Miss Natalia Orrego Tapia (Pontificia Universidad Católica de Chile)*

The paper aims to characterise the baseline elements to consider when crafting situated syllabi for digital anthropology courses in Latin America, starting with a characterization of the challenges that professionals face to, then, pinpoint useful topics to localize and strengthen the subdiscipline.

#### **Field Works: Reflections on ethnographic research and digital practices in remote areas and their implications for research-led teaching in digital anthropology**

*Author: Dr Jolynna Sinanan (University of Manchester)*

This paper reflects on my ongoing but periodically interrupted fieldwork that has informed my research-led teaching and the challenges and opportunities for teaching digital anthropology at undergraduate and postgraduate course levels.

#### **Teaching digital anthropology to interaction designers**

*Author: Dr Rebekah Cupitt (Birkbeck, University of London)*

Human-centred design promises familiar territory for anthropologists. Investigations of 'what people want and do' with technologies are centred within the design process yet are often lost. This paper explores inventive modes of making space for the anthropological in the digital design classroom.

##### **P10 Multimodality, Collaboration and Co-curation as Critical Anthropological Pedagogy**

##### **Panel**

*Convenors: Ms Tahereh Aboofazeli (); Mr Arjang Omrani (University Of Ghent); Dr Simone Pfeifer (University of Cologne)*

**G11-12: Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel critically explores the different notions of collaboration, multimodality, and co-curation in the research field, as well as the dissemination of anthropological knowledge as a critical anthropological pedagogy.

### **Making Sense: Participatory filmmaking with adult children of the disappeared in the Gambia**

*Author: Miss Aminata Ndow (Harvard University)*

The paper aims to offer some reflections on the use of a participatory video methodology with now-adult children of the disappeared in the Gambia to examine how, in the "post-truth commission era," they deal with the ramifications of their violent past.

### **Mutual Learning through Multimodal Drifting: Participatory Films and App Co-Design with Youth**

*Author: Dr Suzana Jovicic (University of Vienna)*

This paper takes short films as a vantage point to explore drifting in an app co-design project with youth in Vienna. While drifting, defiant data leak and linger beyond methodological boundaries in an encounter that enables inclusive, multimodal modes of knowledge production and mutual learning.

### **Collaborative Ethnography: Crafting an Ethnographically-Informed Children's Picture Book with Artisans in Iran**

*Authors: Ms Elaheh Habibi (University of Paris 1 Panthéon-Sorbonne); Dr Ahmad Moradi (Freie Universität Berlin)*

This paper presents a collaborative ethnography project where some students, local artisans, and three Iranian anthropologists worked together to illustrate a children's book narrative depicting the effects of climate change on the lives of coastal communities in Qeshm Island, Iran.

## **P15 Learning and Unlearning with Museum Collections**

### **Panel**

*Convenors: Dr Fuyubi Nakamura (University of British Columbia); Dr Laura Vigo (Montreal Museum of Fine Arts)*

**G22: Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel explores how museum collections are utilized and mobilized by different groups of people to learn and unlearn about the world. The engagement with collections differs diversely; to connect with one's heritage; to encounter new cultures; and to be inspired for creating art.

### **Negotiating New Forms of Care: Community Engagement and Object Use in the Museum**

*Author: Dr Erica Jones (Fowler Museum at UCLA)*

This paper utilizes a Fowler Museum exhibition to discuss how community engagement can reshape the way collections are displayed and understood. It will also address a more expansive definition of collections care that promotes museum object use by local practitioners.

### **Composing new histories and proposals for decolonial methodologies for ethnographic collections.**

*Authors: Ms Francy Baniwa (); Ms Julia Sa Earp (Instituto Federal de Filosofia e Ciências Sociais - Universidade Federal do Rio de Janeiro)*

Francy Fontes Baniwa is an anthropologist and researcher of the Baniwa people. In her project to safeguard the linguistic and cultural heritage at Museu do Índio in Brazil, she sought to deepen the decolonial relationship of building a collection through the active participation of her community

### **Bark/Wooden Material Culture Items from Yagera Country, South East Queensland, Australia in Museum Collections.**

*Authors: Mr James Bonner (); Miss Kate Greenwood (Flinders University); Dr Amy Roberts (Flinders University); Mrs Madonna Thomson ()*

This paper will discuss PhD research with Yagera Daran (Indigenous) research partners into bark/wooden material culture items from Yagera Country, which are housed in Australian and United Kingdom museum collections and their importance in holistic culturally modified tree significance assessments.

## **THEN AND NOW.**

### **On Learning Sikh Visual and Material Culture at the Montreal Museum of Fine Arts (MMFA)**

*Author: Dr Laura Vigo (Montreal Museum of Fine Arts)*

The recently installed Gallery for Sikh Art at the MMFA challenges conventional museological approaches, offers new perspectives to Sikh art and art in general, by incorporating Sikhi (learning) as a curatorial praxis and prompting contemporary diasporic Sikh artists to weave new (hi)stories in.

## **P20 Just what is niceness and what is it doing in a critical field like education?**

### **Panel**

*Convenors: Ms Nina Hosseini (University of Amsterdam); Ms Sofie Smeets (Utrecht University)*

**G5: Thu 27 Jun 09:30-11:00, 11:30-13:00**

In response to classroom tensions educators often employ perspectives of niceness. Yet, niceness can maintain and reproduce the social inequities educators want to combat. By increasing insights in dynamics of niceness in this panel, we want to contribute to more equitable education.

### **Navigating challenges and tensions in social justice-oriented teacher education: Niceness and discomfort**

*Author: Ms Nina Hosseini (University of Amsterdam)*

Drawing on a literature review on social justice teacher education, we illustrate dilemmas around niceness, emotions and discomfort experienced by student teachers and teacher educators in teacher education aimed at disrupting systemic inequities.

### **Is “Education as the Practice of Freedom” Possible at Teachers College, Columbia University?**

*Author: Mr Abhishek Shah (Columbia University)*

This paper argues that practising “education as the practice of freedom” requires pedagogy and texts that do not simplify or pacify but provoke and agitate and foster a just relationship with the context of learning.

### **P22 The resurgence of interest in anthropology within public health training institutions: structure, content, strategies and pitfalls for anthropologists teaching beyond traditional department settings**

**Panel**

*Convenors: Dr Diane Duclos (London School of Hygiene and Tropical Medicine); Dr Luisa Enria (LSHTM); Dr Eleanor Hutchinson (London School of Hygiene and Tropical Medicine); Dr Jennifer Palmer (London School of Hygiene Tropical Medicine); Prof Janet Seeley (London School of Hygiene and Tropical Medicine)*

*Chair: Dr Virginia Bond (London School of Hygiene and Tropical Medicine)*

**G3: Thu 27 Jun 09:30-11:00**

Interest in anthropological knowledge is resurgent in public health, seen as critical for government decision-makers. This panel reflects on content for post-graduate training in public health, strategies and pitfalls, losses and gains when anthropological knowledge is imagined as a public health tool.

### **The social and political context of birth: the strategies and challenges of teaching critical medical anthropology within midwifery education.**

*Author: Dr Melania Calestani (Kingston University)*

Within their public health training, midwives need to engage with wider determinants of health and critically analyse public health strategies. This paper will analyse challenges emerging in postgraduate midwifery education and research, and strategies when it comes to the teaching of anthropology.

### **Pacing research in crises: implications for anthropological teaching and training in public health spaces**

*Author: Dr Diane Duclos (London School of Hygiene and Tropical Medicine)*

How can anthropology help public health students reflect on narratives and experiences of crises, and inform public health training in emergencies? This paper will explore lessons learnt from “pacing research” as a means to purposively bring awareness on the dissonant temporalities of crises.

### **Anthropology as Toolkit? Opportunities and Limitations in teaching anthropology to interdisciplinary audiences**

*Author: Dr Luisa Enria (LSHTM)*

This paper reflects on the experience of integrating anthropological perspectives in training for public health students and practitioners. It explores the opportunities for encouraging critical engagement with public health practice and the limitations of packaging anthropology as a 'toolkit'.

### **P30 Emplacing and Displacing Education. Explorations of the nexus between education and place.**

**Panel**

*Convenors: Miss Ayisha Ahmed (SOAS); Ms Angela Giattino (LSE - London School of Economics and Political Science); Mr Yueh-Chou Ho (SOAS, University of London)*

**G26: Tue 25 Jun 15:30-17:00, Wed 26 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00, Thu 27 Jun 09:30-11:00**

This panel aims to explore the link between education and place. It considers processes of learning and teaching that happen within the learners’ places of origin, as well as instances of students who voluntarily or involuntarily travel or migrate to receive their education.

### **Raising Rangatira: Ngāi Te Rākatō Academy – Marae-Based Learning**

*Author: Ms Laura Kamau (University of Otago)*

Ngāi Te Rākatō Academy was established in response to the continued effects of colonization on marae and the place of tamariki in their futures. Framed on how young Māori experience and articulate their cultural connections and encourages intergenerational learnings back to their ancestral lands.

### **What are our children telling us?**

#### **Understanding Indigenous drivers of Māori youth identity in Aotearoa New Zealand through an anthropological lens**

*Author: Dr Paul Tapsell (Takarangi Research NZ)*

This paper draws on RSNZ-funded research, uncovering why today’s urban-raised, Indigenous Māori school children (14-18 years old) still yearn to maintain their kin-connections to distant ancestral communities of origin (marae) and what this might mean for educators of Indigenous children worldwide.

### **New Zealand marae and schools: what do young Māori and home communities say about strengthening connections and learning?**

*Author: Prof Merata Kawharu (University of Otago)*

New Zealand has a long way to go to support Māori community-led or place-based education that nurtures connections between young Māori and their ancestral marae. This paper discusses young Māori and community views about strengthening connections and increasing learning about marae and identity.

### **P34 Rethinking the Purpose of Education in the Anthropocene**

**Panel**

*Convenor: Mr Peter Sutoris (University of Leeds)*

**G4: Thu 27 Jun 09:30-11:00, 11:30-13:00**

The Anthropocene, an era of unprecedented human influence over the natural environment, brings into question the social purpose of education. How might anthropological perspectives help us redefine education's role in the face of existential threats, including climate change and biodiversity loss?

### **Environmental monitoring through civic engagement. Adult education for independent and reliable information on the Anthropocene**

*Authors: Dr Karolina Dziubata-Smykowska (Adam Mickiewicz University in Poznan, Poland); Dr Marek Jaskólski (Adam Mickiewicz University in Poznań, Poland); Dr Aleksandra Lis (Adam Mickiewicz University)*

Environmental knowledge gained through adult education enables not only to assert human and non-human rights, but also to raise awareness of climate change and verify mitigation strategies. The paper outlines aims of the ERICA project on adult education of community-based environmental monitoring.

### **City walks as ethnological education (for sustainability and decolonization)**

*Author: Ms Verena Schneeweiss ()*

The format of city walks combines urban ethnological approaches with educational work, taking into account perception, emotion and embodiment as well as polyphony, multiple perspectives and ambivalences. City walks point to global traces and also change, e.g. for socio-ecological transformation.

### **Ethnography of faith-based environmental education provision in England**

*Author: Mrs Amanda Anderson (Anglia Ruskin University)*

In this work in progress I look at environmental education provided by a Christian faith-based organisation (FBO) in England. Through ethnography, immersed in the environmental studies program, I describe how one FBO responds to the climate crisis with learning embedded in hope and Christian values.

### **Education for (Anthrop)oceanic Futures: Redeeming the Pedagogical Value of the 'Blue Turn' in Anthropology**

*Author: Ms Nabanita Samanta (Indian Institute of Technology Bombay)*

This paper attends to generative affordances of the 'oceanic turn' for redefining anthropology and reinscribing the contour of education. The attempt is to critically engage with the 'blue turn' so as to recalibrate its transformative pedagogical potentials for re-worlding (anthrop)oceanic futures.

### **Paradigm Shift in Education in the Anthropocene: A Reconfiguration and Accessibility to Knowledge**

*Author: Mr Abdul Wahid Khan (University of Oxford)*

The paper discusses the need for a paradigm shift in education in the Anthropocene to produce critical apocalyptic thinking to create the right kind of consciousness about this catastrophic yet revealing situation through local wisdom, technology and multi-disciplinary collaborative efforts.

### **P43 Towards trauma-informed anthropological teaching and practice**

#### **Panel**

*Convenors: Prof Shan-Estelle Brown (Rollins College); Dr William Tantom (University of Bristol)*

*Chairs: Prof Shan-Estelle Brown (Rollins College); Dr William Tantom (University of Bristol)*

Senate Room: **Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Trauma has been conceptualised as taking people to the 'edge of existence' (Lester 2013). How might anthropologists engage with understandings of trauma, and what implications might this have for anthropological research and teaching? What might a trauma-informed anthropology look like?

### **The making of resilient anthropologists in an era of climate crisis: skills & practices**

*Author: Dr Eleni Kotsira (Alma Economics)*

Are there teaching and training practices to make anthropologists in the field resilient to challenging circumstances such as disasters and trauma, particularly when these are unexpected? This paper proposes a set of such skills, focused on the wellbeing of research participants and researchers.

### **Contextual Ethics: When the Everyday Becomes the Sensitive**

*Author: Dr Angela Mazzetti (Newcastle University)*

In this paper I explore the ethical challenges of conducting research in the transitional context of postconflict Northern Ireland as I reflect on how even mundane discussions with participants can trespass into sensitive and traumatic territory.

### **Symbolic Approaches in Multimodal Anthropology: Mitigating Retraumatization through the Exploration of Representation over Realism.**

*Author: Ms Juliet Brown (UCL)*

My paper explores the critical application of the (TIC) model within the framework of a psychotherapy group focused on developmental trauma. The study evaluates the efficacy of various visual symbols representing the child-self, (as a representation of an aspect of the individual that is childlike).

### **Survivor perspectives of childhood trauma: Memory's entanglements with lived experience**

*Author: Dr William Tantom (University of Bristol)*

What does it mean to 'survive' traumatic experiences? How do trauma survivors' experiences challenge the concept of 'recovery,' and what might recovery mean? And what might anthropology offer in these interstices of advocacy, policy, and clinical practice?

**P44 Anthropology in and of Schools**

**Panel**

*Convenor: Dr Annapurna Pandey (UCSC)*

G21A: **Thu 27 Jun 09:30-11:00, 11:30-13:00**

**'Lord of the Flies' as a Gateway to Anthropology in Secondary Schools**

*Author: Ms Miranda Stocks (University of Oxford)*

With a view to combatting the exclusivity of anthropology and encouraging undergraduate applications from comprehensive school students, this paper reports on an attempt to expose a mixed class of Year 10 students to concepts in anthropology through their GCSE text, 'Lord of the Flies'.

**An Ethnographic Case Study of Chinese Immigrant Families in Scotland: Parental Expectations, Roles, and Involvement in Children's Learning**

*Author: Miss Jiyuan Song (The University of Edinburgh)*

This study explores Chinese immigrant families' experience in depth and discuss how do intersectional factors such as race, gender, class and immigrant experiences shape and reshape parents' values, beliefs and expectations, which affect their parental roles and involvement in children's learning.

**Education Policy 2020 and Indigenous Children's Right to Education\_ A Case Study of Odisha**

*Author: Dr Annapurna Pandey (UCSC)*

The 2020 National Education Policy (NEP) in India advocates vernacular education for tribal children in primary and secondary schools. Based on ethnographic research, I will document the state's homogenous education systems that rob the tribal children of their languages and identities.

**11:00-11:30**

**Break**

**11:30-13:00**

**Session 8**

**Film5 The Mind of a Child**

**Film**

*Discussant: Dr Lorna Williams (University of Victoria)*

Beveridge Hall: **Thu 27 Jun 11:30-13:00**

Director: Gary Marcuse

1994| 59 mins

**The Mind of a Child**

How can children adapt and do more than survive in neighbourhoods where violence is common. How can they learn in schools if teachers have given up on them?

**P10 Multimodality, Collaboration and Co-curation as Critical Anthropological Pedagogy**

**Panel**

*Convenors: Ms Tahereh Aboofazeli (); Mr Arjang Omrani (University Of Ghent); Dr Simone Pfeifer (University of Cologne)*

G11-12: **Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel critically explores the different notions of collaboration, multimodality, and co-curation in the research field, as well as the dissemination of anthropological knowledge as a critical anthropological pedagogy.

**Shared anthropology: When anthropology meets critical public pedagogy**

*Authors: Ms Tahereh Aboofazeli (); Mr Arjang Omrani (University Of Ghent)*

This presentation explores the common grounds between critical public anthropology and critical public pedagogy as critically conscious, engaged and animating practices envisioned in the framework of shared anthropology that asserts the co-authored nature of knowledge by "sharing-the-anthropology".

**Co-Curating Multimodal Engagements: Muslim\*Present in post-migrant contexts**

*Author: Dr Simone Pfeifer (University of Cologne)*

In this contribution I reflect on three different dimensions of collaborative curation and 'the curatorial' as part of my ongoing research project on Muslim everyday life and digital media practices in German-speaking post-migrant contexts.

**Co-Curating Performative Autoethnography - Collaborative Research as a Form of Critical Pedagogy in Teaching Social Anthropology**

*Author: Mx Annika Strauss (University of Münster)*

Participants reflect on the co-curation of a performative autoethnography event and discuss how research-based-learning as a dialogic and reciprocal didactic format facilitates critical pedagogy in the academic context.

## **P15 Learning and Unlearning with Museum Collections**

### **Panel**

*Convenors: Dr Fuyubi Nakamura (University of British Columbia); Dr Laura Vigo (Montreal Museum of Fine Arts)*

**G22: Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel explores how museum collections are utilized and mobilized by different groups of people to learn and unlearn about the world. The engagement with collections differs diversely; to connect with one's heritage; to encounter new cultures; and to be inspired for creating art.

### **Unlearning curatorial habits with vexed collections in Berlin**

*Author: Dr Magdalena Buchczyk (Humboldt-Universität zu Berlin)*

What forms of learning and unlearning are required when working with vexed collections? This paper explores collection ethnography and multimodal pedagogy to unlearn residual categories and curatorial habits, reshaping how objects are interpreted within the Museum of European Cultures in Berlin.

### **Children's learning and unlearning with objects from museum collections in Brazil and Germany**

*Authors: Dr Karina Limonta Vieira (University of Leipzig); Prof Bernd Wagner (University of Leipzig)*

This paper aims to show how children learn and unlearn with museum collections in Brazil and Germany. Children's interaction with objects in contact zones contributes to unlearning old colonial structures, learning about the present and being open to learning about the decolonial future.

### **Activating the Asian Collection at the Museum of Anthropology at the University of British Columbia**

*Author: Dr Fuyubi Nakamura (University of British Columbia)*

The Asian collection at the Museum of Anthropology at University of British Columbia or MOA is the largest collection at the museum. This paper considers classes and community visits, using the diverse Asian collection at MOA.

## **P20 Just what is niceness and what is it doing in a critical field like education?**

### **Panel**

*Convenors: Ms Nina Hosseini (University of Amsterdam); Ms Sofie Smeets (Utrecht University)*

**G5: Thu 27 Jun 09:30-11:00, 11:30-13:00**

In response to classroom tensions educators often employ perspectives of niceness. Yet, niceness can maintain and reproduce the social inequities educators want to combat. By increasing insights in dynamics of niceness in this panel, we want to contribute to more equitable education.

### **Making nice: Managing race talk in German education**

*Author: Ms Sarah Franziska Gerwens (LSE)*

The paper presents discursive strategies that render white race talk nice and manage not-nice educational inequality. I draw on 18 months of fieldwork in German schools to argue that distancing, minimising, and defending keep whiteness nice, and expressed happiness/sadness signal niceness to others.

### **"Shouldn't we also include neurodiversity?" How good intentions create a broad and individualized understanding of inclusivity in Dutch higher education.**

*Author: Ms Sofie Smeets (Utrecht University)*

In my ethnographic research with Dutch higher education teachers I see a focus on good intentions in their inclusivity practices, also when tensions arise. Their varying responses confirm an individualized understanding of inclusivity, leaving little space for structural educational inequality.

## **P34 Rethinking the Purpose of Education in the Anthropocene**

### **Panel**

*Convenor: Mr Peter Sutoris (University of Leeds)*

**G4: Thu 27 Jun 09:30-11:00, 11:30-13:00**

The Anthropocene, an era of unprecedented human influence over the natural environment, brings into question the social purpose of education. How might anthropological perspectives help us redefine education's role in the face of existential threats, including climate change and biodiversity loss?

### **Beyond Urgency in the Environmental Multi-Crisis: Shifting Education's Temporal Frame through Deep Time**

*Author: Mr Peter Sutoris (University of Leeds)*

The paper argues that many obstacles to education making a meaningful contribution to addressing the environmental multi-crisis are manifestations of a temporal framing of education through "shallow time." It proposes reorienting education towards "deep time" as a way of avoiding these pitfalls.

### **Trees, Ears and The Space Between: Exploring pedagogies of reciprocity with primary school children in Manchester.**

*Authors: Dr Raichaël Lock (Manchester Institute of Education); Mr Ryan Woods (University of Manchester)*

We tell the story of an interdisciplinary project involving children in caring for, planting, listening to, and becoming trees in their school grounds. Through this we explore different pedagogies to bring us into closer relations with the more-than-human world.

### **Addressing Climate Change Impacts from African Perspective: African Indigenous Science as a Workable Prospect for Mitigation**

*Authors: Mr Philip Egbule (University of Delta, Agbor, Delta State, Nigeria); Dr Nneka Okafor (University of Nigeria, Nsukka)*

There have been numerous discourses on climate change; however, a call for a proactive approach to halt the envisaged ruin is indispensable. This paper calls on African researchers to delve into their indigenous science for proactive approaches toward addressing the climate change crisis.

### **The Familiar Strange – Anthropological Knowledge in Education for Sustainable Development (ESD) in the North of Germany.**

*Author: Dr Nadine Wagener-Böck (Kiel University)*

This paper gives insight into unexpected, but familiar epistemic practices of ESD in formal education and schooling in Northern Germany and problematizes the benefits and pitfalls when doing ethnographic research in this field.

#### **P43 Towards trauma-informed anthropological teaching and practice**

Panel

*Convenors: Prof Shan-Estelle Brown (Rollins College); Dr William Tantam (University of Bristol)*

*Chairs: Prof Shan-Estelle Brown (Rollins College); Dr William Tantam (University of Bristol)*

Senate Room: **Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Trauma has been conceptualised as taking people to the 'edge of existence' (Lester 2013). How might anthropologists engage with understandings of trauma, and what implications might this have for anthropological research and teaching? What might a trauma-informed anthropology look like?

#### **Trauma-Informed Anthropology for Undergraduate Students of Medical Anthropology**

*Author: Prof Shan-Estelle Brown (Rollins College)*

This paper describes trauma-informed approaches for teaching medical anthropology with a focus on building community with a small class size.

#### **Teaching Trauma Informed Anthropology, Not Damage-Centered Anthropology: Lessons For and From First-Year Anthropology Students**

*Author: Dr Lisa Davidson (York University)*

How do we teach trauma-informed anthropology without centering on damage? This paper considers how students reflect on lived realities of Japanese Canadians interned during World War II through a data-driven storytelling module, taught in collaboration with the Japanese Canadian Cultural Centre.

#### **Acknowledging Difficult Truths: Teaching Biological Anthropology in 21st Century**

*Author: Dr Trudi Buck (Durham University)*

Teaching biological anthropology means students unknowingly working with the skeletons of individuals who likely did not consent to their post-mortem use. This paper proposes an osteobiographical method to acknowledge the difficult truths inherent in biological anthropological epistemology.

#### **Unravelling the Impact of Child Sexual Abuse Trauma on Survivors' Spatiality and Domesticity: Towards Trauma-informed Anthropological Inquiry and Educational Practices**

*Author: Dr Gabriele Carmelo Rosato (Pontifical Gregorian University)*

Through qualitative interviews and visual ethnography, mixed-methods research is exploring the multifaceted impact of child sexual abuse on survivors' spaces and homes. This holistic approach also develops trauma-informed anthropological practices and fosters a compassionate educational environment.

#### **P44 Anthropology in and of Schools**

Panel

*Convenor: Dr Annapurna Pandey (UCSC)*

G21A: **Thu 27 Jun 09:30-11:00, 11:30-13:00**

#### **Not Another Method: Found Concepts in a Greek Art School**

*Author: Mr Frederick Schmidt (University of Cambridge)*

Before anthropology is adopted at the art school, we need to reckon with its radical potential for engaging found conceptual worlds. This ethnographic account of a Greek art school makes the case that even outmoded theoretical models such as formalism can shed new light on ethnographic contexts.

#### **Visionaries from the margins? Reflecting on Germany's 20th century of (not) teaching anthropology in high schools.**

*Author: Dr Irene Dietzel (University of Potsdam)*

Anthropology is strangely absent from German high school curricula, due to reasons particular to Germany's epistemic, political and ideological contexts. The paper explores where and how Anthropology still matters, while focusing on current developments in the field of 'Religious Education'.



### **The impact of open discussion practices on fostering open-mindedness in preschool education**

*Author: Mr Chukwuemeka Buzome (Delta State University, Abraka)*

The paper seeks to explore how engagement in open discussions can help to address problem-solving exercises, role play, negotiation strategy, peaceful interaction, cooperation, enhanced classroom management, and cognitive and social attitudes among preschool children.

### **P56 Ethics, transmission, education, and the issue of gaze in portraying the “other” between Europe and the postcolonial world**

**Panel**

*Convenor: Dr Thomas Richard ()*

**G16: Thu 27 Jun 11:30-13:00, 14:30-16:00**

This panel aims to question the issues of education through gaze in the transmission of anthropological knowledge in museums and films, bridging different cultural areas, namely the Western world when looking at its minorities with the colonial and postcolonial world.

### **Picturing Java (Wo)man: Visual Reconstruction of Colonial Palaeoanthropology**

*Author: Ms Fiona Asokacitta (University of Oxford)*

This paper examines how visual reconstructions of the first ‘missing link’ species, *Pithecanthropus erectus* (‘Java Man’), discovered in the Dutch East Indies (Indonesia) contribute to the racialised, othering gaze of formerly colonised peoples in purportedly objective scientific representations.

### **The "Self" and The "Other": Analysing the Politics of the Epistemic Categories in Anthropological History and Present**

*Author: Ms Magna Mohapatra (UW Madison)*

To speak of the Other is to speak of colonialism, power, Western hegemony and knowledge production. The Other is the epistemic category through which the ethnographic subject is studied. This paper gives a history of the anthropologist Self and its making and remaking of the anthropological Other.

### **R01 Pre-university anthropological education -- using examples of success and failure to propose ways forward. Roundtable**

*Convenors: Dr Marzia Balzani (New York University, Abu Dhabi); Ms Hilary Callan (); Prof Joy Hendry (Oxford Brookes University); Mr Tomislav Maric (Bentley Wood High School)*

**G7: Thu 27 Jun 11:30-13:00, 14:30-16:00**

Attempts have been made worldwide to introduce pre-university anthropology education, some more successful than others, and this Round Table offers an opportunity for those with experience, good or bad, to share ideas in the interest of making our subject widely available to young people everywhere!

### **Anthropology Goes to School: the Story Continues.**

*Author: Dr Barry Dufour (De Montfort University, Leicester)*

An exploration of key developments in teaching primary and secondary age children, about society and how it works, from the 1960s onwards, with reference to the UK and the USA. Developments in recent decades will be explored.

### **Slow but Measurable Success: An Autoethnography on the Advocacy of Anthropology Education**

*Author: Ms Sonia Chinn (University of Texas at Austin)*

During this roundtable discussion, Sonia Chinn will share her experience over the last decade advocating for anthropology education. Her multifaceted involvement spans diverse initiatives aimed at enhancing the understanding and integration of anthropology within pre-university settings.

### **The Anthropology A-level: An Amazing Experience for Teachers and Students**

*Author: Dr Bonnie Vande Steeg ()*

This paper is based on my largely positive experience of developing, teaching and examining A-level Anthropology. I will highlight a number of features of this experience including: the syllabus and content, the teaching methods used, the student response, and the process of examining.

### **Anthropology in secondary school in London**

*Author: Mr Tomislav Maric (Bentley Wood High School)*

### **Anthropology in professional education: teaching, research and extension experiences at the Núcleo de Pesquisa em Educação e Cibercultura (NUPEC)**

*Authors: Dr Breno Alencar (Instituto Federal do Pará); Dr Kirla Ferreira (Instituto Federal de Educação, Ciência e Tecnologia do Pará); Mr Gabriel Vieira (IFPA)*

This paper presents and discusses the creation of the Núcleo de Pesquisa em Educação e Cibercultura (NUPEC) and its implications in teaching, research and extension with high school students integrated into professional education, based on an anthropological and netnographic approach to cyberspace.

### **R04 Teaching Anthropology and Sociology to Medical Students**

**Roundtable**

*Convenors: Prof Ian Harper (University of Edinburgh); Dr Catherine Montgomery (University of Edinburgh)*

**G3: Thu 27 Jun 11:30-13:00**

Being aware of debates and insights from the social sciences is vital for the development of our future medical doctors. This round table will share experiences and insights amongst those who teach anthropology and sociology to medical students.

**Roundtable participant: Ian Harper**

*Author: Prof Ian Harper (University of Edinburgh)*

**Roundtable participant: Catherine Montgomery**

*Author: Dr Catherine Montgomery (University of Edinburgh)*

**Roundtable participant: Alex Maddams**

*Author: Dr Alex Maddams (UCL)*

**Roundtable participant: Dalia Iskander**

*Author: Dr Dalia Iskander (University College London (UCL))*

13:00-14:30

**Lunch**

14:30-16:00

**Session 9**

**Film6 Under the Palace Wall**

**Film**

Beveridge Hall: **Thu 27 Jun 14:30-16:00**

Director: David MacDougall

2013 | 53 mins

**Under the Palace Wall**

From the 16th century the Indian village of Delwara in southern Rajasthan, India was ruled as a principality of the kingdom of Mewar. The film explores Delwara's local primary school and contemporary life in a small town.

**P06 Developing New Anthropologies: Academic Institutionalization and Teaching and Learning in Ex-Centric Locales**

**Panel**

*Convenors: Dr Kiran Jayaram (University of South Florida); Dr Ritu Verma (University of California Los Angeles, and Carleton University)*

**G4: Thu 27 Jun 14:30-16:00**

Although under-represented, new anthropologies often lack critical analysis of their development, institutionalization and teaching. This panel explores a plurality of experiential and ethnographic findings of processes of knowledge production in ex-centric sites - from challenges to best practices.

**Contested Anthropologies: The Emergence, Institutionalization and Challenges of Anthropology in Higher Education in Bhutan**

*Author: Dr Ritu Verma (University of California Los Angeles, and Carleton University)*

Anthropology exists at the periphery of higher education in Bhutan, while remaining isolated from the wider discipline and critical pedagogy. This paper reflects on the development, institutionalization and contestations that emerge in advancing anthropology as an academic field of scholarship.

**Making Anthropologists in Haiti, the Dominican Republic, and India**

*Author: Dr Kiran Jayaram (University of South Florida)*

Using anthropological research in three higher education contexts, I describe initial findings on cultural patterns and divergences in the creation of anthropologists in Haiti, the Dominican Republic, and India.

**Ethnology and cultural anthropology in Slovenia: Discipline at and beyond the academia**

*Author: Ms Mateja Habinc (University of Ljubljana)*

The presentation will give a brief introduction to the history of ethnology and anthropology as academic disciplines in Slovenia, focusing on the efforts of the last decades to impart ethnological and anthropological knowledge outside the academic education system.

**The process of teaching Anthropology in Algerian Academies.**

*Author: Ms Cherifa Bridja (University Oran)*

We will talk about the gradual change in the status of anthropology: after it was completely rejected, it is now taught in Algerian universities and recognized in academies. This is what we will see in this scientific article. We will detail the process of this science.

## **P10 Multimodality, Collaboration and Co-curation as Critical Anthropological Pedagogy**

### **Panel**

*Convenors: Ms Tahereh Aboofazeli (); Mr Arjang Omrani (University Of Ghent); Dr Simone Pfeifer (University of Cologne)*  
G11-12: **Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel critically explores the different notions of collaboration, multimodality, and co-curation in the research field, as well as the dissemination of anthropological knowledge as a critical anthropological pedagogy.

### **Listening to recorded voices in public space: practices of intervention for collective situated knowledge production and transfer**

*Author: Mr Alessio Mazzaro (Politecnico di Torino)*

Using two of my sound interventions in Sao Paulo as case studies, this paper analysis practices of place-making that involve inhabitants in the creation of collected oral narratives and their use in public space as a means for activating situated collective knowledge production and transfer.

### **Multimodal Youth Mobilities: Audiovisual experiments with transnational migrant youth between West Africa and Europe**

*Author: Dr Laura Ogden (Maastricht University)*

This contribution presents ongoing multimodal experiments with transnationally mobile migrant youth between West Africa and Europe, exploring multimodality's potential for making research more collaborative and attuned to migrant youth's own embodied, digital, and relational experiences of mobility.

### **AnthroDorphins: Developing Multimodal and Accessible Content in Anthropology Education**

*Author: Prof Robert Lemelson (UCLA)*

AnthroDorphins is a new website and YouTube channel (@anthrodorphins) which uses multimodal approaches to create short videos aiming to enliven cultural anthropology for students, facilitate communication between researchers, and invite general audiences into a community of shared knowledge.

## **P15 Learning and Unlearning with Museum Collections**

### **Panel**

*Convenors: Dr Fuyubi Nakamura (University of British Columbia); Dr Laura Vigo (Montreal Museum of Fine Arts)*  
G22: **Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

This panel explores how museum collections are utilized and mobilized by different groups of people to learn and unlearn about the world. The engagement with collections differs diversely; to connect with one's heritage; to encounter new cultures; and to be inspired for creating art.

### **In Defence of Disorder: Un-disciplining Haddon's Legacy at the Horniman Museum**

*Author: Ms Nathalie Cooper (University of Warwick)*

This paper focuses on the Horniman Museum's transformation into a disciplinary institution under the guidance of A C Haddon as advisory curator. With that in mind, I emphasise instances of deviance and refusal amongst both objects and visitors in order to think beyond and against discipline(s).

### **Matriliney through the Looking Glass: Male-centered biases in an indigenously curated Mosuo museum in China**

*Author: Dr Chun-Yi Sum (Boston University)*

This paper examines expressions and implications of male-centered biases at a Mosuo Heritage Museum in southwestern China. Despite the indigenous curators' good intention, their masculine gaze embodied and reproduced emerging patriarchal ideas in the Mosuo's traditionally matrilineal society.

### **Dialogues with the Dead: Toward a Theoretical Framework for Human Remains in the Public**

*Author: Ms Julia Granato (University of Oxford)*

This paper examines two case studies of displayed collections of human remains—the Hyrtl crania at the Mütter Museum in Philadelphia, PA, USA and the Sedlec Ossuary in the Czech Republic—to provide a theoretical framework for the way we think about and approach the dead in public spaces.

### **Deaf community and their linguistic-cultural representations in the museum's narration.**

*Author: Miss Dagmara Stanosz (University of Silesia)*

Based on the example of collection and exhibition "Głusza" (DeafLand) in the Silesian Museum in Katowice, I will present the importance of objects in creating cultural representation in museums narratives, bilinguistic and hybrid video-textual publishing and public spaces.

## **P40 Anthropological knowledge production in the era of AIs and fast evolving technologies**

### **Panel**

*Convenors: Dr Natalie Djohari (Southampton); Dr Gavin M Weston (Bournemouth University)*  
G3: **Thu 27 Jun 14:30-16:00**

With the growing accessibility of AIs, haptic technologies and open-source software, this Teaching Anthropology journal panel asks; 'how is anthropological knowledge production changing in this fast growing socio-technological era?'

### **Rethinking AI: Integrating Anthropological Intelligence into the Study of Artificial Intelligence**

*Author: Dr Ryan Hornbeck (Wenzhou-Kean University)*

Transhumanist philosophy exerts a profound influence on contemporary visions of AI. This paper critiques key issues within this school of thought and advocates for educational projects in which students incorporate anthropological thinking and ethics into the design of AI technologies.

### **AI and the Craft of Anthropology.**

#### **Exploring the ways generative AI affect the analysis of Ethnographic material.**

*Authors: Dr Maja Hojer Bruun (Aarhus University); Mr Jakob Krause-Jensen (Aarhus University)*

ChatGPT's launch in November 2022 signifies a major shift in AI's role in education and anthropology. This paper explores the integration of generative AI and LLM's in post-fieldwork anthropology teaching and supervision, considering their impacts on the analytical process.

### **Wolf Rapsody in C-Major: Deciphering the newer sensibilities of the Anthropocene Zeitgeist with generative machine learning**

*Author: Dr Birgit Ruth Buergi (Independent)*

Word clouds have become a common feature in higher education teaching. The "Wolf Rapsody in C-Major" case study introduces how applying a generative machine learning approach to the analysis of ethnographic data can contribute to softening the polarised debate about the return of large carnivores.

### **Big Data, Anthropology and Digital Ethnographies, methodological and epistemological implications**

*Author: Mr Santiago González Villajos (UCAV - Catholic University of Ávila)*

This paper provides a notion of big data and an account on its adoption in several social sciences, with an emphasis on Anthropology and a focus on methodological challenges, debates, controversies and epistemological issues on analysing information through AI and producing digital ethnographies.

### **Where thought begins anew: Anthropological thinking in the age of AI**

*Authors: Dr Mark Friis Hau (University of Copenhagen); Dr Christina Jerne (Copenhagen University)*

This paper analyzes GenAI's dual effects on anthropological thinking, both limiting views and enhancing debate. It advocates for a paradigm shift from generation to augmentation, emphasizing the need for reflective cybernetic dialogue in understanding technology's impact on critical thought.

### **P43 Towards trauma-informed anthropological teaching and practice**

#### **Panel**

*Convenors: Prof Shan-Estelle Brown (Rollins College); Dr William Tantam (University of Bristol)*

*Chairs: Prof Shan-Estelle Brown (Rollins College); Dr William Tantam (University of Bristol)*

Senate Room: **Thu 27 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Trauma has been conceptualised as taking people to the 'edge of existence' (Lester 2013). How might anthropologists engage with understandings of trauma, and what implications might this have for anthropological research and teaching? What might a trauma-informed anthropology look like?

### **Challenges in Delivering Trauma-Informed Care for Rohingya Refugees in Bangladesh: An Assessment of Anthropological Approaches.**

*Author: Mr Md Asaduzzaman (Arizona State University)*

In the Rohingya crisis, trauma care faces challenges. This study explores hurdles and assesses anthropological approaches. Using interviews and observations, it delves into cultural influences. Insights aim to enhance care in this unique context, offering practical recommendations.

### **Artistic Expressions of Hong Kong Diaspora: Exploring Trauma and Healing Through Collaborative Ethnography**

*Author: Ms Gillian JIN (National Chengchi University (Taiwan))*

Since 2019, over ten thousand Hong Kongers have migrated to Taiwan, whose artistic expressions convey emotions of uncertainty, rootlessness, struggle, and haze, which can be recognized as trauma, and reflect how the experience of displacement has made their expressions fragmented and chaotic.

### **The ethnographic present through the lenses of trauma theory and lived experience**

*Author: Dr Xandra Miguel-Lorenzo (UCL)*

Trauma lived experience, re-traumatisation, and vicarious trauma are linked dis/embody phenomena obliterating body boundaries. This paper argues for embodied intersectional trauma-informed ethnography to cultivate an awareness of the dis/embody temporalities of trauma lived experience.

### **P56 Ethics, transmission, education, and the issue of gaze in portraying the "other" between Europe and the postcolonial world**

#### **Panel**

*Convenor: Dr Thomas Richard ()*

G16: **Thu 27 Jun 11:30-13:00, 14:30-16:00**

This panel aims to question the issues of education through gaze in the transmission of anthropological knowledge in museums and films, bridging different cultural areas, namely the Western world when looking at its minorities with the colonial and postcolonial world.

### **Discussing Displacement: Examining the refugee as the 'other' in ethnographic museums**

*Author: Ms Hadiqa Khan (University College London)*

This paper examines how UK museums, such as the Pitt Rivers Museum, portrayed displacement during the European refugee crisis. Analyzing ethnographic gaze and colonial legacies within the museum, it discusses the ethical dimensions of knowledge transmission in ethnographic museums regarding refugees.

### **Narrating the Italian colonial heritage. A new methodology based on citizen science**

*Author: Ms Marta Caradonna (Consiglio Nazionale delle Ricerche (CNR))*

A citizen science project of the CNR-ILIESI, in collaboration with the Italian public institutions that preserve and disseminate the colonial heritage, aimed to define new methodologies for communicating the history of Italy's colonial heritage.

### **Staging the gaze in museum ethnography**

*Author: Dr Mischa Twitchin (Goldsmiths, University of London)*

This presentation will reflect on the staging of the ethnographic gaze within the "epistemological technology" (Preziosi) that is presented by the current exhibition of the Africa Galleries at the Humboldt Forum in Berlin.

### **R01 Pre-university anthropological education -- using examples of success and failure to propose ways forward. Roundtable**

*Convenors: Dr Marzia Balzani (New York University, Abu Dhabi); Ms Hilary Callan (); Prof Joy Hendry (Oxford Brookes University); Mr Tomislav Maric (Bentley Wood High School)*

**G7: Thu 27 Jun 11:30-13:00, 14:30-16:00**

Attempts have been made worldwide to introduce pre-university anthropology education, some more successful than others, and this Round Table offers an opportunity for those with experience, good or bad, to share ideas in the interest of making our subject widely available to young people everywhere!

### **'Language and culture': strengthening access to school level anthropology through a cross-disciplinary approach to curriculum design**

*Authors: Prof Gabriela Grinfeld (University of Buenos Aires); Mr Robin Julian (International Baccalaureate Organisation)*

In this paper, we consider the design and piloting of 'Language and Culture' in the context of the International Baccalaureate's cross-disciplinary learning and teaching framework, exploring the integration of Studies in language and literature with Social and cultural anthropology.

### **'I'll Go Next': Ethnography, Student Voice, and Experiential Learning in an American High School Classroom**

*Author: Ms Anna Löfstrand (SOAS)*

Can a teenager be an ethnographer? In my classroom, the answer is yes! This paper explores the use of anthropological methods to increase student voice and student engagement based on my experience teaching humanities in an underfunded, diverse, and diasporic secondary school in Seattle, USA.

### **Theory and/or Life? Bringing Anthropology into Teen Age**

*Author: Mr Nikita Karbasov (Columbia University in the city of New York)*

The paper explores the author's experiences teaching anthropology in Norway and developing a course for 11-15-year-old students. It addresses the challenges of incorporating theory into pre-university education and shares the author's insights and findings both as a teacher and a researcher.

### **Experiment: If There Was a Subject Called "Futures" - From Subordination to Response towards an Uncertain Futures**

*Authors: Mr Ryuichiro Kikuta (New York University); Mr Kohei Oyama (Kumon Kokusai junior-senior high school); Mr Naoki Yamamoto (The Japan Research Institute, Limited.)*

High school teachers in Japan taught an imaginary subject "Futures Studies". Not only 500 students but also 5 teachers changed their ways of understanding futures - from a future that is already fixed and unchangeable, towards futures that they have autonomy to speculate upon, design, and execute.

### **W05 Writing for Publication Workshop for Early Career Researchers**

#### **Workshop**

*Convenors: Dr Uma Pradhan (University College London); Mr Peter Sutoris (University of Leeds)*

**G21A: Thu 27 Jun 14:30-16:00**

In this workshop, we will learn to write a successful academic article. Facilitated by an editor of Compare: A Journal of Comparative and International Education, the workshop will demystify editorial and peer review decisions, boosting participants' chances of getting published.

**16:00-16:30**

#### **Break**

**16:30-18:00**

#### **Plenary: Crimes Against Children: a global alert**

18:30-20:15

## How (not) to Build a School in Haiti

@Bertha DocHouse

Friday 28 June

09:30-11:00

### Session 10

#### **P05 Principles and praxis to engage a funds of knowledge approach for social justice purposes in international contexts**

##### Panel

*Convenors: Prof Moises Esteban-Guitart (University of Girona); Dr Carlos Velez-Ibanez (Arizona State University)*

**G22: Fri 28 Jun 09:30-11:00, 11:30-13:00**

The purpose of this panel is to discuss common theoretical and methodological approaches from the diverse advances and implementations of Funds of Knowledge programs and projects conducted cross-culturally including Australia, China, New Zealand, Puerto Rico, Spain and the U.S.

#### **An approach to Luis C. Moll legacy from the funds of identity frame work**

*Author: Dr Wanda Rodriguez Arocho (University of Puerto Rico)*

The purpose I discuss the various forms in which the funds of identity are visible in Luis C. Moll's social concerns and guided his intellectual contribution to education for social justice through his career.

#### **The Necessity of the Funds of Knowledge Paradigm to Dual Language Instruction: Upending class structures**

*Authors: Dr Maria Cruz-Torres (Arizona State University); Dr Carlos Velez-Ibanez (Arizona State University)*

A Necessity of the Funds of Knowledge Paradigm to Dual Language Instruction: Ending class structures is an analysis of the imperative integration of Funds of Knowledge architectures to Dual Language instruction to remove the influence of class factors in instruction and student-teacher interaction..

#### **From Theory to Praxis: Engaging Multimodality, Agency, and Imagination within Funds of Knowledge and Identity Pedagogical Approaches in U.S. Classrooms**

*Author: Dr Adriana Alvarez (University of Colorado Denver)*

This paper illustrates how incorporating multimodality, agency, and imagination within pedagogical approaches that center and integrate students' funds of knowledge and identity in classroom learning concomitantly serve as means to advance a social justice orientation in praxis and methodology.

#### **Funds of Computations: Learning the Mathematical and Social Knowledge to Compete in the Market of Pink Gold**

*Author: Dr Maria Cruz-Torres (Arizona State University)*

Funds of Computations: Learning the Mathematical and Social Knowledge to Compete in the Market of Pink Gold is an analysis of the manner in which the offspring of Mexican market traders learn a wide array of computational and social skills imperative for the trade and sale of "pink gold" : shrimp.

#### **Introducing community funds of knowledge and identity: experiences from Catalonia**

*Authors: Ms Paula Boned Ribas (); Dr Edgar Iglesias (Universitat de Girona); Dr David Subero (University of Girona); Dr Julie Waddington (University of Girona)*

This presentation introduces the concept of 'community funds of knowledge and identity'. We share highlights from the 'Comms4Learning' project which generates and analyses socio-educational ecosystems to strengthen ties between community agents and foster contextualised and meaningful learning.

#### **P19 Boarding School Experiences and Controversies in African Countries**

##### Panel

*Convenor: Dr Elizabeth Cooper (Simon Fraser University)*

*Discussant: Otho Erdmute Alber (University of Bayreuth)*

**G3: Fri 28 Jun 09:30-11:00**

In formerly colonized countries, boarding schools tend to be regarded in complex ways: they are associated with schooling success as well as risks of harm to young people and families. This panel will attend to boarding school experiences and controversies in contemporary African contexts.

#### **The Social and Academic Manifestations of Trauma among Boarding School Students in Zamfara State, Nigeria**

*Authors: Mr Ali Baba Sanchi (University of Wisconsin-Madison); Prof Amy E. Stambach (University of Wisconsin, Madison)*

Students who witness or undergo violent events often struggle to concentrate on their studies due to intrusive thoughts and flashbacks. This paper examines the impact of insurgency, banditry, and kidnapping in Zamfara State, Nigeria, on students' social-emotional well-being and academic performance.

#### **Victims of their own success: Boarding schools and cheated students in Kenya**

*Author: Dr Elizabeth Cooper (Simon Fraser University)*

This paper draws from ethnographic research conducted in an over-subscribed girls' secondary boarding school in western Kenya to analyze the multiple harms perpetrated through the competitive school system, and how these debase the ideals of education for students, teachers, and broader society.

### **Training Christian Gentlemen**

*Author: Miss Ayisha Ahmed (SOAS)*

Young men at Brilliant Academy are being trained to become Christian Gentlemen. This comes with high expectations and places great demands upon students academically, corporally and morally.

### **P21 Exhibiting Learning – Learning Exhibitions**

Panel

*Convenors: Dr Vindhya Buthpitiya (University of St Andrews); Dr Amy Johnstone (University of Glasgow); Dr Aimee Joyce (St Andrews University)*

**G4: Fri 28 Jun 09:30-11:00**

Our panel brings together anthropologists and museum practitioners to explore exhibition as a pedagogic approach. We explore how producing creative public exhibitions offers new opportunities for understanding ethnography, and engaging with complex global entanglements with learners.

### **Museum experiences that “sting” and stick. ‘Object-ecologies’ and children’s bodily learning processes in museum exhibitions from the perspective of educational anthropology.**

*Author: Dr Klaus-Christian Zehbe (Leipzig University)*

Children’s explorations of the world are increasingly marginalized by societal politics as well as shifted to virtual worlds by using media. This raises anthropological questions on children’s bodily learning. The paper focuses bodily learning in museum exhibitions on the basis of research data.

### **Art Exhibitions for a Decolonised Learning: Case Studies of Indonesian Museums**

*Author: Ms Christine Toelle (SOAS University of London)*

This research delves into the role of art exhibitions in interpreting decolonised history, focusing on Indonesian museums. It emphasises their potential to engage with global issues and examines methods to convey historical narratives, highlighting art’s power for learning and interpretation.

### **Exhibiting Art and/or Ethnography: A Case Study of the Contemporary Art Exhibition “Liangdeng: Notes from the Field”**

*Author: Ms Jingsi Wang (University of Oxford)*

Through the case study of the exhibition “Liangdeng: Notes from the Field”, this paper discusses how artistic exhibition practices can impact anthropological learning and understanding ethnography by creating an embodied, multi-sensory installation and becoming a continually evolving site itself.

### **‘Beware: Children’, 150 street signs from around the world.**

**When the Other is a road sign**

*Author: Prof Roberta Bonetti (University of Bologna - Alma Mater Studiorum)*

This paper introduces “Beware: Children,” an action-research exhibition held in Italy (2003-2022), showing 150 global street signs. It explores how anthropology is learned in educational contexts where the exhibit also served as an arena for ethnographic research.

### **P36 Change in Educational Policies and Programs and their impact with Special Reference to the Marginalized**

Panel

*Convenors: Dr Premananda Panda (SCSTRTI); Dr Sili Rout (Indian Council of Social Science Research, New Delhi)*

*Chair: Dr Premananda Panda (SCSTRTI)*

*Discussant: Prof Harapriya Samantaraya (Sambalpur University)*

**G26: Fri 28 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Education policies and programs implemented by the State Administration are not free from hegemony. Standardizing educational training inputs for the marginalized continues to stereotype and yield no change in the quality of life. It needs cultural-specific pedagogy for holistic development.

### **Education, Equality and Marginalized Groups: Insights from Indian Society**

*Author: Dr Sili Rout (Indian Council of Social Science Research, New Delhi)*

The present study examines the educational status of marginalized groups in Indian society, as well as how education is interconnected with power and the complex power relations and hierarchy that exist within society. In addition, it explores how education perpetuates social inequality.

### **Influencing participation of the scheduled tribe children in schools by utilizing culturally acquired components of the community**

*Author: Dr Mona Sedwal (National Institute of Educational Planning and Administration (NIEPA))*

In this paper, an attempt has been made to understand the influence of culture on the Scheduled Tribe children belonging to ethnic communities studying in the schools. The focus is particularly on their participation in learning activities and school-related activities in the Indian context.

### **Analysing Pre-school Education within the framework of Sociocultural Theory: A Case Study of the Baigas of Madhya Pradesh**

*Authors: Ms Nootan Kewat (IGNTU); Prof Ranju Hasini Sahoo (Indira Gandhi National Tribal University)*

The paper endeavours to find out the successful implementation of preschool education among the Baiga children- a PVTG of Madhya Pradesh in India, and concludes the importance of socio-cultural context and the content in the curriculum for the successful implementation of preschool education.

## **The Cultural Mediation of Knowledge: Examining Implicit Biases and Ideological Reproduction in the Indian Educational System**

*Authors: Dr Rajeev Dubey (Banaras Hindu University); Dr Dhiraj Kumar (Banaras Hindu University)*

The educational system functions as a cultural mediator, and unequal "effects are built within schools" via cultural reproduction. Implicit biases, cultural assumptions, and ideological elements embedded in the curriculum contribute to the reproduction of societal inequalities.

### **P37 Teachers' work across the globe from anthropological perspectives**

Panel

*Convenors: Dr Kathryn Anderson-Levitt (University of Michigan-Dearborn); Ms Holly Marcolina (University at Buffalo)*  
G11-12: **Fri 28 Jun 09:30-11:00, 11:30-13:00**

Holistic anthropological analyses from around the world of schoolteachers' actual work—both pedagogical and non-instructional school work as well as care work supporting their families—challenge deficit discourses on teacher quality and suggest better ways to support teaching and learning.

### **Teachers' Work: Lessons Learned on Three Continents**

*Author: Dr Kathryn Anderson-Levitt (University of Michigan-Dearborn)*

Based on fieldwork in France, Guinea, and the USA since 1976 and inspired by Tao (2016), a holistic view of teachers' work includes not only pedagogical and other labor at school, but also labor to support one's own family, challenging deficit talk about "teacher quality."

### **"Sometimes you just work through lunch": Negotiating teachers' personal and professional time**

*Author: Ms Holly Marcolina (University at Buffalo)*

This critical ethnography examines teachers' perceptions of time and their constant negotiations of workplace-imposed policies which they must prioritize in order to aid in their workplace survival (Woods, 1983). Particular attention is given to activities outside of traditional school hours.

### **"But is there anything more you could be doing?": Responsibilities outside the classroom and their effect on teacher retention.**

*Author: Ms Carol Bettoney ()*

After the last bell rings, and the students are dismissed for the day, teachers find themselves starting a second shift: coaching extracurriculars, grading papers, and preparing materials for the next lessons. I explore how they balance those demands with the rest of their responsibilities.

### **P42 Motivating Change: Anthropological perspectives on transforming modes of education**

Panel

*Convenors: Ms Katarzyna Buzanska (University of Cambridge); Mr Juan Forero Duarte (UCL); Mr Benjamin Theobald (UCL)*

Senate Room: **Fri 28 Jun 09:30-11:00**

This panel will explore notions of motivation to assess how the interaction of ideals and desires shapes teaching practices and initiates education projects. Contributions will compare motivation as a thing-in-the-world to be studied and motivation as a critical aspect of teaching anthropology.

### **Training community-based rehabilitation workers to think anthropologically: Who motivates whom?**

*Author: Ms Paula Bronson (UCL)*

This paper will recount experiences teaching community-based rehabilitation workers in Bhutan to assist stroke survivors. It will speculate on the adaptation of future courses, focusing on how motivation may differ between the trainees and the stroke survivors.

### **Hornbills in the Orchard: Climate Change Education, Motivation, and Indexicality in the Postcolonial Temasek**

*Author: Mr Jin Yong Brandon Tan (University of Cambridge)*

Singapore has a reputation for extraordinarily high education standards. Less said are the ways in which educators mediate with standardized language when Singlish clashes with 'correct' English. More importantly, how should such complexifications be viewed? Where is 'the local' situated?

### **Examining Motivation: Attitudes to Assessment in a Thai Monastic School**

*Author: Mr Benjamin Theobald (UCL)*

This paper will explore the motivations underlying education systems by considering assessment as a primary indicator of educational values. It draws on ethnographic evidence collected in 2021 as part of a study on Buddhist monastic schooling in northern Thailand.

### **P53 Labyrinthine Navigation: Psychoanalytic Anthropology's Ambivalent Entanglement with Human Development**

Panel

*Convenor: Prof Salma Siddique (Connecticut College)*

G7: **Fri 28 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Exploring psychological anthropology's integration with human development, this discourse delves into infant observation and (auto)ethnography in a preschool. It transcends traditional boundaries, embracing interdisciplinary pedagogy and career shaping in the intricate labyrinth of human existence.



### **The Screenager Epidemic: Unraveling the Adverse Effects of Technology Use on Adolescent Development**

*Author: Ms Hannah Webster (Connecticut College)*

The research aims to identify the downsides of excessive technology use on the development of adolescents. Through the observation of a high school classroom the impact of technology on adolescents' relationships, academic performance, and connection to reality is investigated.

### **Imposing Meaning: An Exploration of Authenticity and Transference in the Classroom**

*Author: Miss Aurora Schifferli (Connecticut College)*

In this paper, I examine the role of a child's autonomy through a two-person psychological lens. I advocate for the process of self-examination within the inherently imbalanced power dynamic in the child-authority figure dyad in order to preserve children's authenticity.

### **The Culmination of 3 Months of Preschool Observation**

*Author: Mr Theodore Franzino (Connecticut College)*

This essay is a summary of 3 months of observation sessions at a local preschool classroom. I took notes of developmental milestones and behavioral differences throughout the course of the 3 month period.

### **P55 [MAYS] Exploring the Dynamic Landscape of Medical Anthropology: Expertise and Public Engagement in the Transformation of Disciplinary Boundaries**

**Panel**

*Convenors: Mr Xu Liu (Goldsmiths, University of London); Mr Matteo Valoncini (Alma Mater Studiorum - University of Bologna)*

**G5: Fri 28 Jun 09:30-11:00**

While anthropology is invited to show the connectivity of interdisciplinary research, the qualitative approach struggles in knowledge dissemination. Drawing on medical anthropology's educational value, we welcome papers on the challenges of public engagement and transforming disciplinary boundaries.

### **What do we know about retinoblastoma? Exploring the space between epidemiological and (auto)biographical knowledge**

*Author: Dr Jed Stevenson (Durham University)*

What space remains for qualitative and ethnographic approaches in epidemiology and biomedicine? This paper explores this question from the point of view of a medical anthropologist who re-evaluated his relationship to the discipline when his child was diagnosed with a rare eye cancer.

### **Who is this all for? Bridging epistemological and methodological dualities across biomedicine and medical anthropology toward a more public and engaged praxis**

*Author: Ms Yasmynn Chowdhury (University of Oxford)*

In this paper, I consider who we are doing medical anthropology for, and how our thought and practice might more meaningfully reach beyond the academic spaces within which our representations of bodies and health so often become circumscribed - towards a more public and engaged medical anthropology

### **R02 Anthropology With(out) Boundaries: Educational Anthropologists Negotiating Interdisciplinary Paths Outside Anthropology**

**Roundtable**

*Convenor: Mx Stefanie Steinbeck (Copenhagen Business School)*

*Discussants: Dr Rachel Fishberg (); Dr Jessica Sorenson (Aarhus University)*

**G16: Fri 28 Jun 09:30-11:00**

Drawing on Geiryn's (1983) 'boundary work', this roundtable discusses the complex positioning early career educational anthropologists perform and negotiate when entering into fields or research environments not immediately connected to their discipline.

### **Anthropology of Education as a mandatory subject in a pedagogy course**

*Author: Dr Rosângela Corrêa (University of Brasília)*

The present work aims to contribute to the discussion on the anthropology of education through a self-reflective exercise in Faculty of Education of the University of Brasília, Brasil.

### **Striking roots into unaccustomed earth: Bringing old anthropological ideas into new technology development**

*Author: Dr Jessica Sorenson (Aarhus University)*

Moving from an educational anthropology department where I felt like the ugly duckling, to a design department where I was called "the anthropologist," I began to claim my disciplinary identity and found value in dusty theories when presenting them as new ideas in a different disciplinary context.

### **Unconventional Terrain: My Journey as an Anthropologist in Diverse Academic Landscapes**

*Author: Dr Shafag Dadashova (ADA University)*

Reflecting on teaching anthropology globally outside traditional departments, I emphasize the misunderstood nature of the field in post-Soviet academia. Drawing from my habilitation defense in literature, I address challenges in Azerbaijan regarding the reception of interdisciplinary studies.

## **Navigating Academic Boundaries and Disciplinary Hierarchies as an Anthropologist of Higher Education**

*Author: Dr Rachel Fishberg ()*

I will discuss my experiences as an educational anthropologist working in a political science department. Specifically, I'll highlight the continuous boundary work needed to advocate for the relevance of anthropological analysis and methodological toolbox in the face of social science hierarchies.

## **Working at Home: New Complexities in the Labor Environments of Residential Doormen in Pandemic-Era New York City**

*Author: Mr Ethan Shin ()*

Data from interviews with residential doormen in Manhattan indicates that during and after the COVID-19 pandemic, doormen became regarded increasingly as unwanted outsiders intruding in the residential environments of employers while also dealing with new complexities in their labor environment.

11:00-11:30

### **Break**

11:30-13:00

### **Session 11**

#### **Film7 Factory Schools in India: two film shorts**

##### **Film**

Beveridge Hall: **Fri 28 Jun 11:30-13:00**

Title: Crimes Against Children

Director: Hugh Brody

2019 | 12 mins

Title: The Laboratory Project

Directors: Sankaraaa & Rajan

2023 | 15 mins.

#### **Crimes Against Children**

Produced by Survival International this short film was made as a 'global alert': we were learning that residential schools for tribal and indigenous children around the world were on the increase. Especially in India.

#### **The Laboratory Project**

The policy of assimilation or de-indigenising communities by placing their children in residential/boarding schools has been increasingly disproved and abandoned, most publicly throughout North America, Australia and Canada since the 1980s.

#### **P05 Principles and praxis to engage a funds of knowledge approach for social justice purposes in international contexts**

##### **Panel**

*Convenors: Prof Moises Esteban-Guitart (University of Girona); Dr Carlos Velez-Ibanez (Arizona State University)*

**G22: Fri 28 Jun 09:30-11:00, 11:30-13:00**

The purpose of this panel is to discuss common theoretical and methodological approaches from the diverse advances and implementations of Funds of Knowledge programs and projects conducted cross-culturally including Australia, China, New Zealand, Puerto Rico, Spain and the U.S.

#### **Labor Histories as Funds of Knowledge: Acknowledging Student Work Experiences**

*Authors: Prof Cecilia Rios Aguilar (University of California, Los Angeles); Mr Davis Vo (University of California, Los Angeles (UCLA)); Ms Brianna Wright (University of California, Los Angeles)*

Drawing from our work with community college STEM faculty, we articulate a funds of labor knowledge (FoLK) framework. FoLK sees labor histories as sources of funds of knowledge and funds of identity that colleges can leverage to connect student experiences to their college journeys and careers.

#### **Dominance of preservice teachers' personal funds of knowledge in pedagogical and curriculum decision making**

*Author: Dr Anne Karabon (South Dakota State University)*

Educators' personal beliefs and prior knowledge influence decisions. Findings in this paper argue preservice teachers' personal Funds of Knowledge are the main catalyst to make decisions about curriculum even after rethinking and reimagining hegemonic schooling practices and curriculum in courses.

#### **Venezuelan families in Chilean schools. An opportunity to break down stereotypes and prejudices**

*Author: Dr Macarena Lamas Aicón (Universidad Austral de Chile)*

This research analyzes the educational practices of Venezuelan migrant families in southern Chile as well as describes the continuities/discontinuities between family and school, with the purpose of generating proposals to incorporate classroom curricular activities with cultural pertinence

### **FoK as a pedagogical strategy for recognition and coexistence in intercultural Chilean classrooms**

*Author: Dr Laura Luna Figueroa (Pontificia Universidad Católica de Chile, Villarrica Campus)*

The paper analyses the results of the applied research carried out in 5 Chilean multicultural schools in both indigenous and migrant contexts which were involved in the state funded project “Pedagogical practices to address cultural diversity: what can we learn from funds of knowledge approach?”.

### **P24 Recognition and Codification of Cultural Traditions for Educational Purposes in Schools**

Panel

*Convenors: Prof Robert Langer (University of the Bundeswehr Munich); Dr David Shankland (Royal Anthropological Institute)*

**G4: Fri 28 Jun 11:30-13:00, 14:30-16:00**

The creation and recognition of diverse cultural and religious traditions for teaching within schools has become an important aspect of the work of many anthropologists, particularly those who study migrations and Diaspora communities. This panel invites papers on any aspect of this phenomenon.

### **Inter-ethnic marriages as a laboratory for the study of multiethnic coexistence**

*Author: Mrs Nazira Abdinassir (Eurasian National University)*

Multiethnic coexistence of various nationalities through the study of interethnic marriages based on the theories of assimilation and acculturation processes and role of anthropology in research that how people of different nationalities can live peacefully together in the same territory.

### **Education and Cultural Marginalisation of Tribes in India**

*Author: Dr Surbhi Dayal ()*

This ethnographic research focuses on denotified tribes of India. The paper explores the various sociocultural factors that contribute to the high dropout rate and disinterest in education among them. It also suggests an educational model based on creativity for inclusive education.

### **Implementing the idea of regional education in Chazy.**

*Author: Miss Zuzanna Majerowicz (Adam Mickiewicz University in Poznan)*

Chazy is a microregion in the south of Greater Poland, which includes several villages near Rawicz. The aim of my research was to demonstrate the functioning of regional lessons in this area, conducted mainly by members of folklore groups, associations and foundations.

### **P36 Change in Educational Policies and Programs and their impact with Special Reference to the Marginalized**

Panel

*Convenors: Dr Premananda Panda (SCSTRTI); Dr Sili Rout (Indian Council of Social Science Research, New Delhi)*

*Chair: Dr Premananda Panda (SCSTRTI)*

*Discussant: Prof Harapriya Samantaraya (Sambalpur University)*

**G26: Fri 28 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Education policies and programs implemented by the State Administration are not free from hegemony. Standardizing educational training inputs for the marginalized continues to stereotype and yield no change in the quality of life. It needs cultural-specific pedagogy for holistic development.

### **The Impact of Educational Intervention through Kasturba Gandhi Balika Vidyalaya (KGBV)**

*Author: Prof Harapriya Samantaraya (Sambalpur University)*

KGBV schools for girls of marginalized sections are intended to minimize gender disparity and enhance livelihood security. The objective is to evaluate its impact. Data collected randomly from 125 inmates, their parents and school authorities, found a positive impact on their livelihood.

### **Navigating Cultural Transitions: Challenges in Education for Chattisgarh Tribal Migrants in Andhra Pradesh State**

*Author: Mr Ramesh Thunga (University of Hyderabad)*

Tribal migration from Chattisgarh to Andhra Pradesh presents a unique set of educational challenges, particularly in terms of responding to cultural shifts. This study investigates the unique challenges that Chattisgarh's tribal migrants face in Andhra Pradesh's educational system.

### **From Indigenous Roots to Modern Frontiers: The Status of Primary Education among the Konyak Nagas**

*Author: Dr Sarvendra Yadav (HNB Garhwal Central University, Srinagar Garhwal (UK) India)*

Study is centered on the comparison b/w the traditional and modern educational systems prevalent among Konyak Nagas, focusing on the role played by their youth dormitories Morungs. Research observes disparities b/w formal and informal education and evaluates academic progress of primary students.

### **Teach For India and alienating marginalised children from their families**

*Authors: Ms Jasmine Sachdev (); Mr Rich Thornton (SOAS, University of London)*

This paper catalogues how the ideologically neoliberal interventions of Teach for India and affiliate NGOs – especially their insistence on entrepreneurial selfhood – alienate children from low-income backgrounds from their own families and communities.

### **P37 Teachers' work across the globe from anthropological perspectives**

#### **Panel**

*Convenors: Dr Kathryn Anderson-Levitt (University of Michigan-Dearborn); Ms Holly Marcolina (University at Buffalo)*  
G11-12: **Fri 28 Jun 09:30-11:00, 11:30-13:00**

Holistic anthropological analyses from around the world of schoolteachers' actual work—both pedagogical and non-instructional school work as well as care work supporting their families—challenge deficit discourses on teacher quality and suggest better ways to support teaching and learning.

#### **Challenging Normative Discourses of Education Quality: Using Virtual Video-Cued Ethnography to Examine Perspectives on Preprimary Quality in Tanzania**

*Author: Prof Bethany Wilinski (Michigan State University)*

An anthropological perspective on early childhood education quality challenges the assumed universality of global measurement tools and reveals nuanced differences across key stakeholder perspectives on quality, which has implications for policy and teachers' work lives.

#### **An Anthropological History of Bad Teachers in the U.S.**

*Author: Dr Jordan Corson (Stockton University)*

This proposal takes up an anthropology of education policy (Castagno & McCarty, 2018) to explore two historical moments that have contributed to the production of "bad teachers" as political subjects in the United States.

### **P38 Flipping the conference space: Students' perspectives on learning anthropology (EASA TAN Panel)**

#### **Panel**

*Convenors: Prof Lorenzo Cañas Bottos (Norwegian University of Science and Technology); Dr Shukti Chaudhuri-Brill (NYUParis); Prof Giovanna Guslini (Formerly of the Italian Ministry of Education, University and Research); Mx Annika Strauss (University of Münster)*

*Chair: Prof Giovanna Guslini (Formerly of the Italian Ministry of Education, University and Research)*

*Discussants: Dr Shukti Chaudhuri-Brill (NYUParis); Mx Annika Strauss (University of Münster)*

G3: **Fri 28 Jun 11:30-13:00, 14:30-16:00**

This panel features students' presentations of what to them constitute meaningful teaching and learning experiences of anthropology. The panel is conceived as a space where students can guide teachers, and teaching anthropology can become a more collaborative process.

#### **"Bridging the Gap: Enhancing the Relevance of Social Anthropology in Higher Education"**

*Authors: Ms Zaitun Bako (University of Münster); Mr Francis Odoom (University of Münster)*

Social anthropology graduates often practice in other fields, questioning its relevance and suitability for addressing societal problems. Restructuring teaching methods can motivate students, provide quality jobs, and address persistent community issues.

#### **Our perspectives: The perception of anthropology by students in an institutional context**

*Authors: Miss Emilia Bravo (University of Münster); Mr Viktor Eichmann (University of Münster); Mr Till Jonas Krannich*  
()

How do we make Anthropology more approachable for future students? – Conducting qualitative interviews and seeking solutions

### **P47 Anthropology in the Art School**

#### **Panel**

*Convenor: Ms Frances Davis (Edinburgh College of Art, University of Edinburgh)*

G16: **Fri 28 Jun 11:30-13:00**

Much has been written on intersections between art and anthropology but there has been little discussion of the inclusion of anthropology in art curricula. This panel seeks to address this gap, with perspectives on the present place of, and future possibilities for, anthropology in the art school.

#### **"Drawn to See:" Teaching Anthropology in the Art School**

*Author: Dr Ruth Toulson (Maryland Institute College of Art)*

I explore the generative potential of anthropology in an art school. My students turn fieldnotes into graphic novels and use art to illuminate theory. Anthropology inspires my students' artistic practice, fieldwork has become part of their research practice, and drawing has become part of mine.

#### **Beyond Ethnography? from participant-observation to engaged collaboration in creative industries doctoral fieldwork.**

*Author: Dr Peter Oakley (Royal College of Art)*

Through a case study where a PhD student wanted to undertake participant-observation to understand a creative process but also collaborate with a field respondent, this paper will reflect on the practical & theoretical issues generated by conducting ethnographic fieldwork in an Art School context.

**P53 Labyrinthine Navigation: Psychoanalytic Anthropology's Ambivalent Entanglement with Human Development**

**Panel**

*Convenor: Prof Salma Siddique (Connecticut College)*

**G7: Fri 28 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Exploring psychological anthropology's integration with human development, this discourse delves into infant observation and (auto)ethnography in a preschool. It transcends traditional boundaries, embracing interdisciplinary pedagogy and career shaping in the intricate labyrinth of human existence.

**Opera Collaboration as Play: the imaginative and material networks of making opera for babies.**

*Author: Dr Lliam Paterson (Royal Holloway, University of London)*

Using autoethnography, ANT and psychoanalytic anthropology, this paper explores the imaginative and material networks involved in making collaborative digital livestream opera aimed at infants and carers, and touches on the role of human development in shaping these networks.

**Observing Child Development Through Dioramas: An Integrated Perspective**

*Authors: Dr Kathryn O'Connor (Connecticut College); Prof Salma Siddique (Connecticut College)*

Utilising dioramas examines child development through psychoanalytic and anthropological perspectives. Students curate childhood experiences, contributing to empathetic teaching strategies. The visual representations provide cultural recognition and meaning to childhood moments.

**“Communicative Psycho-Cartography”: Mapping Speech, and Language Patterns Displayed By Preschoolers in a Lab School Setting**

*Authors: Mr Edwin Linares (Connecticut College); Mr Jack Weil (Connecticut College)*

Using the four most prominent theories of speech, and language (behavioral, nativistic, semantic-cognitive, and social-pragmatic), this paper analyzes the communicative patterns gleaned from a semester of direct preschool observation.

**A Tonic: the Transformative Power of Reflective Supervision as an Effective Intervention At Any Juncture Throughout the School to Prison Pipeline.**

*Author: Miss Tracy Godfrey ()*

Exploring the overlooked power of reflective supervision in supporting children and teenagers with trauma and their caretakers as crucial for their development. Reflective processes play a vital role in informing effective action and promoting healing and rehabilitation.

**13:00-14:30**

**Lunch**

**14:30-16:00**

**Session 12**

**Film8 Suñu Ekool**

**Film**

**Beveridge Hall: Fri 28 Jun 14:30-16:00**

*Director: Aron Marty and Maria Bänziger*

2021 | 22 mins

**Suñu Ekool**

After staying in Switzerland for fifteen years, earning a living in construction, Babacar ‘Bouba’ Camara, 51, returns to his motherland Senegal.

**P24 Recognition and Codification of Cultural Traditions for Educational Purposes in Schools**

**Panel**

*Convenors: Prof Robert Langer (University of the Bundeswehr Munich); Dr David Shankland (Royal Anthropological Institute)*

**G4: Fri 28 Jun 11:30-13:00, 14:30-16:00**

The creation and recognition of diverse cultural and religious traditions for teaching within schools has become an important aspect of the work of many anthropologists, particularly those who study migrations and Diaspora communities. This panel invites papers on any aspect of this phenomenon.

**Defining 'Heterodox Islam' in Its Own Right?**

*Author: Prof Robert Langer (University of the Bundeswehr Munich)*

This paper evaluates standard conceptualisations of 'heterodox Islam' and exemplifies them looking at a wide range of groups considered as apostates and heretics by mainstream Islam in order to express some ideas for representing (and teaching about) those groups in their own right.

### **Codifying the diversity of Alevi traditions in schools**

*Author: Dr David Shankland (Royal Anthropological Institute)*

This paper examines the different issues that are brought into question when it is decided to codify the practice of Alevi religious traditions so that they may be taught in schools, particularly in Germany and Austria.

### **P36 Change in Educational Policies and Programs and their impact with Special Reference to the Marginalized Panel**

*Convenors: Dr Premananda Panda (SCSTRTI); Dr Sili Rout (Indian Council of Social Science Research, New Delhi)*

*Chair: Dr Premananda Panda (SCSTRTI)*

*Discussant: Prof Harapriya Samantaraya (Sambalpur University)*

**G26: Fri 28 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Education policies and programs implemented by the State Administration are not free from hegemony. Standardizing educational training inputs for the marginalized continues to stereotype and yield no change in the quality of life. It needs cultural-specific pedagogy for holistic development.

### **A critical look at educational policies in indigenous territories in Costa Rica**

*Authors: Ms Carolina Arias Ortiz (); Prof Federico Guevara ()*

Based on the analysis of the evolution of educational policies applied to indigenous peoples in Costa Rica, it seeks to reflect on the scope, challenges and current obstacles in the effective inclusion of cultural patterns and indigenous languages in the formal education system.

### **Effects of Cuban University Access Policy (2001-2010) on formerly marginalised people**

*Authors: Dr Alexander Armando Cordoves Santiesteban (Aarhus University); Dr Deysi Emilia García Rodríguez (Universidad Internacional Iberoamericana); Mrs Maide Pérez Aguilera (University of Holguin)*

Using the anthropology of policy approach, we analyse ethnographically how a Universalisation of Higher Education policy (2001-2010), which aimed to (re)democratise university access, affected previously excluded people. Its effects are largely unexplored.

### **P38 Flipping the conference space: Students' perspectives on learning anthropology (EASA TAN Panel)**

**Panel**

*Convenors: Prof Lorenzo Cañas Bottos (Norwegian University of Science and Technology); Dr Shukti Chaudhuri-Brill (NYUParis); Prof Giovanna Guslini (Formerly of the Italian Ministry of Education, University and Research); Mx Annika Strauss (University of Münster)*

*Chair: Prof Giovanna Guslini (Formerly of the Italian Ministry of Education, University and Research)*

*Discussants: Dr Shukti Chaudhuri-Brill (NYUParis); Mx Annika Strauss (University of Münster)*

**G3: Fri 28 Jun 11:30-13:00, 14:30-16:00**

This panel features students' presentations of what to them constitute meaningful teaching and learning experiences of anthropology. The panel is conceived as a space where students can guide teachers, and teaching anthropology can become a more collaborative process.

### **Dilemmas and reflectivity on an anthropologist's multiple roles**

*Author: Miss Diana María Zerda Losada (University of Münster)*

Students don't just attend their teachers' lectures, but they also silently conduct participant observation. Yet, are teachers willing to accept and integrate this as part of an academic exercise in anthropology? What dilemmas emerge from the duality of being a teacher or student and anthropologist?

### **Beyond Boundaries: Fostering Reflexive Learning in Anthropology through Collaborative and Queer Methodologies at the Berlin Ethnological Museum**

*Authors: Dr Isabel Bredenbröker (Humboldt Universität zu Berlin); Other Maria Laurids Lazzarotti (Freie Universität Berlin); Other Frederike Rebecca Nolte (Humboldt Universität zu Berlin); Mrs Polina Shablovskaia (Freie Universität Berlin); Ms Meycem Ceren Ulu (Freie Universität Berlin); Ms Sarah Wulbrecht (Humboldt University and Free University)*

MA students, spanning diverse backgrounds and programs, share their transformative approach to anthropology in a two-semester research group seminar. This paper reflects on challenges and successes, offers insights into applying non-normative relations and speculative futures in museum studies.

### **P39 Theorizing "Life-Long Learning": Relational Perspectives on Learning & Age**

**Panel**

*Convenors: Dr Issifou Abou Moumouni (University of Bayreuth LASDEL); Ms Anna Madeleine Ayeh (University of Bayreuth); Prof Iris Clemens (University of Bayreuth)*

**G5: Fri 28 Jun 14:30-16:00**

This panel investigates the nexus of learning and age. Learning is analysed as a vast array of ways, modes, and contexts of knowledge production, transition, and acquisition, while age is approached as an intersectional category of difference. How do they relate in theory and praxis?

### **Taking the time to hike together: an ethnographic look at an educational hike across the Israel National Trail (INT)**

*Author: Ms Dara Warchaizer Efron (University of Cambridge)*

This paper offers a look at an educational program for adults, in which participants hike for two months across the INT. I show how the temporal conditioning of this program creates a unification of life stages, so that young adults and newly retired adults are placed in a single social category.

### **Age matters: Life-long religious learning among Muslim:as in Benin**

*Author: Ms Anna Madeleine Ayeh (University of Bayreuth)*

The understanding of Islamic learning as a non-gendered, life-long endeavour only implicitly refers to age. Yet in everyday practice of Muslim\*as in Benin, age, intersecting with gender, matters regarding how girls and women can claim to know.

### **Knowledge and adulthood in rural areas: An analysis of the knowledge transmission process among the Baatombu of northern Benin**

*Author: Dr Issifou Abou Moumouni (University of Bayreuth LASDEL)*

This paper addresses the issue of knowledge management in the context of personality development in rural areas where traditional practices still survive. It concerns endogenous knowledge transmitted sequentially over time with a view to training responsible adults.

### **Learning Anthropology Later in Life: Creating Equity in Community Colleges through Data Analysis of Student Success Rates by Age Group**

*Author: Dr Arturo Marquez Meza (Imperial Valley College)*

The community college system in the United States provides access to higher education to millions of people who might otherwise be left out of this vital pathway for social mobility. In this paper I present my analysis of a recent 2023-2024 project where I analyzed student data in anthropology.

### **P53 Labyrinthine Navigation: Psychoanalytic Anthropology's Ambivalent Entanglement with Human Development**

**Panel**

*Convenor: Prof Salma Siddique (Connecticut College)*

**G7: Fri 28 Jun 09:30-11:00, 11:30-13:00, 14:30-16:00**

Exploring psychological anthropology's integration with human development, this discourse delves into infant observation and (auto)ethnography in a preschool. It transcends traditional boundaries, embracing interdisciplinary pedagogy and career shaping in the intricate labyrinth of human existence.

### **Development of Social Realities through the Anthropology of Space: Symbolic Meaning, Architecture and Psychoanalytic Anthropology.**

*Authors: Prof Korina Filoxenidou (University of Ioannina); Miss Natalia Varfi ()*

This paper delves into the significance of culture, focusing on how different societies perceive and shape space, and how space reflects social and cultural values. It also explores the symbolic value of space and its impact on human evolution within the framework of psychoanalytic anthropology.

### **Autoethnographic Reflections on Racial Identity: Transracial Adoption, Cosmopolitanism, and Hybridity**

*Author: Mrs Bea Mariam Killguss (New School of Psychotherapy and Counselling)*

This paper explores culture, race, and racism through a transracial adoptee's experiences, emphasising self-identity amid cultural influences. It contributes to a cosmopolitan perspective on diversity, multiculturalism, and human development, focusing on the transracial adoptee journey.

### **R03 Objects as curricula – learning with museum artefacts through art/archaeology practice**

**Roundtable**

*Convenors: Prof Andrew Jones (Stockholm University); Ms Louisa Minkin (Central Saint Martins, UAL)*

**G16: Fri 28 Jun 14:30-16:00**

The idea of objects as a curriculum has informed our work on Blackfoot items in UK museum contexts in which digital imaging was employed to aid in the revitalization of knowledge renewal for Blackfoot makers and has framed continued work in ethnographic collections both in the UK and in Sweden.

### **To Bring Forth a Soul. Using Digital Imaging to Reanimate Siberian Idols in Western Museums**

*Authors: Mrs Anna Naglaya (); Mr Erik Solfeldt (Stockholm University)*

By analysing Siberian idols, focusing on non-human souls in combination with digital imaging methods we suggest that a reanimation is possible which makes the idols a curriculum for rethinking their definition and consider their former animist contexts and not viewing them as passive objects of art.

### **Black Ball Ballads**

*Author: Dr Ian Dawson (University of Southampton)*

Narrating through Reflectance Transformation Imaging (RTI).

### **Prisoners of Love: Affect, Containment and Alternative Futures**

*Authors: Ms Esi Eshun (Central Saint Martins); Ms Louisa Minkin (Central Saint Martins, UAL)*

How might artists work to enliven and renew relations with objectified and sequestered museum items through material, digital, affective and discursive responses? We took from the ethos of Hui's cosmotechnics to bring transnational artists in connection with past and present material practices.

**Guardians of Sicilian Heritage: The Legacy of Giuseppe Pitrè and Objects as Memory Keepers at the Regional Ethnographic Museum**

*Author: Miss Maria Costanza Trento (Università degli Studi di Palermo)*

Explore Sicilian heritage through the Regional Ethnographic Museum, a testament to Giuseppe Pitrè's vision. This contribution highlights the significance of artifacts as guardians of collective memory, resisting cultural neglect and preserving the traditions of less privileged classes.

**Museum 'Objects' As Transgressive Forms of Technology and Knowledge**

*Author: Dr Lennon Mhishi (University of Oxford)*

What does it mean to encounter materials that have been objectified, museumised and contained often outside the contexts of their production, circulation and use? This encounter, especially with material from colonial contexts, is infused with the colonial violence and extraction.

**R06 Teaching Anthropology Journal**

**Roundtable**

*Convenors: Dr Natalie Djohari (Southampton); Dr Alison Macdonald (UCL); Dr Gavin M Weston (Bournemouth University)*

**G22: Fri 28 Jun 14:30-16:00**

The Editors-in-Chief of the RAI's Teaching Anthropology Journal will discuss the aims and scope of the journal, the TA blog and available resources, and opportunities for publications and Special Issues. They will be on hand to answer all questions.

**16:00-16:30**

**Break**

**16:30-18:00**

**Plenary: Howard Morphy**





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