

**ANTH 5620.200 and ANTH 4601.100, ANTHROPOLOGY OF EDUCATION
Fall 2023**

MWF 1:00pm-1:50pm, BLB 065

Instructor: Dr. Mariela Nuñez-Janes (profe)

E-mail: Mariela.Nunez-Janes@unt.edu

Phone: 940-369-7663

Office hours: Mondays 12-12:50pm and Wednesdays 12-12:50pm or by appointment.
Sycamore 131

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, learning and policy. The third and last section of the course will emphasize application. This section will highlight interventions related to current and relevant educational “problems.”

OBJECTIVES

By the end of this course, you will be able to:

- Explain the relation between anthropology and education.
- Recognize the major approaches used by educational anthropologists
- Use the theoretical insights and methodological tools of educational anthropology to create a research project

You will be able to achieve these objectives through various course assignments. Class activities, discussions, and reading journals will prepare you to recognize, explain, and use the content of lessons and class readings. The Research project assignments will

allow you to use your critical thinking and apply the theoretical insights and tools of educational anthropology to a particular topic of your choosing.

A NOTE ABOUT LEARNING DURING UNPRECEDENTED TIMES (adapted from Dr. Jason Tham)
The COVID-19 pandemic, other crises and the challenges and suffering of people in our own country and around the world continue. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness, and death we can come together in this class. We are learning how to be in community and as part of this community our engagement as individuals in this collective space should be guided by the following principles:

People are the priority. Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is ultimately demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

Stay informed. We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

Communicate and connect. We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

Celebrate accomplishments. We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind of achievement during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

Take time to thrive. It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can come up with alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

REQUIRED READINGS (UNT Bookstore)

- Levinson, Bradley and Mica Pollock. 2011. *A Companion to the Anthropology of Education*. Malden: Wiley Blackwell.
- Additional readings in Canvas

COURSE REQUIREMENTS

- Class attendance and participation (5 points each day)
- Reading journal (50 points each entry)
 - Graduate students: In addition to the assigned reading your reading journal will also include weekly annotations of a book chapter or journal article of your choosing.
- Community project journal (20 points each entry)
- Community project infographic (100 points)

FALL 2023 COMMUNITY PROJECT

The pandemic has impacted our local communities in myriad ways and has dramatically altered the landscape of the education of language minority youth and other historically marginalized populations. Studies revealed that 1 out of 10 students did not turn in assignments and/or did not respond to teacher outreach when teaching went remote in the Spring of 2020.

While crises create challenges, they also provide the opportunity to think and act in creative ways. We view this as a generative opportunity for schools and teachers to tap into these same students' (and their families') rich funds of linguistic and cultural knowledges that are oftentimes disregarded in our curriculums. We are hopeful that culturally relevant teaching processes can foment high engagement and curricular openings for those students who were already being left behind in face-to-face learning formats.

At Texas Woman's University (TWU) and the University of North Texas (UNT) we are committed to social justice and equity pedagogies and have partnered with the Bilingual/ESL Department in Denton ISD (DISD) on a project to address these inequities through a culturally relevant service learning and community engagement opportunity: the Homework/Mentoring Hotline. The purpose of this Homework/Mentoring Hotline is to partner pre-service teachers (PSTs) and other students from TWU and UNT with K-12 students and their families in DISD and provide support with homework and other school-related questions over the phone and/or in a virtual setting. The goals of the Homework Hotline are the following:

- critically listen to families and students and offer academic and social support in and around remote learning
- develop a trusting and consistent relationship with families and students
- offer mentoring about the path to college while also positioning themselves as co-learners with families and students
- document their experiences with families and students in online journals; experiences are shared with DISD Bilingual/ESL Department and integrated into PSTs and other students' coursework/evaluation. The journals will be developed based on a listening guide. Students will document the time: date and time spent, family/DISD student preferred language, types of questions asked, answers/solutions provided, ideas for further thought/reflections.
- make connections to key theoretical perspectives in the course
- gain experience in working/learning with families and students through virtual learning spaces
- offer valuable community service to a university school district collaboration in response to a global pandemic.
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ASSIGNMENTS

1) Class attendance and participation (5 points each day)

This is seminar style class and participation is essential. Read each article/chapter for the day's lesson and be ready to participate in the class discussion.

2) Reading Journal (50 points) The reading journal will consist of your answers to questions about the weekly readings. The questions will be posted in Canvas. You must submit your answers to the assignment drop box. You should use Word Document or Google Doc to answer the reading journal questions.

3) Community Project Journal (10 points each) Submit a short reflection of your community project volunteer activities in the form of a video journal entry through FlipGrid (no longer than 2.30 minutes). You are asked to commit to volunteering at least 2 hours per week. Please use the following listening guide and include your responses in your recorded reflection: 1) what you did/what types of questions you were asked 2) preferred language 3) how long you volunteered, when, how many calls you answered 3) note anything that was puzzling or surprising 4) note any takeaways, lessons learned or solutions provided. Because you will submit your journal entries as short FlipGrid videos you will be able to view other students' videos and comment on them. This should help create conversations about the community project and exchange ideas during class.

4) Community Project Infographic and Power Point (100 points): As a final semester project you will create an Infographic and a power point with recorded audio. The infographic is intended to summarize in a compelling and easy to digest format the information you gathered from your involvement with the homework hotline combined with what you learned from the class readings and discussions. You can use Canva to help you find free design templates. The power point is intended to describe, explain, and discuss in more detail, using slides and a recorded explanation, the information you included in the infographic. Your infographic must include the following: 1) the types of questions you answered as a volunteer for the homework hotline, 2) your hours of involvement and number of calls you answered 3) lessons learned that can serve as suggestions for the future 4) ideas from the class that related to what you did, the lessons learned, and/or the questions you answered as a volunteer. Use our class readings (make sure you cite your references using the Chicago Manual of Style Author-Date citation format).

GRADING AND EXPECTATIONS

I believe that teaching and learning are forms of emancipation and empowerment that require mutual support and collective participation. Attendance is required as your class participation. Late work will not be accepted unless you have a documented excuse (for example, a doctor's note). Please email me if you are unable to turn in an assignment by the deadline so that we can discuss your individual circumstances.

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.

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.”

Department Policy on Student Academic Integrity: The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association’s code of ethics](#): “In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source” (<http://ethics.americananthro.org/category/statement/>).

Students are encouraged to use the [UNT Writing Center](#). For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). For information on the University’s policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

Course Policy and Procedures on Student Academic Integrity:

Any work not meeting the standards included in the Department of Anthropology’s Policy on Student Academic Integrity will be evaluated and subject to either a re-write for partial credit, if the instructor concludes that the assignment was unintentionally plagiarized, or a zero for the assignment will be given. Egregious forms of academic conduct are subject to a formal review.

UNT POLICIES

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading

information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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 Dean of Students 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. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual

assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Where to go for help:

Technical Help

If you have a technical problem in this course, contact the UIT Help Desk (If you do not understand the assignments or need help with the course content, please contact the instructor.) 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.

Help with Canvas

The UNT Canvas 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 Canvas, you can access the [help guide](#) The instructions provided in this context-sensitive help are clear and useful .

Student Success

[The UNT Academic Success Center](#) provides academic support services for all UNT students. These services programs such as: The Writing Center and Office of Disability Access.

The [UNT Student Resources website](#) also has additional information to help you succeed at UNT.

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

[Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)

[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)

[UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)

[UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)

[Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other Help

The anthropology department's program coordinator is Taylor Moore. If you have any problems or questions, please email her at: Taylor.Moore@unt.edu

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

COURSE OUTLINE

DATE	TOPIC	ASSIGNMENT
Week 1 8/21, 8/23, 8/25	Welcome and Introduction	<ul style="list-style-type: none"> • Review syllabus • Review "Homework Hotline" Canvas module • Complete DISD background check and volunteer availability

		<ul style="list-style-type: none"> • Read Introduction in Levinson and Pollock • Reading journal due 8/25
Week 2 8/28, 8/30, 9/1	Anthropology and Culture	<ul style="list-style-type: none"> • Read Ch 1 in Levinson and Pollock • Read Ch 2 in Levinson and Pollock • Reading journal due 9/1 • Meet on Zoom on 9/1 (see Canvas for link)
Week 3 9/4, 9/6, 9/8	Culture and Education	<ul style="list-style-type: none"> • LABOR DAY on 9/4, NO CLASS • Read Ch 3 in Levinson and Pollock • Read Ch 6 in Levinson and Pollock • Reading journal due 9/8 • Community project journal due 9/8
Week 4 9/11, 9/13, 9/15	Culture and Education Continued	<ul style="list-style-type: none"> • Read Ch 7 in Levinson and Pollock • Reach Ch 8 in Levinson and Pollock • Reading journal due 9/15 • Community project journal due 9/15
Week 5 9/18, 9/20, 9/22	Studying Educational Settings	<ul style="list-style-type: none"> • No in-person class on 9/18. Complete activity on Canvas • Read Spindler and Spindler in Canvas • Read Anderson, Herr, and Nihlen in Canvas • Reading journal due 9/22 • Community project journal due 9/22
Week 6 9/25, 9/27, 9/29	Cultural Differences	<ul style="list-style-type: none"> • Read Ch 9 in Levinson and Pollock

		<ul style="list-style-type: none"> • Read Ch 12 in Levinson and Pollock • Meet on Zoom on 9/29 (see Canvas for link) • Reading journal due 9/29 • Community project journal due 9/29
Week 7 10/2, 10/4, 10/6	Cultural Differences Continued	<ul style="list-style-type: none"> • Read Ch 13 in Levinson and Pollock • Reading journal due 10/6 • Community project journal due 10/6
Week 8 10/9, 10/11, 10/13	The Nation-State and Education	<ul style="list-style-type: none"> • Read Ch 18 in Levinson and Pollock • Read Ch 21 in Levinson and Pollock • Reading journal due 10/13 • Community project journal due 10/13
Week 9 10/16, 10/18, 10/20	Roles, Experiences, and Institutions	<ul style="list-style-type: none"> • Read Ch 23 in Levinson and Pollock • Read Ch 25 in Levinson and Pollock • Meet on Zoom on 10/20 (see Canvas for link) • Reading journal due 10/20 • Community project journal due 10/20
Week 10 10/23, 10/25, 10/27	Roles, Experiences and Institutions Continued	<ul style="list-style-type: none"> • Read Ch 26 in Levinson and Pollock • Reading journal due 10/27 • Community project journal due 10/27
Week 11 10/30, 11/1, 11/3	Policy	<ul style="list-style-type: none"> • Read Ch 22 in Levinson and Pollock

		<ul style="list-style-type: none"> • Read Ch 27 in Levinson and Pollock • Reading journal due 11/3 • Community project journal due 11/3
Week 12 11/6, 11/8, 11/10	Lessons from our Community Project	<ul style="list-style-type: none"> • Community project journal due 11/10
Week 13 11/13, 11/15, 11/17	Begin drafting final project	No class on 11/15 and 11/17. Profe will be at AAA
Week 14 11/20, 11/22, 11/24	THANKSGIVING BREAK	
Week 15 11/27, 11/29, 12/1	Final project drafting continued	
Week 16 12/4, 12/6	Present final project	Last day of class is 12/6 Final project due 12/11