

Anthropology of Education

Course Syllabus
Westmont College

Course: AN -196-1

Semester: Spring 2019

Time: Tuesdays: 3:15pm - 6:30pm

There are no prerequisites for this class.

Instructor: Dr. Serah Shani

Location: Voskuyl Library, VL 204

Office: Deane Hall 208

Hours: 3:10-5:00pm (T & Th) or by appointment

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Course Description:

This course fulfills the General Education (GE) requirement for Understanding Society. In this course, you will gain, among other things, a sense education broadly conceived as it takes place in different sociocultural, economic and political contexts and on how these factors influence individual or group learning processes. We will be guided by constantly defining education as “the deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, values, attitudes, skills, or sensibilities, as well as any learning that results from the effort, direct or indirect, intended or unintended.” (Cremin, 1988). We will also be guided by considering education not only as a project to benefit the future but as a lived experience through-out human life.

This course uses the anthropological approach to study schools and to understand the relationship between learning, teaching, societies and culture. It offers a holistic view of educational processes, broadly conceived, by exploring biological and cultural aspects of the acquisition, transmission and production of knowledge. It uses a comparative framework to analyze the connection between educational systems and socio-cultural contexts, and to explore the roles schools play as agents of continuity, conflict and change in situations of cultural contact and in the new global order.

Student Activities and Assignments:

Students will apply appropriate sociocultural theories to analyze education broadly conceived and in different cultures. In this class, student will:

1. Be able to describe education broadly conceived for example, as it takes place at school, home, museums, street corners and on television.
2. Have an improved appreciation of enculturation/education of children and youth from different cultures.
3. Be better grounded in our common humanity, by the need for education and Christian faith (in our case) in cultures.

4. Demonstrate the ability to use the anthropological terms and concepts to analyze educational situations
5. Develop an awareness of the diversity of educational systems and of the challenges faced when societies (voluntarily or involuntarily) incorporate foreign values and practices
6. Awareness of institutional (pedagogical, administrative) practices that influence students' performance and contribute to the production and reproduction of subjects
7. Be able to apply the foundational concepts in anthropology accurately to the analysis of schools as education systems and processes among different cultures and in different political contexts.
8. An appreciation of the complexity of issues teachers face in plural societies and the emergent global order

Students Activities and Assignments

1. Students will be expected to participate in group discussions in class to explore the topics discussed in class.
2. Students will be making comparisons between how education takes place in different sociocultural and economic contexts as well as how political factors affect learning processes
3. In each class topic, we will interrogate and examine our own understanding of education in comparison to other cultures at the same time integrating Christian faith in these discourses.
4. Students will participate in group PowerPoint presentation in class based on the topics covered. The requirements and guidelines for these presentations will be posted on canvas
5. Students will be expected to write weekly journals to demonstrate their understanding of different topics and to present the journals to the professor at the end of the semester. The guidelines for journal writing will be available on Canvas and announced in class
6. Students will have a mid-term exam by the end of the second month of class. It will be a take-home exam posted on Canvas a week in advance.
7. There will be a final ethnographic paper due on the day of the final exam. Expectation of the final paper are attached to this syllabus and will all also be discussed three times in class before the due date.
8. Student will be expected to discuss the relationship between educational processes and politico-economic-social contexts, and the reciprocal influence between schools and local communities
9. Through their midterm and class PowerPoint presentations, and discussions in class, students should demonstrate an understanding of the diversity of educational systems and of the challenges faced when societies (voluntarily or involuntarily) incorporate foreign values and practices

Learning Methods:

1. Interactive lecture-discussions in class.
2. Reading assignments and exam preparation.
3. One highly enjoyable research project.

Course Requirements

10% Class attendance and oral participation

20% Midterm exam based on course readings

15% Presentation and facilitation of discussions based on readings assignments

20% Weekly journals

35% Final paper

Total: 100%

Course Readings:

Spindler, George (ed.). 1997. Education and Cultural Process. Anthropological Approaches. 3rd Edition. Prospect Heights, IL: Waveland Press.

Levinson, Bradley A.U. et al., eds. 2000. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education.* Lanham, MA: Rowman & Littlefield.

Teaching Methods:

1. Lectures and oral presentations
2. Class and small-group discussions
3. Ethnographic and library research assignments

Course Expectations:

This course requires time for readings and preparing assignments, and focus and determination to avoid falling behind. You will be asked to think more critically about theoretical concepts and arguments through writings in nearly every class; participate in (and occasionally facilitate) small-group discussions addressing weekly readings, weekly journals that include a half to one-page summary of the readings and take one midterm exams and a final education ethnographic paper to demonstrate your understanding of course work.

Attendance is extremely important in this course because you cannot "make up" outside of class things that occur in the classroom. I expect you to come prepared to class and to hand in all assignments on or before the due date/time. A previous absence is not a sufficient reason for not taking an exam or not handing in an assignment. I reserve the right to schedule additional course work and to penalize missing work and tardiness. Please contact me if you have any problems or need special accommodation.

Academic integrity is essential to pass this course. If you lend your work to others to submit as their own, fabricate information, or pass off as your own work the words and ideas of another you will fail this class. Use quotation marks when using the words of others and references when borrowing ideas and findings.

Reading materials not found in the required texts, instructions for class activities and assignments, as well as class announcements will be posted on the course Blackboard (BB) web site. I expect you to log on to BB before coming to class and to keep up with class requirements.

Grading: Final grades will be awarded as follows:

- | | |
|---|-------------------------------|
| A = 90% and above: | [A+ = top score; A- = 90-92%] |
| The student has consistently <i>excellent</i> performance on tests, and a well-written, insightful ethnographic paper based on thorough research. | |
| B = 80% and above: | [B+ = 87-89%; B- = 80-82%] |
| The student has consistently <i>good</i> performance on tests, and a thoughtful | |

ethnographic paper based on good research.

C = 70% and above: [C+ = 77-79%; C- = 70-72%]

The student has *adequate* performance on tests, and an ethnographic paper that meets all of the basic requirements for research and writing.

D = 60% and above: [D+ = 67-69%; D- = 60-62%]

The student has *poor* performance on tests, and an ethnographic paper that falls short of requirements.

F = 59% and below: The student has failed to meet class expectations at a reasonable level

OURSE REQUIREMENTS

10% Class attendance and oral participation

20% Midterm exam based on course readings

15% Presentation and facilitation of discussions based on readings assignments

20% Weekly journals

35% Final paper

Total: 100%

Course Outline

Week 1: Introduction: What is Anthropology?

Week 2: Anthropology and education: What is distinctive about anthropology of education

Spindler, George (ed.). 1997. Education and Cultural Process. Anthropological Approaches. 3rd Edition. Prospect Heights, IL: Waveland Press. Chapter 1 & 2, pages 4-49

Levinson, Bradley A.U. et al., eds. 2000. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham, MA: Rowman & Littlefield. Chapter 1, pages 25-30 and Chapter 6, pages 57-61

Week 3: Culture

James Peoples and Garrick Bailey (2012) Humanity, 10th edition. Stamford, CT: Wadsworth/Thomson Learning, chapter 2

Week 4: Ethnographic methods

Spindler, George (ed.). 1997. Education and Cultural Process. Anthropological Approaches. 3rd Edition. Prospect Heights, IL: Waveland Press. Chapter 3 & 4, pages 50-76

Week 5: School and socialization

Spindler, George (ed.). 1997. Education and Cultural Process. Anthropological Approaches. 3rd Edition. Prospect Heights, IL: Waveland Press. Chapter 14 pages 275-309

Levinson, Bradley A.U. et al., eds. 2000. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham, MA: Rowman & Littlefield. Chapter 3, pages 36-40

Week 6: Education broadly conceived (schools, churches, mosques, community and street corners)

Watch Film (Babies) and hold discussion about children growing in different cultures.

Shani, S. (January 15, 2019). African Immigrant Families in the United States: Transnational Lives and Schooling (110-140). Lanham, MD: Lexington Books

Week 7: Education and Society: Theories of Education and Society

Davis, K., & Moore, W. E. (1945). Some principles of stratification. *American Sociological Review*, 10(2), 242-249.

Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 60, 73-85.

Levinson, Bradley A.U. et al., eds. 2000. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham, MA: Rowman & Littlefield. Chapter 16, pages 223-236

Week 8: Race and Ethnicity

James Peoples and Garrick Bailey (2012) Humanity, 10th edition. Stamford, CT: Wadsworth/Thomson Learning. Chapter 16

Week 9: Race and ethnic minorities and schooling

Spindler, George (ed.). 1997. Education and Cultural Process. Anthropological Approaches. 3rd Edition. Prospect Heights, IL: Waveland Press. Chapter 6 &7, pages 96-135

Ogbu, J. (1994). Racial stratification and education in the United States: Why inequality persists. *Teachers College Record*, 96, 264-298.

Kao, G., & Thompson, J. (2003). Racial and ethnic stratification in educational achievement and attainment. *Annual Review of Sociology*, 29, 417-442.

Week 10: Gender and schooling

Mickelson, R. A. (1989). Why does Jane read and write so well? The anomaly of women's achievement. *Sociology of Education*, 62, 47-63.

Eder, D., & Parker, S. (1987). The cultural production and reproduction of gender: The effect of extracurricular activities on peer group culture. *Sociology of Education*, 60, 200-213.

Levinson, Bradley A.U. et al., eds. 2000. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham, MA: Rowman & Littlefield. Chapter 19, pages 280-295

Week 11: Education in conflict and emergencies (war, poverty, refugee camps and in armed conflict areas)

Film: War Dance based on conflict in Northern Uganda

Watch a film from Uganda and discuss about schooling amidst poverty, war and in refugee camps

Week 12: Globalization, Immigration and schooling

Suarez-Orozco, Marcelo and D. Baolian Qin-Hilliard, eds. 2004. *Globalization: Culture and Education in the New Millennium*. Berkeley, CA: University of California Press.

Chapter 1(1-31): Globalization: culture and education in the New Millennium

Chapter 3(56-76) Globalization and education: An economic perspective

Supplementary readings:

Suarez-Orozco, Marcelo and D. Baolian Qin-Hilliard, eds. 2004. *Globalization: Culture and Education in the New Millennium*. Berkeley, CA: University of California Press.

Chapter 8 (173-202): Formulating identity in a globalized world.

Zhou, M. (1997). Growing up American: the challenge confronting immigrant children and children of immigrants. *Annual Review of Sociology*, 23, 63-95.

Week 13: Immigrant youth and schooling

Spindler, George (ed.). 1997. Education and Cultural Process. Anthropological Approaches. 3rd Edition. Prospect Heights, IL: Waveland Press. Chapter 13 & 7, pages 96-135

Valenzuela, A. (1999). Subtractive schooling: U.S.-Mexican youth and the politics of caring. Albany: SUNY Press. Chapter 1 (pp. 3-32).

Schmid, C. (2001). Educational achievement, language-minority students, and the new second generation. *Sociology of Education*, Extra Issue, 71-87.

Week 14: Transnationalism and Schooling

Schiller, G. N. L., & Basch, C. S. (1995). From immigrant to transmigrant-theorizing transnational migration. *Anthropological Quarterly*, 68, 48-63.

Sanchez, P. (2007). Urban immigrants students. How transnational shapes their leaning. *The Urban Review*, 39, 489-517.

Week 15: Politics and Education: Schools as political spaces

Film: Sarafina

Suarez-Orozco, Marcelo and D. Baolian Qin-Hilliard, eds. 2004. *Globalization: Culture and Education in the New Millennium*. Berkeley, CA: University of California Press.

Chapter 10 (235-258): how education changes: considerations of history, science and values.

Course Requirements and Policies:

STUDENTS WITH SPECIAL NEEDS

Students who have been diagnosed with a disability (learning, physical or psychological) are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your full participation and the successful completion of this course.

1. Class Participation:

a. Attendance: Class begins at 3:15-6:30pm. You should be in your seat with materials ready at that time. Being absent and/or unprepared diminishes the learning for you and others. Attendance is earned, not lost. You will get credit for being there. In case of serious medical or family emergency, let me know, and I will find a way for you to make up lost class time.

Please be on time! Habitual tardiness is inconsiderate of your professor and your classmates. You should be aware that some lecture material, films, simulations, and class discussions will not be found in the readings. **It is your responsibility to acquire any missed information.** Except in the case of a documented illness or family tragedy, i.e., death, I will not provide "make-up" sessions. Emergencies do not include conflicts with vacation plans, "my alarm did not go off," etc. More than 3 absences, excused or unexcused will affect your grade negatively, except in cases of documented illness.

b. Discussions: Students are expected to engage actively in class discussions. Coming to class and sitting quietly will not count as active participation.

2. Readings: All assigned readings are to be read by the date assigned. It is difficult to pass this course without doing the readings. Students will be call on to orally summarize and give a response on the readings.

3. Assignments/Projects: You will have assignments during the semester. You will be provided instructions as needed. **Make copies of all written work.**

5. E-mail Accounts: I use e-mail to send course updates, make announcements, etc. If you use a non-Westmont e-mail account, please set it to receive your Westmont e-mail as I will use only Westmont addresses per college policy.

7. Late Assignment Policy: Late assignments will be penalized one letter grade for each day past the due date. For example, an assignment that would have received an "A" if it was submitted on time will receive a "C" if it is two days late. I will assess no penalty in emergency cases such as documented illnesses or family tragedy, i.e., death. However, you must contact me ahead of the due date to avoid a penalty; a voicemail or e-mail is fine. You will need to provide a note from the Health Center or the Student Life Office.

8. Classroom Behavior: My goal is to maintain a respectful and intellectually safe learning environment in the classroom. Students who display unprofessional conduct during class will be asked to leave the classroom. Unprofessional conduct during class includes, but is not limited to, activities such as reading newspapers, studying for a different class, talking while someone else has the floor, evidencing disrespect for those who

have a different point of view, or regularly arriving late.

Cell phones and Computers: Cell phone and computers are allowed in class for the purposes of learning and in case of an emergency.

10. Academic Dishonesty: Academic dishonesty whether cheating, plagiarism, or falsification will not be tolerated. Below is Westmont's Policy on Plagiarism: To plagiarize is to present someone else's work, his or her words, line of thought, or organizational structure, as your own. This occurs when sources are not cited properly, or when permission is not obtained from the original author to use his or her work. Another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism. Please familiarize yourself with the entire Westmont College Plagiarism Policy. This document defines different levels of plagiarism and the penalties for each. It also contains very helpful information on strategies for avoiding plagiarism. It cannot be overemphasized that plagiarism is an insidious and disruptive form of academic dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people you may never meet.

NOTES:

1. **The Paper:** The ethnographic paper is described below. It must be *at least* 8 pages long (longer is fine). Points will be deducted progressively for late papers.

3. **Grading:** Final grades will be awarded as follows:

- | | |
|--|-------------------------------|
| A = 90% and above: | [A+ = top score; A- = 90-92%] |
| The student has consistently <i>excellent</i> performance on tests, and a well-written, insightful ethnographic paper based on thorough research. | |
| B = 80% and above: | [B+ = 87-89%; B- = 80-82%] |
| The student has consistently <i>good</i> performance on tests, and a thoughtful ethnographic paper based on good research. | |
| C = 70% and above: | [C+ = 77-79%; C- = 70-72%] |
| The student has <i>adequate</i> performance on tests, and an ethnographic paper that meets all of the basic requirements for research and writing. | |
| D = 60% and above: | [D+ = 67-69%; D- = 60-62%] |
| The student has <i>poor</i> performance on tests, and an ethnographic paper that falls short of requirements. | |
| F = 59% and below: The student has failed to meet class expectations at a reasonable level. | |

You will receive estimates of your grade to date after the mid-term. You may also email me at any time for a grade estimate.

PAPER ASSIGNMENT

You are required to write an "ethnographic" paper. Here are some tips on how to do it.

A. Choosing a topic / situation to study:

There are a lot of different topics or situations that you could choose. Begin by thumbing through our main our readings to see the various areas of study in anthropology of education. Then consider the natural connections you have into worlds different than the ones that you already know. *You must venture out of your own familiar environment in some manner or another.* But you can do this by tracing connections that you already have. For instance, if you have a friend from another ethnic background with different educational experiences, perhaps you can go home with your friend for the weekend. Or, if you know someone with a line of work that interests you, you might be allowed to come along for a day and then interview. *You do not need to know exactly what you will write about when you begin.* Just think of a connection you have to a world that is of interest to you. The exact topic will develop as you enter that world and begin to gather data.

B. Observing and interviewing:

Entering another world can be done in a number of different ways. You may physically go there and observe directly what happens. But you may also "go there" mentally by interviewing someone from that world (or better yet, several people). *If at all possible, you should do both observing and interviewing.*

Have some questions ready as conversation starters with your informants. When it seems appropriate, explain to them what you are doing and ask your questions. Write down quick notes to remind you of their answers. It is important that your questions be "open ended." If you ask "yes or no" questions you will probably be putting words into your informants' mouths. A good question starts with "Tell me about..." or "Please explain why..." People who are too shy to talk about themselves directly may be encouraged to explain how "people usually do things around here." Follow up what people have told you so far by asking, "Tell me more about that!" Here is a chart to give you the general idea:

Informal Interview Questions

Opening:

1. Tell me about...
2. How do people here...
3. Please help me understand...
4. What happened when...

Follow-up:

5. Explain more about...
6. What did you mean by...
7. That's very interesting!
8. How does that work?

Defining:

9. Here is how I understand it. Is it right?
10. Why don't people do it this way?
11. Is it because...?
12. What would happen if...

Please do not use written questionnaires! Anthropological style data collection stresses the depth information that comes from informal methods – *just talk to people!*

As soon as you get home from observing, sit down and write stream-of-consciousness style about absolutely everything you can remember, using your quick notes to jog your memory. This piece of writing will be your data, or “fieldnotes.”

Note: If you wish, you may go with another person from this class to your site and collect research data together. Feel free to talk over what you have seen and heard with one another. You must, of course, write separate papers.

C. Gathering further information:

Next, look over your fieldnotes to see what themes emerge. These themes may be different than the ones you had chosen initially. If so, feel free to change your mind about what to write! *It is alright to completely reframe what you are going to do in the final paper based on the data that you are getting.*

As you are thinking over the structure of the final paper, consider how you might gather further information on the topic that is emerging. Can you call someone on the phone for a further interview? Can you go back and observe again? Can you get a book or articles out of the library that can be quickly skimmed for relevant information? Will the newspaper tell you anything? Can you talk to people who were not connected with the observation setting at all, but who would have an important perspective on the topic itself? Try to think like an investigative journalist, and get the information that you need to support your ideas however you can. In the end, the object is to write a good paper with as much good information as possible.

D. Writing your paper:

I suggest that you organize your paper into the following sections and that you mark the sections with *subtitles*.

1. *Introduction:* The purpose of the introduction is to raise the general issue or problem for discussion. For instance, you might ask, "How teachers relate to children from different immigrants' backgrounds?" "How do international student cope with culture shock at arrival in US schools?" Think of the most interesting finding of your study and ask it as a question here.

Secondly, you must *answer* your own question right in the introduction! Do this in a sentence or two and then tell me that you are going to support your answer with observation and interview data from such-and-such a setting.

2. *Methods*: Describe the manner in which you have collected the data. Include a report of the interviews you have done, sites you have visited, books or articles you have read, etc. Remember that you are doing the research for this paper as an investigative reporter would.

3. *Description*: The description includes the setting, the actors and the action that you observed, as well as the results of all interviews and library readings. It is the *data* that will support your thesis, or answer the question raised in the introduction. Basically, you are answering the question, “What is the situation?” in as much detail as you can, using only the data that is relevant to your point. If at all possible, include *quotes* from interviews, and interpret each quote you include to explain its deep meaning.

4. *Analysis*: This part is very important. Tell me what you, as the observer think was the true significance of what was happening in the setting you observed. Ask yourself the question, “Why is the situation this way?” In your discussion, *include anthropological concepts* from class or readings, and try to come up with a single bottom line point to make.

5. *Cross-Cultural Comparison*: Now move the discussion to the global level. Compare the point you have just made with how things are done in at least one other culture based on class readings and discussions. (If necessary, read ahead in the books to find an appropriate situation.) Feel free to speculate at the largest level here! As much as possible, try to *think like an anthropologist!*

6. *Conclusion*: This can be quite short. Simply repeat the original question and the answer you have given in summary form. Also summarize the major significance of your findings (i.e. answer the “Who cares?” question). If you wish, raise speculative questions for future research.

E. How to write well:

I do not grade specifically on writing style, spelling, or grammar, but if you do not write well I may not be able to see that you really understand the issues! So, here are some tips...

1. Explain things in your own words. If you try to be sophisticated, your paper will sound like you are mimicking and don't really know what you are talking about.

2. *Rewrite your paper*. The first draft of anybody's writing is terrible. (I've rewritten this syllabus more times than I can possibly count!) It may help you to read what you have written out loud so that you can make sure your sentences hang together, and that the paragraphs follow one another in logical order.

3. Use section headings (subtitles within the paper). They really help the reader to follow what you're saying.

4. If you get a "writer's block", sit down and write stream-of-consciousness for a while. Then go back later and rewrite it so that it makes sense.

5. Try to do some creative thinking of your own. Tell me your opinion, if the subject is controversial, or speculate on the importance of a certain finding for our understanding of human nature, culture, etc.

Important Note: *Your "viewpoint" does not mean your emotional reactions to the material.* You should avoid writing sentences that start with "I like/dislike..." or "I feel good/bad about..." or "X makes me happy/angry". Your statements should begin with "In my view, X is the case", or "I agree/disagree with the author because..."

6. Your respectful and thoughtful Christian critique of the material is always welcome, including the use of Biblical references.

F. The format of the paper:

The following are the requirements for the format.

1. The paper should be 10-12 pages, double-spaced, with one-inch margins, *Times New Roman, 12-point font*. Please be sure that the pages are numbered. You may go over the page limit if you wish, but should not be significantly under it.

2. Put a title page on your paper including at least the title of the paper, the course number (ANTH 101) and your name.

3. A references list is only necessary for this paper if you have used written materials. Any citation method you prefer is fine with me.

G. Grading:

Your paper will be graded on how well you seem to understand the intricacies of what is going on in the event you observed and on the theoretical insights that emerge from the comparison you have made to another culture. I will also note the effort you have put into choosing a good site and picking a good research question. In general, I will watch for the insight with which you are able to do an anthropological analysis.

The following will be the scoring system, based on the subtitle sections above:

- | | |
|--|-------|
| 1. carefully written <u>introduction</u> | = 5% |
| 2. <u>methods</u> (i.e. time and effort) | = 10% |
| 3. detailed <u>description</u> of data | = 30% |
| 4. in depth <u>analysis</u> of data | = 30% |
| 5. cross-cultural <u>comparison</u> | = 20% |
| 6. <u>conclusion</u> | = 5% |

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Total: = 100%

Writers' Corner: Westmont's writing center, is a creative space where student writers can find skilled "test readers" as they develop projects for professors, employers, and others. Tutorials are friendly and free of charge, so come visit us in Voskuyl Library 215. Clients with appointments get first priority; drop-ins are also welcome. Make an appointment using WCOonline at <https://westmont.mywconline.com/>