

## **ANTHROPOLOGY OF EDUCATION**

ANTHROPOLOGY 4601.001/5620.001

EDCI 5620.011

Wednesdays 2-4:50pm, GAB 438

Fall 2016

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

**TELEPHONE:** 940/369-7663

**EMAIL:** Mariela.Nunez-Janes@unt.edu

**OFFICE HOURS:** Thursdays 1-3pm 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 application. In particular, this section will highlight interventions relevant to address educational “problems.”

### **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 (375 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.

d) Class Semester Project (275 points total): For the semester project we will collaborate with the Law Office of Paul Zoltan by assisting in building an ethnographic data base to help in pro se asylum cases (I will provide more information in class). The class will be divided into 2 groups, each will work on an assigned case study. The class semester project will consist of the following assignments (due dates are listed in the syllabus):

- **1) First Assignment** (25 points): This will be done individually and in collaboration with your group
  - Find 4 articles (undergraduate) or 8 articles (graduate)/4 articles and 1 book (graduate): articles must be peer-reviewed and can include research based reports from non-profit organizations or governmental agencies.
  - The articles must match the country of your assigned case study and preferably discuss an educational issue (see syllabus for relevant topics)
  - List the references using the Chicago Manual of Style, include a link if available electronically
- **2) Second Assignment** (50 points): This will be done individually and in collaboration with your group
  - Read the documents describing social groups (see blackboard)
  - Write a summary of the document (no longer than 250 words) and include questions for discussion
  - Turn in the summary in class
- **3) Third Assignment** (50 points): This will be done individually and in collaboration with your group. Annotate the articles identified in the first assignment. Your annotations must include:
  - Identify social group and include description
  - Describe the context
  - Provide details relevant to discussion of police corruption and/or government failure if discussed in the article
  - Include any demographics or numerical evidence (statistics)
  - Turn in the annotations in class
- **4) Fourth Assignment** (50 points): This will be done as a group, graduate students are expected to take the lead.
  - Combine all annotations
  - List all annotation in alphabetical order

- Add electronic sources to references
- Use the template for supporting documents to format the combined annotations
- Turn in the combined annotations in class and turn in an electronic document by email to profe
- 5) **Fifth Assignment** (50 points): This will be done as a group and consists of a final presentation.
  - Using the references you gathered you will make a case or argument that supports the asylum request relevant to your case study. Include some questions that a judge or opposing counsel may ask or questions that may come up in the application.
- 6) **Sixth Assignment** (50 points): This will be done as a group and consists of turning in a written paper based on the information discussed in the fifth assignment.

### **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. Office hours will be held virtually or by appointment in Chestnut Hall

### **9. 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 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/>.

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

Levinson, Bradley and Pollock, Mica

2011 *A Companion to the Anthropology of Education*. Malden: Wiley Blackwell.

### **OTHER REQUIRED READINGS (On Blackboard)**

- “Cultural Process and Ethnography: An Anthropological Perspective” by George and Louise Spindler
- “Qualitative Research Approaches for Everyday Realities” by Anderson, Herr, Nihlen

## COURSE OUTLINE

### I Anthropology and Education: Concepts and Methods

#### **Week 1**

Aug 31

Introduction and course description

#### **Week 2 Anthropology and Culture**

September 7

Assignment:

- “World Anthropologies of Education” by Kathryn M. Anderson-Levitt (Ch 1 Levinson and Pollock)
- “Culture” by Frederick Erickson (Ch 2 Levinson and Pollock).  
*Sign-up for student led discussion in class*  
*Introduction to semester project*

#### **Week 3 Culture and Education**

September 14

- Assignment:
- “The Ethnography of Schooling Writ Large, 1955-2010” by Ray McDermott and Jason Duque Raley (Ch 3 Levinson and Pollock)
- “The Rise of Class Culture Theory in Educational Anthropology” by Douglas Foley (Ch 6 Levinson and Pollock)
- “If There’s Going to be an Anthropology of Education...” by Harry F. Wolcott (Ch 7 Levinson and Pollock)
- “Building an Applied Educational Anthropology beyond the Academy” by Jean J. Schensul (Ch 8 Levinson and Pollock)  
*Student led discussion*  
*Library orientation*  
*Sign-up for class project groups*

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

September 21

Assignment:

- “Cultural Process and Ethnography: An Anthropological Perspective” by George and Louise Spindler (on Blackboard)
- “Qualitative Research Approaches for Everyday Realities” by Anderson, Herr, Nihlen (on Blackboard)
- Chapter from Gangsters Without Borders, We are the Face of Oaxaca, or Ethnography and Education Policy Across the Americas  
*Student led discussion*  
*Discuss semester project*

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

### **Week 5**

September 28

Guest speaker Paul Zoltan

*Discuss semester project*

### **Week 6 Language and Media**

October 5

Assignment

- “Linguistic Anthropology of Education” by Stanton Wortham and Angela Reyes (Ch 9 Levinson and Pollock)
- “Language Socialization across Educational Settings” by Patricia Baquedano-López and Sera Jean Hernandez (Ch 12 Levinson and Pollock)
- “Ethnographic Studies of Children and Youth and the Media” by Joseph Tobin and Allison Henward (Ch 13 Levinson and Pollock)

*Student led discussion*

*Discuss semester project*

**FIRST ASSIGNMENT DUE**

### **Week 7 Education and the Nation-State in a Global Context**

October 12

Assignment

- “Development, Post-colonialism and Global Networks as Frameworks for the Study of Education in Africa and Beyond” by Amy Stambach and Zolani Ngwane (Ch 18 Levinson and Pollock)
- “Schools, Skills, and Morals in the Contemporary Middle East” by Fida Adely and Gregory Starrett (Ch 21 Levinson and Pollock)

*Student led discussion*

*Discuss semester project*

### **Week 8 Experiences and Institutions**

October 19

Assignment:

- “Immigrants and Education” by Margaret A. Gibson and Jill P. Koyama (Ch 23 Levinson and Pollock)
- “Toward and Anthropology of Teachers and Teaching” by Sarah Jewett and Katherine Schultz (Ch 25 Levinson and Pollock)
- “Cultural Anthropology Looks at Higher Education” by Wesley Shumar and Shabana Mir (Ch 26 Levinson and Pollock)

*Student led discussion*

*Discuss semester project*

**SECOND ASSIGNMENT DUE**

### **Week 9 Educational Policy**

October 26

Assignment:

- “Educational Policy, Anthropology, and the State” by Carlos Miñana Blasco and Carolina Arango Varhas (Ch 22 Levinson and Pollock)
- “What Makes the Anthropology of Educational Policy Implementation Anthropological” by Edmund T. Hamann and Lisa Rosen (Ch 27 Levinson and Pollock)
- “Introduction: Policy as/in Practice-A Sociocultural Approach to the Study of Educational Policy” by Bradley Levinson and Margaret Sutton (on Blackboard)

*Student led discussion*

*Discuss semester project*

### **III Putting Ideas to Work**

#### **Week 10 Cultural Interventions**

November 2

Assignment

- “The Past, Present, and Future of ‘Funds of Knowledge’” by Norma González, Leisy Wyman, and Brendan H. O’Connor (Ch 28 Levinson and Pollock)
- “Multiculturalism and Intercultural Education Facing the Anthropology of Education” by Gunther Dietz and Laura Selene Mateos Cortés (Ch 29 Levinson and Pollock)

*Student led discussion*

*Discuss semester project*

**THIRD ASSGNMENT DUE**

#### **Week 11 Cultural Interventions**

November 9

Assignment

- “A Sociohistorical Perspective for Participatory Action Research and Youth Ethnography in Social Justice Education” by Julio Cammarota (Ch 30 Levinson and Pollock)

- “Parents as Critical Educators and Ethnographers of Schooling by Janise Hurtig and Andrea Dyrness” (Ch 31 Levinson and Pollock)  
*Student led discussion*  
*Discuss semester project*

**Week 12**

November 16 NO CLASS-AAA MEETINGS

**Week 13 NO CLASS-THANKSGIVING BREAK**

November 23

**Week 14**

November 30

**FOURTH ASSIGNMENT DUE**

*Discuss semester project*

**Week 15**

December 7

**FIFTH ASSIGNMENT DUE**

**MONDAY DECEMBER 12 SIXTH ASSIGNMENT DUE IN ANTHROPOLOGY OFFICE  
(CHILTON 330) NO LATER THAN 1:30PM**

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