ANTHROPOLOGY OF EDUCATION
LRC 595E
Wednesday 4:15-6:45
FALL, 2010

Dr. Norma Gonzalez
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OFFICE HOURS:
Wednesday 2:00 pm-4:00pm, or by appointment
Thursday 4:00-7:00, or by appointment

Course Description

This course will be conducted as a seminar that explores the historical developments and theoretical and methodological bases for the field of anthropology and education. Anthropologists of education have examined the sociocultural contexts of learning in diverse settings and we will analyze the foundational assumptions of these studies. We will consider the following topics:
- the historical development of anthropology and education
- the concept of culture as contested
- cultural congruence and discontinuity
- cultural production/reproduction in contemporary schooling;
- "race"/ethnicity, social class, and the equity gap
- Language and language ideologies
- "Space" in anthropology and the geographies of schooling
- Immigration and Education

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 be able to recognize and utilize an anthropological perspective to schooling as well as critique these approaches.

Grading:
All grades will be assigned based on the following grading scheme:
100-90% =   A
80-89% =   B
79-69% =   C
68-59% =   D
58%- =   F

<u>**Course Requirements:**</u>

Class Participation	25 points
Facilitation of Class Discussion	25 points
Article Review I	50 points
Article Review II	50 points
Book Review	50 points
D2L responses	50 points
Final Paper	100 points

Class Participation
This class will be conducted as a seminar, which means that students must come to every class and come prepared to discuss the assigned readings. There is a very heavy reading load in this class, but written requirements are few. It is therefore imperative that students engage in class discussions in order to demonstrate a familiarity with pertinent topics.

Group Facilitation of Class Discussion
We will form study groups early in the semester. Each group will be responsible for leading a class discussion on one of the assigned books. In addition each group will participate in presenting readings for the topic on October 27, "The meaning of space…" Your panel will be responsible for reviewing the book with the class and for inspiring classmates to actively participate in the discussion. You may use any media or instruction technique and you are invited to be innovative.

Book Review
You will write an individual 3-5 page book review of the book that your panel has chosen to present for the class discussion. Follow the format for book reviews on aaanet.org

Article Reviews (2):
These are written papers of approximately 5-7 pages in which you review and evaluate an article published in the *Anthropology and Education Quarterly*, the flagship journal of the Council of Anthropology and Education. Choose an article that is of interest to you and that relates to readings and class discussions. You have considerable flexibility in this assignment and can choose an article that is relevant to you. However, I expect a serious, scholarly and thoughtful discussion of the article. As with any written assignment, I also expect you to pay attention to grammar, style, and punctuation, <u>and to include a bibliography of your sources</u>.

D2L responses:

Each week you will post a comment on the d2l site with a comment about the readings. These are reactions to the readings and should demonstrate your understanding of the topic and themes. These responses will be the basis for our class discussions.

Final Paper
For the final paper, you will choose an appropriate topic and write a scholarly paper of about fifteen pages. Submit your topic to obtain approval by the assigned date. An oral 15 minute version of your paper will be presented to the class during the last three weeks of class.

Required university policies – These are UA policies that must be explicitly stated on the syllabus.

Absence Policies. Please try to attend all classes. Let me know if you have an emergency and will be missing a class.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Students requiring accommodation for disabilities.
If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Policies regarding expected classroom behaviors.
Please turn off all cell phones.

Policies against plagiarism
Refer to the Student Code of Academic Integrity
http://dos.web.arizona.edu/uapolicies

Policies against threatening behavior by students.
Refer to the following link:
http://policy.web.arizona.edu/~policy/threaten.shtml

The Instructor reserves the right to change the information on the course syllabus with reasonable advance notice.

REQUIRED TEXTS

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

Lee, S.J. (2005) *Up against Whiteness: Race, School, and Immigrant Youth.* New York: Teachers College Press.

Lopez, N. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education.* New York: Routledge

McCarty, T.L. (2002) *A Place to Be Navajo – Rough Rock and the Struggle for Self-Determination in Indigenous Schooling*. Mahwah, NJ: Lawrence Erlbaum.

Pollock, M. (Ed.) (2008) *Everyday Antiracism: Getting Real about Race in School*. New York: The New Press.

Other readings are available on D2l.

COURSE OUTLINE

August 25
Introduction and course description
Form study groups.
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September 1
Development of Anthropology and Education as a field.

Required Readings:
Levinson, B.A.U. (Ed.) (2000), *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education.* Section 1, pp.1-74.

Related (Optional) Readings:
Freeman, D. (1983), *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*; (1999), *The Fateful Hoaxing of Margaret Mead: A Historical Analysis of Her Samoan Research (IN MAIN LIBRARY)*
Moore, J.D. (1997), *Visions of Culture: An Introduction to Anthropological Theories and Theorists (CHECKED OUT OF MAIN LIBRARY)*
Patterson, T.C. (2001), *A Social History of Anthropology in the United States (IN MAIN LIBRARY)*
Wolcott, H.W. (1999), *Ethnography: A Way of Seeing (IN MAIN LIBRARY)*

FILM: LEMON GROVE INCIDENT

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September 8
The Culture Concept

Required Readings:
Foley, D. (1997). Deficit Thinking Models based on culture: the anthropological protest. In. R. Valencia. *The Evolution of Deficit Thinking: Educational Thought and Practice.*

González,, N. (2005) Beyond Culture: The hybridity of funds of knowledge. . In González, N., Moll, L., & Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in households, communities and classrooms.* (Mahwah, NJ: Lawrence Erlbaum Associates).

Abu-Lughod, L. (1991), "Writing against Culture." In R.G. Fox (Ed.), *Recapturing Anthropology: Working in the Present*

Borofsky, R., et al. (2001), "A Conversation about Culture," *American Anthropologist,* 103 (2)

Related (Optional) Readings:
Fox, R.G., & King, B.J. (Eds.), *Anthropology beyond Culture*

Marcus, G.E., & Fischer, M.M.J. (1986), *Anthropology as Cultural Critique*
McDermott, R. (2001), "A Century of Margaret Mead. *Teachers College Record,* 103 (5)
Eagleton, T. (2000), *The Idea of Culture*
Brightman, Robert
        1995. Forget Culture: Replacement, Transcendence, Relexification. Cultural
        Anthropology 10(4):509-546
Bhabha, Homi K.
    1995. The Location of Culture. London: Routledge
Fox, Richard
        1995 Editorial: The Breakdown of Culture. Current Anthropology 36(1):i-ii.
Geertz, Clifford
        1973. The Interpretation of Culture. New York: Basic Books.
Gupta, Akhil & Ferguson, James
        1992 Beyond 'Culture': Space, Identity and the Politics of Difference.
        Cultural Anthropology 7(1):6-23.
Henze, Rosemary & Hauser, Mary

    1999 Personalizing Culture Through Anthropological and Educational Perspectives.
    Educational Practitioner Report #4 Center for Research on Education, Diversity and
    Excellence (CREDE) http://www.crede.ucsc.edu/products/print/eprs/epr4.html

Rosaldo, Renato
1989 Culture and Truth: The remaking of social analysis. Boston: Beaco

Yengoyan, Aram
        1986 "Theory in Anthropology: On the Demise of the Concept of Culture".
        Comparative Studies in Society and History. 24(2): 368-374

FILM: PLANET IN MY POCKET

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September 15
Cultural Congruence, Conflict and Discontinuity

ARTICLE REVIEW #1 DUE

Required Readings:
Levinson, B.A.U. (Ed.) (2000), *Schooling the Symbolic Animal: Social and Cultural
  Dimensions of Education.* Section 3pp. 161-236.

Gibson, M. (1997). Complicating the immigrant/involuntary minority typology.
Anthropology and Education Quarterly, 28(8): 431-454.

Levinson, B. (1992). Ogbu's anthropology and the critical ethnography of education: A
  reciprocal interrogation. *International Journal of Qualitative Studies in Education, 5*(3):
  205-225.

Related (Optional) Readings:

Ernst, G., et al. (Guest Eds.) (1994), *Alternative Visions of Schooling: Success Stories in
  Minority Settings.* Theme Issue, *Anthropology and Education Quarterly,* 25 (3)

Foley, D.E., "Reconsidering Anthropological Explanations of Ethnic School Failure," *Anthropology and Education Quarterly,* 22 (1)

Gibson, M.A. (Guest Ed.) (1997), *Ethnicity and School Performance: Complicating the Immigrant/Involuntary Minority Typology.* Theme Issue, *Anthropology and Education Quarterly,* 28 (3)

Gibson, M.A., & J.U. Ogbu (eds.) (1991), *Minority Status and Schooling: A Comparative Study of Immigrant and Involuntary Minorities*

Heath, S.B. (1983), *Ways with Words*

Ogbu, J. (1978), *Minority Education and Caste*

Philips, S. (1983), *The Invisible Culture*

Varenne, H., McDermott, R., et al. (1999), *Successful Failure: The School America Builds*

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September 22
Cultural Congruence, Conflict and Discontinuity (CONTINUED)

GROUP CLASS FACILITATION: STUDY GROUP #1

     Required Readings:
Lopez, N. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education.* New York: Routledge

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September 29
Indigenous Education, Anthropology, and Human Rights

GROUP CLASS FACILITATION: STUDY GROUP #2
McCarty, T.L. (2002) *A Place to Be Navajo – Rough Rock and the Struggle for Self-Determination in Indigenous Schooling.* Mahwah, NJ: Lawrence Erlbaum

Kaomea, J. "Indigenous Studies in the Elementary Curriculum: A Cautionary Hawaiian Example"
   Related (Optional) Readings:

McCarty, T.L., et al. (2005), *Indigenous Epistemologies and Education – Self-Determination, Anthropology, and Human Rights.* Theme Issue, *Anthropology and Education Quarterly, 36* (1)

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October 6
Social Reproduction and Inequality

Required Readings:

Levinson, B.A.U. (Ed.) (2000), *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education.* Section IV pp. 239-295.

"Why Segregation Matters: Poverty and Educational Inequality" (Gary Orfield and Chungmei Lee)
http://www.civilrightsproject.ucla.edu/research/deseg/Why_Segreg_Matters.pdf

Cammarota, J. (2004) The Gendered and Racialized Pathways of Latina and Latino Youth: Different Struggles, Different Resistances in the Urban Context*" Anthropology & Education Quarterly* 35(1):53–74.

Foley, D. E. (1991). Reconsidering anthropological explanations of ethnic school failure. *Anthropology and Education Quarterly*, 22(1): 60-86.

FILM: ESCUELA

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October 13
Social Reproduction and Inequality (CONTINUED)

GROUP CLASS FACILITATION #3:
Lee, S.J. (2005) *Up against Whiteness: Race, School, and Immigrant Youth.* New York: Teachers College Press.
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October 20
Anthropological approaches to Language and Language Ideologies

ARTICLE REVIEW # 2 DUE

Required Readings:
Basso, Keith. (1996). *Wisdom sits in places: Landscape and Language among the Western Apache.* Chapter 1. Albuquerque: University of New Mexico Press.

Baquendano-Lopez, Patricia. (2001). Creating Social Identities through *Doctrina* Narratives. In A. Duranti, *Linguistic Anthropology* (pp. 343-358).

Zentella, A.C. (2005). Introduction. In *Building on Strength : Language and Literacy in Latino families and communities*. New York : Teachers College Press.

Hill, Jane. (1998). Language, Race and White Public Space. *American Anthropologist 100*(3), 680-9.

González, Norma and Elizabeth Arnot-Hopffer. (2003). Voices of the Children: Language and literacy ideologies in a dual language immersion program. In S. Wortham and B. Rymes (Eds.), *Linguistic Anthropology of Education* (pp. 213-243). Westport, CT: Praeger.

Baugh, John. *Out of the mouths of slaves: African American Language and Educational Malpractice*. Chapters 1 &2.

Philips, Susan. 2003. The power of gender ideologies in discourse. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender* (pp. 252-276). Malden, MA: Blackwell Publishing.

Bucholtz, Mary. 1999. You da man: Narrating the racial other in the production of white masculinity. *Journal of Sociolinguistics, 3*(4): 443-460.

Related (Optional) Readings:

García, O., et al. (Eds.) (2006), *Imagining Multilingual Schools: Languages in Education and Glocalization*

Henze, R., & Davis, K.A. (Guest Eds.) (1999), Authenticity and Identity: Lessons from Indigenous Language Education. Theme Issue, Anthropology and Education Quarterly

Hornberger, N.H. (Ed.), *Indigenous Literacies in the Americas: Language Planning from the Bottom Up*

House, D. (2002), Language Shift among the Navajos: Identity Politics and Cultural Continuity

Kroskrity, P.V. (Ed.), *Regimes of Language: Ideologies, Polities, and Identities*

Schieffelin, B.B., Woolard, K.A., & Kroskrity, P.V. (1998), *Language Ideologies: Practice and Theory*

Wortham, S., & Rymes, B. (Eds.) (2003), *Linguistic Anthropology of Education*

González, *I Am My Language*, Chs. 6-9

Gibson, M.A., et al. (Eds.) (2004), *School Connections: U.S. Mexican Youth, Peers, and School Achievement*

Rymes, B. (2001), *Conversational Borderlands: Language and Identity in an Alternative Urban High School*

FILM: DO YOU SPEAK AMERICAN?

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October 27
What is the Meaning of Space in Anthropology: The sociocultural geography of schooling

Each study group will choose one of the following books and present critical themes and theoretical insights.

James Clifford, "Spatial Practices" Anthropological Locations University of California 1997

Henri Lefebvre "The Plan of the Present Work," The Production of Space Blackwell 1991

Michel Foucault, "Docile Bodies and the Correct Means of Training," <u>The Foucault Reader</u> Pantheon 1984

Buendia, E. & Ares, N. (2006). Geographies of Difference: The Social Production of the East Side, West Side and Central City School. (Chapters 1-3).

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November 3
Race and the Anthropology of Education

GROUP FACILITATION #4:
Pollock, M. Everyday Antiracism: Getting Real About Race in School

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November 10
Immigration and Education

Required Readings:
"Narrating Cultural Citizenship: Oral Histories of First-Generation College Students of Mexican Origin" *Social Justice*, Vol. 29, 2002

Galindo, R. & Vigil, J. Are Anti-Immigrant Statements racis or nativist? What difference does it make? *Latino Studies 2006, 4*, (419-447)

Hall, K. (1999). Understanding educational processes in an era of globalization: the view from anthropology and cultural studies. In E.C. Lagemann and L.S. Shulman, (Eds.), *Issues in education research: Problems and possibilities*. Pp.121-156. San Francisco: Jossey-Bass.

C. Suarez-Orozco & M. Suarez Orozco Chapters 4&5 "Remaking Identities", "The children of immigration in school" In *Children of Immigration*

Santa Ana, Otto. (2001). "Proposition 187: Misrepresenting Immigrants and Immigration" In *Brown Tide Rising: Metaphors of Latinos in contemporary American public discourse.*

Hamann, et al. (2002). Education and Policy in the New Latino Diaspora. (Chapter 1 in Wortham, Murillo & Hamann *Education in the New Latino Diaspora*.

Rumbaut, R., & Portes, A. Introduction—Ethnogenesis: Coming of Age in Immigrant America. (Chapter 1 in Rumbaut, R & Portes, A. *Ethnicities: children of immigrants in America.)*

FILM: FEAR AND LEARNING AT HOOVER ELEMENTARY
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November 17: American Anthropological Association Meetings
No Class

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November 24
Immigration and Education (continued)

BOOK REVIEW DUE

FILM: My American Girls: A Dominican Story

FILM: Children in No Man's Land

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December 1
Class Presentations

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December 8
Class Presentations

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December 15: Final Exam