ANTH/EDCI 5620 Online Syllabus
ANTHROPOLOGY OF EDUCATION
Fall 2015

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Office hours: Mondays 1pm-3pm (Chilton Hall 330F) or you may contact me by email
to set-up a virtual or face-to-face appointment.

DESCRIPTION
This class will introduce issues and approaches relevant to the study of education within
the field of anthropology. The course is divided into two analytical sections. The first
section provides an introduction to anthropological concepts and anthropological
methods used in the study of education and schooling. This section examines the relation
between anthropology and education by emphasizing the significance of cultural
transmission. The second section is devoted to an examination of cultural transmission
and appropriate approaches. In this section, you will be exposed to works in the field of
anthropology of education that examine cultural difference, minority status, and learning.

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.

REQUIRED TEXTS:
Levinson, Bradley et al. (Eds.)
 2000 *Schooling the Symbolic Animal: Social and Cultural Dimensions of*
 Education. Lanham: Rowman & Littlefield Publishers, Inc.

Spindler, George D. (Ed.)
 1997 *Education and Cultural Process: Anthropological Approaches, 3ʳᵈ edition*.
 Prospect Heights: Waveland Press.

Articles: Electronic copies of articles are found in the course home page.

You will find the following articles:
"The Aims of Anthropological Research" by Franz Boas.
"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.
"Multicultural Education as a Form of Resistance to Oppression" by Christine E. Sleeter.
"Family Narratives in Multiple Literacies" by Concha Delgado-Gaitán.

COURSE REQUIREMENTS
- **Discussion Posts (each weekly post = 5% of final grade)**
- **Student Led-Discussion (20% of final grade)**
- **Final Paper Assignments:**
    - **First Final Paper Assignment (5% of final grade)**
    - **Second Final Paper Assignment (5% of final grade)**
    - **Third Final Paper Assignment (5% of final grade)**
    - **Fourth Final Paper Assignment (5% of final grade)**
    - **Fifth Final Paper Assignment (10% of final grade)**

1) Discussion Posts (each weekly post = 5% of final grade)
This is a graduate seminar and participation is essential. Read each article/chapter and the week's lesson and participate in the online discussion. Each lesson will have several discussion activities; you will need to post your responses according to the instructions located within the lessons.

<u>How to Post</u>
- Read the instructions and then type up your response in a word processing program (this will ensure you do not lose your work, as you can't Save in the discussion message boxes and will also allow you to <u>check your spelling and grammar before posting</u>).
- After you have typed up your original thoughts, return to the discussion and read what others have written. Cut and paste your message into the thread (no attachments please), and if applicable make changes to what you have written to reflect that you have read the messages of others. For example, if someone has posted thoughts similar to yours, acknowledge that person's post by saying, "As So and So wrote earlier,…." or "Similar to So and So's observations, I think…but my take on this or that is a little different…" You don't need to respond in detail to these others in your original topic post, but only to acknowledge them, as you would in a face-to-face discussion.
- Remember that this is a *discussion*, not a collection of isolated monologues—this is the most interactive element of the course and an opportunity for us to come together as a supportive learning community. This is not to say that you can't disagree with others or post ideas radically different than those being expressed by others; but respect and most importantly serious reading are important aspects of any fruitful online discussion, and no one should ever feel attacked or cornered in a class discussion, whether that discussion takes place face to face or in a virtual environment. Be persuasive when expressing your views. Persuasive

writing, like persuasive speech, makes use of evidence, supports generalizations and demonstrates a desire to really see the points others are making before you decide on how to respond.

- **Each week, you will post your original response to each discussion activity and to the questions raised in the student-led discussion. In addition you will then post a substantive response to at least TWO other students' posts. Your posts must be submitted no later than Sunday.**
- **Your total number of posts will vary each week, but within each lesson you must post:**
  - **1 original response to each discussion activity**
  - **1 original response to the questions raised in the student-led discussion**
  - **2 responses to other students' posts**

How to Write Good Messages

1. Limit your messages to 1-2 screen lengths.
2. Fill in the subject line for each message.
3. Build on the ideas of others, as well as initiating new ideas. If your message builds on an existing thread, use REPLY. If you are starting a new thread, use CREATE MESSAGE.
4. Remember that quality is better than quantity. "Me too" and "I agree" type messages add little and will not count towards your mandatory posts.
5. Quote the relevant part of a classmate's message in your own so that others know what you are referring to.
6. Ensure a respectful tone in all messages.
7. If your message is not relevant to the whole group, send it privately via e-mail.

Interactive Learning Skills

1. Focus on the subject of the discussion and bring it back to the main purpose if there is topic drift.
2. Suggest people take their messages to alternative places such as the Cosmic Cafe for the "off topic" messages.
3. Encourage all to participate.
4. Respond to another classmate's question.
5. Weave several messages together and then push the discussion further with a question or provoking thought.
6. Present another perspective on the issue being discussed.
7. Provide a practical application for an idea.
8. Be willing to participate in a debate.
9. Illustrate your point with a (short) story.
10. Actively seek out other perspectives, e.g. "This is what I think, but I'm sure others have another perspective to share."
11. Accept and understand diversity in learning and personal styles. Respect different points of view.

Dealing with Conflict Online

1. Did you have a strong reaction to a classmate's message? Take a step back. Write your response but don't send it. Wait 24 hours. Have someone else read it first.
2. Is there another interpretation? Perhaps clarification is in order. Although online interaction can enhance learning, it has some limitations; non-verbal cues are missing.
3. Politely agree to disagree and walk away.
4. Disagreements over points of view are a necessary part of learning, but personal attacks on the motivations and intelligence of others cannot be tolerated. Remember that there are people behind the words that we see and treat others with the respect we all want and deserve.

2) Student Led-Discussion (20% of final grade)
For the discussion you will work with a partner and select one of the class readings listed for your assigned discussion lesson. With your partner you will also select a specific educational issue or problem relevant to you and/or your community. You will work together to write a brief statement, about 500 words, that describes the issue you selected and then raise 2-3 questions for the entire class to discuss. The questions should ask the class to apply some of the ideas from your selected reading to the educational issue/problem of your choosing. You will post your statement and questions in a single entry as a team by THURSDAY. I will post a sign-up during the first week of classes.

3) Final Paper Assignments: For your final paper you will conduct in-depth research about one of the topics covered in the course. All final paper assignments must be double-spaced using 12 point font. You will use this research to write a research paper/applied thesis draft or a draft of an applied thesis proposal/dissertation proposal. The proposal is basically a research proposal that outlines your research objectives and methods. The applied thesis is the equivalent of a research paper that details the project issues and findings. Make your decision based on your needs and interests. For example, if you just started your graduate program you might decide to write a proposal that you can use to help you get started on your final proposal for your master's or doctoral dissertation. If you are further along you can use the report as a draft for a publishable paper or final master's or dissertation thesis. The final paper builds upon the following assignments:

     a) First Final Paper Assignment (5% of final grade): Identify an education issue. Write a 1 page conceptual framework and discuss in an additional page the research methods you would use. Include a statement that addresses why you are interested in your selected issue and what assumptions you have about it. **Post this paper in the Final Paper Assignment Drop Box by 9/24/15**

     b) Second Final Paper Assignment (5% of final grade): You will write a 2-3 outline. The paper must include: a) the topic of your final semester paper project, b) a statement that indicates whether you are writing a research paper/applied thesis or a proposal, c) a list of your bibliographic sources (include 5 references to the assigned class readings and 3 additional references to outside readings—these must be from academic journals or books). **Post this paper in the Final Paper Assignment Drop Box by 10/15/15**

c) Third Final Paper Assignment (5% of final grade) : You will develop an annotated bibliography. Your annotated bibliography must include: 1) At least 3 sources (references to outside readings), 2) Bibliographic information for each source (see http://anthropology.unt.edu/resources-writingpaper.php#works_cited for information on citation styles), 3) Keywords for each source, 4) Short abstract (4-5 sentences) that summarizes the main points of each source including the idea(s) that you found to be most useful. **Post the annotated bibliography in the Assignment Drop Box by 11/5/15**

d) Fourth Final Paper Assignment (5% of final grade): You will **post a short Power Point or Prezi presentation about your project in the Assignment Drop box 11/19/15**. Your posting will be used for class discussion. If you are using Prezi please make sure you post the pdf file. If you have never used Prezi and would like to try it for this assignment you can find more information here http://prezi.com/ The presentation should include:

Topic
Research question(s)
Methods
Summary of the bibliographic references
Findings (if writing a paper/thesis draft. You do not need to include findings if you are writing a proposal)

e) Fifth Final Paper Assignment (10% of final grade): This assignment consists of your final paper. You will follow the format used in the anthropology department for the applied thesis proposal or applied thesis report.

Format for proposal:
Title Page
• Title of project
• Student's name
Summary of Project Issues
One paragraph that identifies the project issues and possible client.
Deliverables
A summary of what the student will deliver to the client at the end of the practicum project or possible applications of the project. The description of the deliverables should cover both *forms* and *contents*. *Forms* might include one or more of the following: a written report; a verbal presentation; a video; a series of interactive meetings with members of the client organization; a website; a training program; or a manual. The *contents* of the deliverables are the student's findings regarding the issues that the client organization wants help with.
Project Design
A description of the stages or major activities of the practicum project. These stages will commonly include data collection, analysis, and preparation of deliverables. However, each practicum is different, so types of stages may vary considerably. Each stage of the project should be described in detail. For instance, a data collection stage should identify what methods are being used (participant observation, in-depth interviews, etc.), and what population is being examined. The student should be as specific as possible, for instance specifying how many interviews are planned; how many hours will be spent doing participant observation; and what the demographic breakdown of the subjects will

be. The student should also explain how each stage of the project contributes to the outcome of the practicum, so that the client understands its importance.

Timeline

A chart that displays the entire duration of the project from start to finish, and indicates when each stage will begin, and when completed. Stages may overlap.

Costs (if applicable)

This section should be included if the student is seeking a paid internship or consultancy.

Student's background

A one-paragraph summary that demonstrates the student's preparation to engage in the practicum project. The student should describe relevant experiences in any of the following: previous jobs, other ethnographic fieldwork projects, and educational background.

References Cited

Include 5 references to the assigned class readings and 3 additional references to outside readings. These must be from academic journals or books.

Format for thesis

Title Page

• Title of project

• Student's name

Description of Project

The section should discuss the details of the applied thesis project.

Context of Work

In this section, the student will situate the project within the larger context of work in this subject area.

Project Design

A description of the stages or major activities of the practicum project. These stages will commonly include data collection, analysis, and preparation of deliverables. However, each thesis is different, so types of stages may vary considerably. Each stage of the project should be described in detail. For instance, a data collection stage should identify what methods were used (participant observation, in-depth interviews, etc.), and what population was examined. The student should be as specific as possible, for instance specifying how many interviews were conducted; how many hours were spent doing participant observation; and describe the demographic breakdown of the subjects. The student should also explain how each stage of the project contributed to the outcome of the practicum.

Description of Deliverables

A summary of what the student delivered to the client at the end of the thesis project or a discussion of the applicability of the project. The description of the deliverables should cover both *forms* and *contents*. *Forms* might include one or more of the following: a written report; a verbal presentation; a video; a series of interactive meetings with members of the client organization; a website; a training program; or a manual. The *contents* of the deliverables include the student's findings regarding the issues that the client organization wants help with.

Discussion and Personal Reflection

A description of what the student learned from the experience. This should include how the student's training in the anthropology of education shaped the project design and execution of the research. What did a basic understanding of the anthropology of education add to the outcome? What made this an applied anthropology thesis? What is your positionality in relation to the topic and client/partner? What challenges did you encounter and how did you navigate them?

References Cited

Include 5 references to the assigned class readings and 3 additional references to outside readings—these must be from academic journals or books.

All references must be formatted following the AAA citation style. The AAA style guide can be found at: http://www.aaanet.org/publications/guidelines.cfm
Your papers should be no longer than 10 double spaced pages.
Post this paper in the Assignment Drop Box no later than 12/6/15.

GRADING AND EXPECTATIONS

I believe that teaching and learning are forms of emancipation and empowerment that require mutual support and collective participation.

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

100-89% = A
 88-79% = B
 78-69% = C
 68 -59% = D
 58% or below = F

I will return your graded assignments to you within about a week of their due-date. You should expect responses to emails, phone calls, or other inquiries directed to me within 48 hours.

For discussions please expect a response in the form of a post to the entire class rather than responses to individual postings. In these posts I will summarize some of the general points brought up in the discussions, address ideas that may need clarification, and bring up additional examples or ideas for further thought.

See the course organizer/course outline for a summary of specific assignments and due dates.

OTHER IMPORTANT INFORMATION

Withdrawal: Withdrawing from a course is a formal procedure which YOU must initiate (for a "W" or "WF," as determined by the instructor, with instructor approval). If you simply stop attending and do not withdraw, you will receive a performance grade, usually an "F."

Statement on Plagiarism and Cheating: 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/.

Non-Discrimination Policy: It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and education goals. Direct questions and concerns to the Equal Opportunity Office, 940-565-2456, or the Dean of Students, 940-565-2648. TDD access is available through Relay Texas, 800-735-2989.

Acceptable Student Behavior:
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Where to go for help: <u>Technical Help</u>
If you have a technical problem in this course, contact the Help Desk. (If you do not understand the assignments or need help with the course content, please contact the instructor.)

> Email: <u>clearhelp@unt.edu</u>
> Phone: 940-369-7394

In order for the Help Desk to help you, make sure that you have the following information:

1. The course title, number, and instructor
2. Which browser and browser version you are using
3. Where you are when you experience these difficulties (home, work, school, etc.)
4. If at home, please include your internet service provider
5. The exact text of any error messages
6. Your EUID and Student ID for troubleshooting purposes
7. Specific actions that led to the problems you experienced

<u>If Technology Fails</u>
The UNT Blackboard server rarely experiences unscheduled down time. However, as with any type of technology, it is possible that it could fail.
If you need immediate help using a specific tool while you are in Blackboard Learn, you can click on the Help link. The instructions provided in this context-sensitive help are clear and useful.

<u>Other Help</u>
The master's program coordinator is Kelly Lauderdale. If you have any problems or questions, please email her at: <u>Kelly.Lauderdale@unt.edu</u>

Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus.