

## **ANTHROPOLOGY OF EDUCATION**

ANTHROPOLOGY 4601.001/5620.011

EDCI 5620.011

Thursdays 6pm-8:50pm, ENV 115

Fall 2010

**INSTRUCTOR:** Dr. Mariela Nuñez-Janes (profe)

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**OFFICE HOURS:** Friday 1-4pm or by appointment

### **Description**

This class will introduce students to issues and approaches relevant to the study of education within the field of anthropology. The course will be divided into three analytical sections. The first section will provide an introduction to anthropological concepts and anthropological methods used in the study of education and schooling. This section will examine the relation between anthropology and education by emphasizing the significance of cultural transmission. The second section will be devoted to an examination of cultural transmission and appropriate approaches. In this section, students will be exposed to works in the field of anthropology of education that examine cultural difference, minority status, and learning. The third and last section of the course will emphasize recent approaches to questions of cultural transmission. In particular, this section will highlight new perspectives and critiques related to current and relevant educational “problems” found in societies such as the U.S.

### **Objectives**

By the end of this course you will understand the relation between anthropology and education. You will know the major approaches used by educational anthropologists and will be encouraged to use such theoretical insights and methodological tools to develop your own critiques and contributions to questions related to education and schooling. You will also have experienced ideas and practices that emulate how the anthropology of education can be used to transgress dominant forms of teaching and learning.

### **Requirements and Assignments (450 points)**

a) Readings/Class Participation (50 points): You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. Your class participation grade will be based on the following:

- Class attendance
- A demonstration that you have read the assigned material

- Your delivery of thoughtful comments about the readings and statements made by your classmates

b) Student Led-Class Discussion (50 points): You will sign-up to lead discussion in class. For the discussion you will work with a partner(s) and select one of the class readings listed for your chosen discussion day. With your partner(s) you will also select a specific educational issue or problem relevant to your research and/or work. Write a brief statement that describes the issue you selected and then raise 1-2 questions for the entire class to discuss. The questions should ask the class to apply some of the ideas from the readings to the educational issue/problem of your choosing. **Undergraduates** are expected to lead discussion once during the semester. **Graduate** students are expected to lead discussion twice during the semester.

c) Reading Journal (100 points): You will keep a journal for each of the assigned readings listed in the course outline. Your journal must include:

- Author and title
- Answers to the looking ahead questions (see attached)
- Journals will be collected twice during the semester without prior notice. Be sure to bring your completed journal entries to each class session.

d) Semester Project (250 points total): For your semester project you will conduct in-depth research about one of the topics listed in the course outline. This research will involve the following assignments:

- 1) **Project topic** (50 points): You will turn in a short type-written double spaced paper that will include:
  - Topic
  - Research question(s)
  - Methods (how you will you research your topic)
  - *Due September 30*
- 2) **Annotated bibliography** (50 points): List at least 10 references (5 references to the assigned class readings and 5 additional references to outside readings (these must be from academic journals or books).
  - Follow the AAA style for format. See the anthropology writing guide for style format and tips about writing <http://www.unt.edu/anthropology/writing.htm> (25 points)
  - Write a short paragraph under each reference that includes the following information (25 points)
    - A summary of the main points
    - An explanation of ideas relevant to the paper topic you selected
    - Weaknesses
  - *Due Oct 28*
- 3) **In class presentation** (50 points): A short power point presentation about your project. It should include:

- Topic
- Research question(s)
- Methods
- Findings
- List of references
- *Due November 11 or December 2*
- 4) **Final Report** (100 points): For **undergraduates** the report should be no longer than 8 typewritten double-spaced pages. For **graduate** students the report should be no longer than 15 typewritten double-spaced pages. Your paper must:
  - Include a separate page with your name, topic number, and paper title (5 points)
  - Describe the project issues: discuss the topic selected, its relevance to the anthropology of education, and research question(s) addressed in your project (10 points)
  - Summarize the context of your project: summarize the relevant bibliographic literature, provide a summary of the bibliographic references and their relevance to your research question(s) (25 points)
  - Describe the project design or methodology (20 points): discuss the various stages and activities of your project
  - Describe and analyze the findings: summarize the findings and include an explanation (25 points)
  - Personal reflection and conclusion: Describe what you learned from the experience and include ideas for further research based on the findings of your project (10 points)
  - Include a separate page of the references cited in the paper (minimum 10 references: 5 from in class readings, 5 from outside readings) (5 points).
  - All references must be formatted following the AAA citation style. The AAA style guide can be found at:  
[http://www.aaanet.org/pubs/style\\_guide.htm](http://www.aaanet.org/pubs/style_guide.htm)
  - *Due December 9*

### Grading

All grades will be assigned based on the following grading scheme:

100-89% = A

88-79% = B

78-69% = C

68 -59% = D

58%- = F

### **CLASSROOM POLICIES**

1. Since discussion is an essential part of this course please come to class prepared and on time. Two or more unexcused absences will lower your total semester grade by 10 points.
2. Please turn off your cell phones.
3. Let me know if you have an emergency and will not be able to come to class.
4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.
5. No late work will be accepted unless you have a valid documented excuse (documented illness or death in the family). **If you miss an assignment and you have a valid documented excuse notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.**
6. All work must be turned in at the beginning of class unless noted otherwise.
7. The Anthropology Department does not discriminate on the basis of an individual's disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its program and activities. Attempts will be made to meet all certified requirements.

### **8. Plagiarism and Cheating**

The department of anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.

The department of anthropology considers graduate students to be new members of the community of professional anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: *"Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e.,*

*fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others”*

(<http://www.aaanet.org/committees/ethics/ethcode.htm>). Any work not meeting this standard will be evaluated in a hearing before the student; infractions will merit dismissal from the master’s program.

For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**9. SETE** (Student Evaluation of Teaching Effectiveness): The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually engage students in my teaching. I consider the SETE to be an important part of your participation in this class.

### **REQUIRED READINGS (UNT Bookstore)**

Levinson, Bradley ed. et. al

2000 *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham: Rowman & Littlefield Publishers, Inc.

Foley, Douglas

2010 *Learning Capitalist Culture Deep in the Heart of Tejas, 2<sup>nd</sup> edition*. Philadelphia: University of Pennsylvania Press.

Spindler, George D. ed.

1997 *Education and Cultural Process: Anthropological Approaches, 3<sup>rd</sup> edition*. Prospect Heights: Waveland Press.

### **OTHER REQUIRED READINGS (On Electronic Reserve at UNT library)**

#### **How do I access electronic reserves?**

Go to the [UNT Library Catalog](#). Click on the Course Reserve button. Search for the item you need by Course or by Instructor’s Name. When you find the item you want, click on the title. You will be asked for your name, ID number, PIN and course password. Explanations for each are located on the page.

Course password: educationf10

- “Qualitative Research Approaches for Everyday Realities” by Anderson, Herr, Nihlen
- “Action Research” by Nick Smith
- “Reconsidering Anthropological Explanations of Ethnic School Failure” by Douglas Foley

- “Why Segregation Matters: Poverty and Educational Inequality” by Gary Orfield and Chungmei Lee
- “A Darker Shade of Crimson” by Ruben Navarrette, Jr
- “Learning to Labour: How Working Class Kids Get Working Class Jobs” by Paul Willis
- “The Gendered and Racialized Pathways of Latina and Latino Youth: Different Struggles, Different Resistances in the Urban Context” by Julio Cammarota
- “Literacy, Social Movements, and Class Consciousness” by María del Pilar O’Cadiz and Carlos Alberto Torres
- “Family Narratives in Multiple Literacies” by Concha Delgado-Gaitan

## COURSE OUTLINE

### I Anthropology and Education: Concepts and Methods

#### Week 1

Aug 26

Introduction and course description

#### Week 2 Anthropology and Culture

September 2

##### Assignment:

- “Culture is Ordinary” by Raymond Williams (Ch 2 Levinson)
- “The Fax, the Jazz Player, and the Self-storyteller: How do People Organize Culture, by Margaret Eisenhart (Ch 24 Levinson).
- “Theory, Research, and Application in Educational Anthropology” by Elizabeth Eddy (Ch 1 Spindler).

*Sign-up for student led discussion in class*

*Brainstorm about semester project topic*

#### Week 3 Culture and Education

September 9

- Assignment:
- “Educational Anthropology: Early History and Educationist Contributors” by Rosalie Ford (Ch 2 Spindler)
- “Ethnography: An Anthropological View” by George and Louise Spindler (Ch 3 Spindler).

*Student led discussion*

*Brainstorm about semester project topic*

### **Week 4 Studying Educational Settings**

September 16

Assignment:

- “Cultural Process and Ethnography: An Anthropological Perspective” by George and Louise Spindler (Ch 4 Spindler)
  - “Fieldwork in the Postcommunity” by Sherry B. Ortner (Ch 23 Levinson)
  - “Qualitative Research Approaches for Everyday Realities (Ch 5 Anderson, Herr, Nihlen) (electronic reserve)
  - “Action Research” (Smith) (electronic reserve)
- Student led discussion*  
*Brainstorm about semester project topic*

## **II Perspectives on Culture and Cultural Transmission**

### **Week 5 Cultural Differences and Explanations of School Failure**

September 23

Assignment:

- “What No Bedtime Story Means: Narrative Skills at Home and School” by Shirley Brice Heath (Ch 13 Levinson)
  - “Formation and Transformation of Funds of Knowledge among U.S.-Mexican Households” by Carlos G Vélez-Ibáñez and James Greenberg (Ch 15 Levinson)
- Student led discussion*  
*Discuss project topic*

### **Week 6 Cultural Differences and Explanations of School Failure (continued)**

September 30

Assignment

- “Understanding Cultural Diversity and Learning” by John Ogbu (Ch 14 Levinson)
  - “Reconsidering Anthropological Explanations of Ethnic School Failure” by Douglas Foley (electronic reserve)
  - “Achieving School Failure” by Raymond McDermott (Ch 7 Spindler )
- Student led discussion*  
*Project topic due*

### **Week 7 Social Reproduction and Inequality**

October 7

Assignment:

- “Why Segregation Matters: Poverty and Educational Inequality” by Gary Orfield and Chungmei Lee (electronic reserve)

- “Class and Gender Dynamics in a Ruling-Class School” by R. W. Connell, G. W. Dowsett, S. Kessler, D.J. Ashenden (Ch 20 Levinson)
- “A Darker Shade of Crimson” by Ruben Navarrette, Jr (electronic reserve)  
*Student led discussion*  
*Discuss annotated bibliography*

### **Week 8 Socio-Cultural Boundaries and Resistance**

October 14

#### Assignment:

- “Learning to Labour: How Working Class Kids Get Working Class Jobs” by Paul Willis (electronic reserve)
- “Moments of Discontent: University Women and the Gender Status Quo” by Dorothy C. Holland and Margaret Eisenhart (Ch 19 Levinson).
- “The Gendered and Racialized Pathways of Latina and Latino Youth: Different Struggles, Different Resistances in the Urban Context” by Julio Cammarota (electronic reserve)  
*Student led discussion*  
*Discuss annotated bibliography*

### **Week 9 Pedagogy and Critical Pedagogy**

October 21

#### Assignment

- “Literacy, Social Movements, and Class Consciousness” by María del Pilar O’Cadiz and Carlos Alberto Torres (electronic reserve)
- “Family Narratives in Multiple Literacies” by Concha Delgado-Gaitan (electronic reserve)
- Foley foreword and Ch 1  
*Student led discussion*  
*Discuss annotated bibliography*

## **III Educational Issues**

### **Week 10 Teachers**

October 28

#### Assignment

- “The Teacher as an Enemy” by Harry F. Wolcott (Ch 5 Spindler)
- “Beth Anne: A Case Study of Culturally Defined Adjustment and Teacher Perceptions” by George D. Spindler (Ch 12 Spindler)
- “Day Care Teachers and Children in the United States and Japan: Ethnography, Reflexive Interviewing and Cultural Dialogue” by Mariko Fujita and Toshiyuki Sano (Ch 20 Spindler)
- Foley Ch 2, Ch 3  
*Student led discussion*

*Annotated bibliography due*

**Week 11 Identity**

November 4

Assignment

- “Habitus and Cultural Identity: Home School Relationships in Rural France” by Deborah-Reed Danahay (Ch 16 Levinson)
- “Those Loud Black Girls”: (Black) Women, Silence, and Gender “Passing” in the Academy by Signithia Fordham (Ch 21 Levinson)

- Foley Ch 4

*Student led discussion*

**Week 12**

November 11

- Foley Ch 5, appendix A

*Student led discussion*

*Power point presentation*

**Week 13 NO CLASS-AAA MEETINGS**

November 18

**Week 14 NO CLASS-THANKSGIVING BREAK**

November 25

**Week 15**

December 2

- Foley, appendix B

*Student led discussion*

*Power point presentation*

**Week 16 Wrap up**

December 9

**FINAL REPORT DUE IN CLASS**

Note: This syllabus may be subject to changes and/or revisions

## Looking Ahead Questions for Reading Journal

### Week 2

*Looking ahead questions for Raymond Williams (Ch 2 Levinson):*

1. According to Williams, in what ways is culture ordinary?
2. How is education ordinary?

*Looking ahead questions for Margaret Eisenhart (Ch 24 Levinson):*

1. Why is the individual important to understanding culture?
2. How are a fax, jazz player, and story-teller related to culture?

*Looking ahead questions for Elizabeth Eddy (Ch 1 Spindler):*

1. How does the author characterize the relationship between anthropology, education, and applied anthropology during the 20s-50s, mid-50s to the present?
2. How is the anthropology of education a form of applied anthropology?
3. What does anthropology contribute to the study of education?

### Week 3

*Looking ahead question for Rosalie Ford (Ch 2 Spindler):*

1. What contributions from some of the scholars discussed in this chapter heralded the development of the anthropology of education?

*Looking ahead questions for George and Louise Spindler (Ch 3 Spindler):*

1. According to George and Louise Spindler, what do ethnographers study?
2. What are the criteria for a good ethnography?

### Week 4

*Looking ahead questions for George and Louise Spindler (Ch 4 Spindler):*

1. In what ways is ethnography a unique methodological approach?
2. How is ethnography relevant to the study of education?
3. What advantages and disadvantages does ethnography offer to the study of education?

*Looking ahead questions for Sherry B. Ortner (Ch 23 Levinson):*

1. What challenges did Ortner face when using ethnography?
2. What approaches did the author use to overcome the challenges she identifies in this chapter?

*Looking ahead questions for Anderson, Herr, Nihlen (electronic reserve):*

1. What assumptive modes are discussed by the authors and how do they inform the research process?
2. What core methodological techniques are involved in ethnographic research?
3. How does participant observation differ from ordinary participation?

*Looking ahead questions for Smith (electronic reserve):*

1. In what ways is action research more than just a method?
2. What advantages and disadvantages may be involved in using action research as a framework in studies about education?

## Week 5

*Looking ahead questions for Shirley Brice Heath (Ch 13 Levinson):*

1. How are Trackton children exposed to language at home?
2. How are Roadville children exposed to language at home?
3. What implications do the author's findings have on understanding cultural differences in schooling?

*Looking ahead questions for Carlos G Vález-Ibáñez and James Greenberg (Ch 15 Levinson):*

1. Explain what the authors mean by funds of knowledge.
2. In what ways are funds of knowledge transmitted?
3. What are some of the implications for schooling?

## Week 6

*Looking ahead questions for John Ogbu (Ch 14 Levinson):*

1. How do the attitudes of voluntary minorities differ from the attitudes that involuntary minorities have toward school?
2. How does John Ogbu explain the differences?

*Looking ahead questions for Douglas Foley (electronic reserve):*

1. According to the author, how do explanations of school failure that emphasize cultural differences contrast with the explanation proposed by John Ogbu?
2. What aspects of John Ogbu's "caste theory" does Foley critique and what alternative explanations does he propose?

*Looking ahead questions for Raymond McDermott (Ch 7 Spindler):*

1. How does McDermott explain school failure?

### Week 7

*Looking ahead questions for Gary Orfield and Chungmei Lee (electronic reserve):*

1. What factors contribute to the endurance of segregation in U.S. schools?
2. How are contemporary demographic trends related to segregation?
3. In what ways is poverty related to segregation?
4. How may segregation impact students' academic performance?

*Looking ahead questions for R. W. Connell, G. W. Dowsett, S. Kessler, D.J. Ashenden (Ch 20 Levinson):*

1. Why is it important to study ruling-class schools?
2. How did the school contribute to reproduce ruling-class values?
3. What do the authors mean by the description of the school as a "constructor"?

*Looking ahead question for Ruben Navarrette, Jr. (electronic reserve):*

1. How did the author benefit from his early experiences of schooling?

### Week 8

*Looking ahead questions for Paul Willis (electronic reserve):*

1. How did the "lads" behave toward school?
2. How does Willis explain their behavior?

*Looking ahead questions for Dorothy C. Holland and Margaret Eisenhart (Ch 19 Levinson):*

1. What were the sources of women's discontent?
2. Do you agree with the authors' interpretations that the women did not engage in resistance? Why or why not?

*Looking ahead questions for Julio Cammarota (electronic reserve):*

1. What acts of resistance did the young Latinas and Latinos described in the article engage in?
2. How did their acts of resistance differ?

### Week 9

*Looking ahead questions for María del Pilar O'Cadiz and Carlos Alberto Torres (electronic reserve):*

1. How would you describe Freire's pedagogy?
2. How is Freire's pedagogy different from other pedagogical approaches?
3. What contradictions did the authors observe in the application of Freire's pedagogy?
4. What are some implications of Freire's pedagogy?

*Looking ahead questions for Concha Delgado-Gaitan (electronic reserve):*

1. How does learning take place in the communities described by the author?
2. Why are narratives relevant to pedagogy?

*Looking ahead questions for Foley foreword and Ch1*

1. What critiques of Doug Foley's argument are discussed in the foreword?
2. In what ways did the Civil Rights Movement change the political landscape of North Town?

### Week 10

*Looking ahead questions for Harry F. Wolcott (Ch 5 Spindler)*

1. What is antagonistic acculturation?
2. How did the teacher and students' expectations differ in the case described by Wolcott?
3. What do you think of the author's explanation for such differences?

*Looking ahead questions for George D. Spindler (Ch 12 Spindler)*

1. What were Mr. Johnson's perceptions of Beth Anne?
2. In what ways is Mr. Johnson a "product of his culture?"

*Looking ahead questions for Mariko Fujita and Toshiyuki Sano (Ch 20 Spindler)*

1. How did Japanese and American teachers in the study interpret the behaviors of their students?
2. What is a cultural dialogue and how is it related to the expectations of Maple and Kawa teachers?

*Looking ahead questions for Foley Ch 2, and Ch 3*

1. What do you think of Foley's characterization of football as a ritual?
2. What student groups or cliques were prevalent in your high school? How do they compare to the groups or cliques in North Town?

Week 11 and Week 12

*Looking ahead questions for Deborah-Reed Danahay (Ch 16 Levinson)*

1. How is identity connected to place for the people of Lavielle?
2. What roles do school peer groups play at Lavielle?

*Looking ahead questions for Signithia Fordham (Ch 21 Levinson)*

1. What does the author mean by “gender passing”?
2. How is gender passing related to the academic achievements of African-American females?

*Looking ahead questions for Foley Ch 4, Ch 5, Appendix A*

1. How does Foley explain student behavior and teacher reactions to students in the classroom?
2. What are the basic premises of Foley’s performance theory?
3. What implications may Foley’s performance theory have for educational policies and practices?

Week 13

*Looking ahead questions for Foley Appendix B*

1. What lessons can you draw from Foley’s methodology and how would you incorporate them into your own research?