

## **ANTHROPOLOGY OF EDUCATION**

ANTHROPOLOGY 4601.001/5620.001

Wednesdays 2-4:50pm, LANG 317

Fall 2018

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

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**OFFICE HOURS:** Tuesdays 1-3pm or by 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 three 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, students are exposed to works in the field of anthropology of education that examine cultural difference, minority status, learning, and policy. The third and last section of the course emphasizes application. In particular, this section highlights interventions related to current and relevant 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 (440 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) Skill building assignments**

**1) Interviewing (25 points):** Using the class readings on methods will develop a short interview protocol (no more than five questions) intended to address this question: What does education mean to [teachers, students, etc.]. You will select a person to interview, transcribe the interview, and code it for themes. You will turn in a copy of the coded interview transcription.

**2) Observations (25 points):** Using the class readings on methods you will develop an observation protocol intended to address this question: What does education mean to [teachers, students, etc.] you will select a setting to observe for no more than half hour and write up 2 sets of fieldnotes (descriptive and reflective) about your observations. You will turn in the 2 sets of fieldnotes.

**3) Policy brief, Op-Ed, Blog entry (50 points):** You will write a policy brief, Op-Ed or a Blog entry about a topic of interest. Guidelines will be given in class.

**d) Final Paper Assignments:** For your final paper assignment you will write a research paper research paper that will focus on a topic that interests you. The research paper can be a review of the literature and/or can include analysis of data that you have already collected. Make your decision based on your own needs. For example, if you just started your graduate program or you are thinking about applying to graduate school you might decide to write a review of the literature that you can use to help you get started on your proposal for your master's thesis or doctoral dissertation. If you are further along and have collected data you can use final paper assignment as a draft for a publishable paper or final master's or dissertation thesis. The final paper builds upon the following assignments:

**1) First Final Paper Assignment (20 points):** Identify an education issue that you are interested in researching or that you are currently researching, describe the issue, and write a conceptual framework that includes the context, problem, and approaches that you are aware of to understand or solve the problem. Include a statement that addresses why you are interested in your selected issue and what assumptions you have about it. This assignment should be no longer than 3 pages.

**2) Second Final Paper Assignment (20 points):** You will write a 2-3 paper that must include: a) the topic of your final semester paper project, b) a statement that indicates whether you are writing a review of the literature or a research paper, c) a list of your bibliographic sources (Undergraduate students: include 2 references to the assigned class readings and at least 3 additional references to outside readings—these must be from academic journals or books. Graduate students: include 4 references to the assigned class readings and at least 6 additional

references to outside readings—these must be from academic journals or books). Make sure you format your references following the Author Date format of the Chicago Manual of Style.

**3) Third Final Paper Assignment (40 points):** You will write an annotated bibliography. Your annotated bibliography must include: 1) Undergraduate students: include 2 references to the assigned class readings and at least 3 additional references to outside readings—these must be from academic journals or books. Graduate students: include 4 references to the assigned class readings and at least 6 additional references to outside readings—these must be from academic journals or books. 2) Bibliographic information for each source using the Author Date format of the Chicago Manual of Style, 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.

**4) Fourth Final Paper Assignment (50 points):** You will give a short (no longer than 15 minutes) presentation about your final paper. You can use Prezi, PowerPoint or any other presentation platform. The presentation should include:

- Topic
- Research question(s)
- Methods
- Summary of the bibliographic references
- Findings (what do your bibliographic references and/or your data say about your research questions?)

**5) Fifth Final Paper Assignment (100 points):** This assignment consists of your final paper. Follow the format for the 4th paper 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. 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 BB)

“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 29

Introduction and course description

**Week 2 Anthropology and Culture**

September 5

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*

**Week 3 Culture and Education**

September 12

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*

*Discussion of interests*

**Week 4 Studying Educational Settings**

September 19

Assignment:

“Cultural Process and Ethnography: An Anthropological Perspective” by George and Louise Spindler (on BB)

“Qualitative Research Approaches for Everyday Realities” by Anderson, Herr, Nihlen (on BB)

*Student led discussion*

*Develop interview and observation protocols (see skill building assignments)*

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

### **Week 5**

September 26

Guest speaker Ron Wilhelm

Assignment: Interview and observations (see skill building assignments)

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

October 3

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 first assignment*

**FIRST FINAL PAPER ASSIGNMENT DUE**

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

October 10

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*

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

October 17

Assignment:

“Immigrants and Education” by Margaret A. Gibson and Jill P. Koyama (Ch 23 Levinson and Pollock)

“Toward an 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 second assignment*

**SECOND FINAL PAPER ASSIGNMENT DUE**

### **Week 9 Educational Policy**

October 24

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*

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

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

October 31

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 third final paper assignment*

**THIRD FINAL PAPER ASSGNMENT DUE**

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

November 7

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*

**POLICY BRIEF/OP-Ed/BLOG ENTRY DUE**

#### **Week 12**

November 14 NO CLASS-AAA MEETINGS

#### **Week 13 NO CLASS-THANKSGIVING BREAK**

November 21

**Week 14**

November 28

**FOURTH FINAL PAPER ASSIGNMENT DUE***Discuss fourth assignment***Week 15**

December 5

**FOURTH FINAL PAPER ASSIGNMENT DUE***Discuss fourth assignment***MONDAY DECEMBER 10 FIFTH FINAL PAPER ASSIGNMENT DUE IN  
ANTHROPOLOGY OFFICE (CHILTON 330) NO LATER THAN 1:30PM**

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