

EFND/ANTH 7150: Anthropology of Education 8/18/2005*

University of Georgia

Fall Semester, 2005
Monday (4:40pm-7:40pm)
Aderhold 112

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OFFICE HOURS: Thursdays (2pm-3:30pm) and by appointment

OVERVIEW OF THE COURSE

This course will help students to explore several anthropological theories that provide lenses for understanding the relationship between culture, and schooling and learning, as well as the application of these theories to educational research and practice. It is designed for students interested in comparative education, in social and cultural aspects of schooling, and in qualitative research. Students will: (1) examine how culture is learned and how people change cultural patterns and acquire new ones; and (2) analyze the various groups who teach culture (e.g., family, school, religious communities) and how cultural knowledge is distributed differentially among learners—by age, gender, ethnicity, and socioeconomic status. The ways culture permeates schooling—formal and informal—is a major topic. Other important topics include education as cultural process and social function, as socio-cultural structure, as cultural transaction, and the role of culture in shaping academic and social identity.

COURSE REQUIREMENTS

Attendance and Participation

Attendance is essential for participating in a learning community. All students are expected to attend class regularly and are invited to offer “their voices” to the discussions and presentations. I expect people to come to class prepared and to contribute to class discussions and activities. I expect regular attendance and will take excessive absences into account in the final grade. If you plan to miss more than one class period, I strongly suggest that you consider taking this course when your schedule best permits. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade. This class is a discussion-driven seminar. The success of the class depends upon each student’s preparation before class (reading) and active participation.

Class Organization

Class sessions will include short lectures, small-group conversations, and whole-class discussions. Classes are designed for active participants. Please come to class prepared to discuss the assigned material.

* I will notify you of changes to the syllabus—if there are any.

Email Accounts

All students are required to have and to use an electronic mail account. These are available free in the Office of Information Technology (OIT) Aderhold. Occasionally, I will make an email assignment.

Required Texts

- Achebe, Chinua (1995). *Things Fall Apart* by New York. Anchor, Doubleday.
- Levinson, Bradley A., Foley, Douglas E., Weis, Lois; & Holland, Dorothy C. (Editors) (1996). *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (Sunny Series, Power, Social Identity and) State University of New York.
- Ogbu, J. U. (2003). *Black American students in an affluent suburb: A study of academic disengagement*. Lawrence Erlbaum Associates.
- Spindler, George (Ed) (1997). *Education and Cultural Process: Anthropological Approaches*. Third Edition. Prospect Heights, IL: Waveland Press.
- Willis, Paul. (1977). *Learning to labor: How working-class kids get working-class jobs*. London: Saxon House Books.
- Lareau, Annette. (2003). *Unequal childhoods: class, race, and family life*. Berkeley: University of California Press

Requirements

- Students are expected to come to class prepared and expected to participate in class discussions.
- Each week, be prepared to write for 15 minutes in your journals, reflecting on key aspects of the week's readings. Also, develop at least one discussion question.
- Twice during the semester, bring to class a 500-word response to the week's assigned readings.
- Leading class discussion(s) on a topic and/or a set of readings. You will be asked to lead discussion during at least one class session. You will summarize the readings for the week, offer your perspective, raise issues to be discussed, and facilitate an atmosphere that promotes the full discussion and consideration of your classmates' perspectives (I will help out).
- Research Paper.
 - You will be given the opportunity to conduct your own ethnographic research according to your own interests. Any arena where structured learning takes place is fair game, provided that you focus on cultural aspects of the education process. You will have two opportunities to share your work with the rest of the class. During the first opportunity, you will share your basic topic and your classmates will have the opportunity to help you fine-tune your project before you take it to the field. During the second opportunity, you will share the findings of your work. Your final 15-20-page paper should include a review of relevant literature, a description of your research project and methods, a discussion of your findings, and the implications of the findings for scholarship, policy, and practice.

Assessment

The grades for the course will be broken down in the following manner:

➤ Leading class discussion on a set of readings	10%
➤ Weekly journal reflections	30%
➤ Two Critiques of a set of reading(s)	20%
➤ Final <i>Research/Topic Paper with presentation</i>	40%
○ Presentation of Paper = 10%	
○ Written Paper = 30%	
TOTAL	100%

INTRODUCTION OF COURSE

WEEK 1: AUGUST 18

Logistical matters and overview of syllabus
Introduction to the Course

WEEK 2: AUGUST 25: Why Educational Anthropology?

Readings

From: Spindler, George (Ed) (1997). *Education and Cultural Process: Anthropological Approaches*. Third Edition. Prospect Heights, IL: Waveland Press.

- Chapter 1: Theory, Research, and Application in Educational Anthropology. By Elizabeth M. Eddy.
- Chapter 2: Educational Anthropology: Early History and Educationist Contributors. By Rosalie Ford.
- Chapter 3: Ethnography: An Anthropological Overview. By George and Louise Spindler.
- Chapter 4: Cultural Process and Ethnography: An Anthropological Perspective. By George and Louise Spindler.

From: Levinson, Bradley A., Foley, Douglas E., Weis, Lois; & Holland, Dorothy C. (Editors) (1996). *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (Sunny Series, Power, Social Identity and) State University of New York.

- Foreword.
- Chapter 1: The Cultural Production of the Educated Person: An Introduction. By Bradley A. Levinson and Dorothy Holland.

WEEK 3: SEPTEMBER 1: Education and Cultural Process and Social Function

Readings

Morris, J. E. (2003). Race, ethnicity and culture: Cultural expectations and student learning. In J. W. Guthrie, *Encyclopedia of Education (2nd Edition)*. Macmillan Reference.

From: Spindler, George (Ed) (1997). *Education and Cultural Process: Anthropological Approaches*. Third Edition. Prospect Heights, IL: Waveland Press.

- Chapter 6: Why Have Minority Groups in North America Been Disadvantaged by Their Schools? By George D. Spindler.
- Chapter 7: Achieving School Failure 1972-1997. By Raymond P. McDermott.
- Chapter 8: Racing in Place: Middle Class Work in Success/Failure. By Herve Varenne, Shelley Goldman and Raymond P. McDermott.
- Chapter 9: Education in Communitarian Societies—The Old Order Amish and the Hutterian Brethren. By John A. Hostetler.
- Chapter 14: The Transmission of Culture. By George D. Spindler.

From: Levinson, Bradley A., Foley, Douglas E., Weis, Lois; & Holland, Dorothy C. (Editors) (1996). *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (Sunny Series, Power, Social Identity and) State University of New York.

- Chapter 2: Behind Schedule: Batch-Produced Children in French and U.S. Classrooms. By Kathryn M. Anderson-Levitt.
- Chapter 3: The Silent Indian as a Cultural Production. By Douglas E. Foley.
- Chapter 4: Becoming Somebody in and against School: Toward a Psychocultural Theory of Gender and Self Making. By Wendy Luttrell.
- Chapter 5: In Search of Aztlan: Movimiento Ideology and the Creation of a Chicano Worldview Through Schooling. By Armando Trujillo.

WEEK 4: SEPTEMBER 8: Education and Cultural Process and Social Function: Dilemmas and Opportunities of Researching Self

Readings

- Achebe, Chinua (1995). *Things Fall Apart* by New York. Anchor, Doubleday.
- Chaudhry, Lubna Nazir (1997). Researching “my people,” researching myself: fragments of a reflexive tale. *Qualitative Studies in Education*, 10 (4), pp. 441-453.
- Alridge, Derrick P. (2003). The dilemmas, challenges, and duality of an African American Educational Historian. *Educational Researcher*.

WEEK 5: SEPTEMBER 15: Education and cultural Process Trans-culturally (Abstracts are Due)

Readings:

From: Spindler, George (Ed) (1997). *Education and Cultural Process: Anthropological Approaches*. Third Edition. Prospect Heights, IL: Waveland Press.

- Chapter 16: Instructions and Affect in Hopi Cultural Continuity. By Dorothy Eggan.
- Chapter 18: Some Discontinuities in the Enculturation of Mistassini Cree Children. By Peter S. Sindell.
- Chapter 19: The Display of Cultural Knowledge in Cultural Transmission: Models of Participation from the Pacific Island of Kosrae. By Vera S. Michalchik.

From: Levinson, Bradley A., Foley, Douglas E., Weis, Lois; & Holland, Dorothy C. (Editors) (1996). *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (Suny Series, Power, Social Identity and) State University of New York.

- Chapter 6: Formal Citizens and the Production of Modern Citizens in the Educadorian Amazon. By Laura Rival.
- Chapter 7: The Production of Biologists at School and Work: Making Scientists, Conservationists, or Flowery Bone-Heads? By Margaret Eisenhart.
- Chapter 8: Taiwanese Schools Against Themselves: School Culture Versus the Subjectivity of Youth. By Thomas A. Shaw.
- Chapter 10: From Indios to Profesionales: Stereotypes and Student Resistance in Bolivian Teacher Training. By Aurolyn Luykx.

WEEK 6: SEPTEMBER 22: Global and Comparative Contexts of Cultural Transmission

Readings

From: Spindler, George (Ed) (1997). *Education and Cultural Process: Anthropological Approaches*. Third Edition. Prospect Heights, IL: Waveland Press.

- Chapter 20: Day Care Teachers and Children in the United States and Japan: Ethnography, Reflexive Interviewing and Cultural Dialogue. By Mariko Fujita and Toshiyuki Sano.
- Chapter 21: Does Formalism Spell Failure?: Values and Pedagogies in Cross-Cultural Perspective. By Victoria J. Baker.
- Chapter 22: Crosscultural. Comparative, Reflective Interviewing in Schoenhausen and Roseville. By George and Louise Spindler.

WEEK 7: SEPTEMBER 29: Discussion of Research Projects

WEEK 8: OCTOBER 6: Youth, Schooling, and identity: Social Class, Gender, and Race

Readings

Willis, Paul. (1977). *Learning to labor: How working-class kids get working-class jobs*. London: Saxon House Books.

WEEK 9: OCTOBER 13: Youth, Schooling, and identity: Social Class, Gender, and Race (Continued)

Readings

From: Levinson, Bradley A., Foley, Douglas E., Weis, Lois; & Holland, Dorothy C. (Editors) (1996). *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (Suny Series, Power, Social Identity and) State University of New York.

- Chapter 9: Social Difference and Schooled Identity at a Mexican Secundaria. By Bradley A. Levinson.
- Chapter 11: Schools and the Cultural Production of the Educated Person in a Nepalese Hill Community.

Morris, J. E. (2003). What does Africa have to do with being African-American: A Micro-ethnographic Analysis of a middle school inquiry unit on Africa. *Anthropology & Education Quarterly*, 34(3) 255-276.

WEEK 10: OCTOBER 20: Youth, Schooling, and identity: Social Class, Gender, and Race

Ogbu, J. U. (2003). *Black American students in an affluent suburb: A study of academic disengagement*. Lawrence Erlbaum Associates.

WEEK 11: OCTOBER 27: Class, Race, and Family Life FALL BREAK: NO CLASS

WEEK 12: NOVEMBER 3: Class, Race, and Family Life...Continued

Lareau, Annette. (2003). *Unequal childhood: Class, Race, and Family Life*
Parts I (The Organization of Daily Life)
Parts II. (Language Use)

Part III. (Families and Institutions)

Appendix A: Methodology and Appendix B. Theory: Understanding the Work of Pierre Bourdieu

WEEK 13: NOVEMBER 10: Educators, Schooling, and Identity

From: Spindler, George (Ed) (1997). *Education and Cultural Process: Anthropological Approaches*. Third Edition. Prospect Heights, IL: Waveland Press.

➤ Chapter 5: The Teacher as an Enemy. By Harry F. Wolcott.

Benham, Maenette K. P. (1997). Silences and Serenades: The Journeys of Three Ethnic Minority Women School Leaders. *Anthropology & Education Quarterly*, 28(2), 280-307.

WEEK 14: NOVEMBER 17: FIELDWORK

WEEK 15: NOVEMBER 24: FIELDWORK

WEEK 16: DECEMBER 1: STUDENT PRESENTATIONS

WEEK 17: DECEMBER 8: FINAL PAPERS DUE DATE

***ABOUT THE PROFESSOR**

I am an Associate Professor of Social Foundations of Education in the College of Education, and a Research Fellow at the Institute for Behavioral Research at the University of Georgia. The larger context of my scholarship employs anthropological and sociological scholarly traditions, and focuses on the intersection of race, class, and gender with educational and social policies. Through my scholarship I have examined a number of issues that are directly related to educational policy such as school desegregation, school choice, and the achievement gap between African American and white students. I am also interested in the consequences of social and educational policies for schools, families, communities, and youth.

I have lead research projects that integrated my various areas of training and published significant scholarly pieces from these projects in major venues such as *Educational Policy*, *Urban Education*, *Phi Delta Kappan*, *Anthropology and Education Quarterly*, and *American Educational Research Journal*. A book that I am completing pulls together almost ten years of research (1993-2002) in three cities—St. Louis and Cincinnati in the Midwest, and Atlanta in the South. Entitled, *What Must We Do To Be Saved? A Study of the Schooling of Urban Black Children*, the book is based on ethnographic and sociological research in four schools and two urban communities (St. Louis and Atlanta) and a quantitative study of the disciplinary rates of African American students in magnet and non-magnet schools in the Cincinnati Public School District.

Presently, I am leading a multi-year research study that focuses on the achievement gap facing African American adolescents in suburbia. This study, *African American Adolescents in a Black Suburb in the U.S. South: A Social Study of Schooling, Identity, and Achievement*, explores the role of class status and context as mitigating factors to improve

the educational experiences of African American students. Based in Dekalb County Georgia—considered “the heart of Black Mecca” because of its burgeoning predominantly Black population—I embed a micro study of African American adolescents’ identity (ethnographic investigation of race, class, and gender) within a macro study of African American life in the school district and county (investigation of the larger socio-historical, political, and economic forces).

NOTE TO STUDENTS: Any course that a professor teaches reflects the unique lens and interests of that professor. I am sure that you recognize my imprint on this particular course. As you think about the course, I would like for you to shape it in such a way that it serves your interests and meets your needs. I strongly suggest that you explore readings beyond those offered in this course.