

Anthropology of Education  
Course Syllabus

- I. Education, Culture, and Comparative Analysis
  - A. Culture and the study of hominid groups
  - B. Education as a cultural phenomena
  - C. Comparative analysis of hominid groups
  - D. Nature versus nurture (culture and biology)

Class Meetings:

- 5/15/02 Introduction
- 5/16/02 "Monkeys, Apes and Man"--film  
\*Rabow et al.  
Carrithers, Ch. 1
- 5/17/02 "A Human Way of Life"--film  
Carrithers, Chs. 2-3  
Levinson, Introduction

- II. Education as Cultural Process and Social Function
  - A. Cultural transmission, enculturation, socialization, and childrearing
    - 1. Foraging societies
    - 2. Preindustrial societies
    - 3. Industrial societies
    - 4. Postindustrial societies
  - B. Cultural transformation, acculturation, resocialization, adaptation and assimilation, and life cycle learning
  - C. Formal, informal, and nonformal modes of education

- 5/20/02 Levinson, I & Chs.1-4  
Carrithers, Chs. 4-5  
[PROJECT AND MEMOIR CHOICES MADE]
- 5/21/02 Hsueh-Chun Chang on Indigenous Education on Taiwan  
Carrithers, Chs. 6-7  
Levinson, Chs. 5-8
- 5/22/02 Margaret Mead, "Coming of Age in America"--audiotape  
Carrithers, Chs. 8-9  
Levinson, II & Chs.9-10

- III. Education as Sociocultural Structure
  - A. Macrocultural systems
    - 1. Institutional (education and family, religion, economy, and social control)
    - 2. Subcultural (education and race, ethnicity, social class, gender, sexual orientation, and age-set)
    - 3. Ecological (education and the environment-- natural and technological)
  
- 5/23/02 Levinson, Chs. 11-12  
\*Landes
- 5/24/02 Levinson, III & Chs. 13-14  
\*Rensberger  
[PROJECT OVERVIEWS DUE]
  
- 5/28/02 Levinson, Chs. 15-16  
Nieuwenhuys, Prologue, Chs. 1-2  
\*Armelagos & Goodman  
Statements on race from the American Anthropological Association:  
<http://www.aaanet.org/stmts/racepp.htm>;<http://www.aaanet.org/gvt/ombdraft.htm>;  
<http://www.aaanet.org/gvt/ombdraft.htm>
  
- B. Microcultural systems
  - 1. Social organization of schools and classrooms
  - 2. Schooling and the curriculum, overt and covert
  - 3. School-community relations
  
- 5/29/01 "Preschool in Three Cultures: Japan, China, and the United States"--video  
Levinson, IV & Chs. 17-18  
Nieuwenhuys, Chs. 3-4
  
- IV. Education as Cultural Transaction
  - A. Identity, role, and status
  - B. Cognitive maps and strategies
  - C. Communication and social exchange
  - D. Conflict and accommodation
  - E. Teaching and learning
  
- 5/30/02 Professional writing--resources and approaches  
Levinson, Chs. 19-20  
Nieuwenhuys, Chs. 5-6
- 5/31/02 Levinson, V & Chs. 21-22  
Nieuwenhuys, Chs. 7-8
- 6/3/02 Levinson, Chs. 23-24 & Afterword

Memoir groups

- V. Education as Cultural Product
  - A. Knowledge construction and transmission
  - B. Literacy acquisition
  - C. Ideological systems (beliefs, values, esthetics, religion)
  - D. Technological systems (skills, techniques, artifacts)

6/4/02 Memoir groups

6/5/02 Conclusion

6/19/02 [PROJECTS DUE]

### Required Textbooks

Carrithers, Michael

1992 *Why Humans Have Cultures: Explaining Anthropology and Social Diversity*. New York: Oxford University Press.

Levinson, Bradley A.U.

2000 *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham, MD: Rowman & Littlefield.

Nieuwenhuys, Olga

1994 *Children's Lifeworlds: Gender, Welfare and Labour in the Developing World*. London: Routledge

### Select One of These Five

Ahmed, Leila

1999 *A Border Passage: From Cairo to America--A Woman's Journey*. New York, Penguin Books.

Bray, Rosemany

1998 *Unafraid of the Dark: A Memoir*. New York, Doubleday.

Dorfman, Ariel

1998 *Heading South, Looking North: A Bilingual Journey*. New York, Penguin.

Hickam, Homer H., Jr.

1998 *Rocket Boys: A Memoir*. New York, Random House.

Huynh, Jade Ngoc Quang

1994 *South Wind Changing*. St. Paul, MN, Greywolf Press.

### Reserve Material

\*Armelagos, George J., and Alan H. Goodman

1998 *Race, Racism, and Anthropology*. In *Building a New Biocultural Synthesis; Political-Economic Perspectives on Human Biology*. Alan H. Goodman and Thomas L. Leatherman, eds. Pp. 359-377. Ann Arbor: University of Michigan Press.

\*Landes, Ruth

1976 Teachers and Their Family Cultures. In Schooling in the Cultural Context: Anthropological Studies of Education. Joan I. Roberts and Sherrie K. Akinsanya, eds. Pp. 401-418. New York: David McKay.

\*Rabow, Jerome, Michelle A. Charness, Johanna Kipperman, and Susan Radcliffe-Vasile  
1994 William Fawcett Hill's Learning Through Discussion. Third ed. Thousand Oak, CA: Sage.

\*Rensberger, Boyce

1996 Forget the Old Labels: Here's a New Way to Look at Race. AnthroNotes: National Museum of Natural History Bulletin for Teachers, 18 (1): 1-7.

\*Available on reserve in Aderhold 232 and in Main Library

### Student Objectives

1. Students can use a cross-cultural perspective to identify how education--mediated by biological characteristics--is a cultural process, a sociocultural structure, a cultural transaction, and a cultural product.
2. Given at least two cultural settings, students can describe and explain how culture is both transmitted and transformed through such processes as enculturation, acculturation, and formal, informal, and nonformal modes of education.
3. Students can separate the sociocultural structure of education into macrocultural and microcultural systems and can outline effects of each on members of communities.
4. Students can analyze a variety of cultural transactions occurring within educational processes and settings and can illustrate--in a medium of their choice--such transactions from their own experiences as cultural actors.
5. Students can compare and contrast, through an illustrative diagram, a range of cultural productions of education and can assess the role of these productions within and across cultural settings.

### Course Requirements:

1. I expect regular attendance and will take excessive absences (missing more than 6 hours of a 45-hour course) into account in the final course grade.
2. I expect people to come to class prepared and to contribute to class discussions and activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.
3. All students are required to have and to use an electronic mail account. These are available free in the Office of Information Technology, Aderhold 231. I may make

periodic email assignments. These will all be assessed on a pass-fail basis. Failure to complete email assignments will be taken into account in the final course grade.

4. All students are required to complete two written assignments—one short one and a class project. The final grade will be based on the following distribution:
  - a. Attendance, preparation, and discussion: 20%
  - b. Project overview: 30%
  - d. Final version of project: 50%

### Requirements

1. Standard option A: A 10-15 page cultural life history or family ethnography
2. Standard option B: A 10-15 position paper on some aspect of the relationship between culture and education.
3. Alternative: Student-designed, instructor-approved project.

### Instructor:

I can be reached by telephone at 542-6489, by email preferably at [preissle@coe.uga.edu](mailto:preissle@coe.uga.edu) or at [jude@arches.uga.edu](mailto:jude@arches.uga.edu), and in my office, Aderhold 624E, during announced office hours and by appointment. Preissle is pronounced price-lee with the accent on the first syllable.

I work in the social foundations of education program here at the University of Georgia as well as in the College of Education's qualitative and ethnographic research program. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. My major scholarly interests and publications are in the areas of sociocultural theory, gender studies, classroom social life, immigration and education, and qualitative research design and methodology. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing.

### Nature of This Course

Anthropological study of culture, human nature, and human variation involves reviewing research and theories about controversial topics such as human evolution and racism. People have strong feelings, values, and beliefs that affect how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement.