

# **EFND/ANTH 7150: Anthropology of Education**<sup>\*</sup> **University of Georgia**

**Fall Semester, 2008**  
**Thursday (5pm-7:40pm)**  
**River's Crossing: Room 62**

**Faculty: Jerome E. Morris, PhD**  
**Office: 131 River's Crossing**  
**542-8117**  
**Email: <mailto:jemorris@uga.edu>**

**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 how social and structural forces such as geography, identity, social class, and gender, shape cultural processes, as well as opportunities and outcomes across a range of areas. We will also examine 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 each class and 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.

---

<sup>\*</sup> 8/21/2008 Syllabus. I will notify you of any changes to the syllabus.

### **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.
- Lacy, Karyn R. (2007). *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class*. University of California Press.
- 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 develop at least one discussion question to ask of the class.
- Twice during the semester, bring to class a 500-word response to the week's assigned readings. Submit one response before midterm break and the other after midterm break.
- 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 develop an idea for conducting anthropological research in education. Any arena where learning takes place is appropriate, 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 begin additional development. During the second opportunity, you will share your understanding of the existing research (literature) about the topic. Then, you will develop a proposed research project to study the issue. Your final 20-page paper should include a review of relevant literature, a description of your proposed research project and methods, and what you presently believe are 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 20%
- Active Class participation 10%
- Two Critiques of a set of reading(s) 30%
- Final *Research/Topic Paper with presentation* 40%
  - Presentation of Paper = 10%
  - Written Paper = 30%

**TOTAL 100%**

## **INTRODUCTION OF COURSE**

### **WEEK 1: AUGUST 21**

Logistical matters and overview of syllabus  
Introduction to the Course

### **WEEK 2: AUGUST 28: 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* (Suny 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 4: Research in anthropology and education**

*Lecture: Designing research in anthropology and education.*

## **WEEK 4: SEPTEMBER 11: Education, Cultural Process, and Social Function**

***Research Idea Due!!!***

### **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 5: SEPTEMBER 18: Education, 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.](#)
- [Aldridge, Derrick P. \(2003\). The dilemmas, challenges, and duality of an African American Educational Historian. \*Educational Researcher\*.](#)

## **WEEK 6: SEPTEMBER 25: Education and culture Trans-culturally**

### **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 7: OCTOBER 2: Comparative 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 8: OCTOBER 9: 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 16: Youth, Schooling, and identity: Social Class, Gender, and Race (Continued)**

### ***Midterm Development Due***

#### **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.

[Lee, Stacey, J. \(1994\). Behind the Model-Minority Stereotype: Voices of High and Low-Achieving Asian American Students. \*Anthropology & Education Quarterly\*. 25\(4\), 413-429.](#)

[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 23: Youth, Schooling, and identity: Social Class, Geography, and Race**

#### **Readings**

Lacy, Karyn R. (2007). *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class*. University of California Press.

## **WEEK 11: OCTOBER 30: Class, Race, and Family Life**

#### **Readings**

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

## **WEEK 12: NOVEMBER 6: Class, Race, and Family Life...Continued**

#### **Readings**

Part III. (Families and Institutions)  
Appendix A: Methodology and Appendix B. Theory: Understanding the Work of Pierre Bourdieu

## **WEEK 13: NOVEMBER 13: Educators, Schooling, and Identity**

#### **Readings**

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.

From: Foster, Michele. (1997). *Black teachers on teaching*. New York: New Press.

- Life-history interviews with: Everett Dawson, Ora Benson, Mabel Bettie Moss, and Ashalla Williams.

[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 20: RESEARCH AND FIELDWORK**

**WEEK 15: DECEMBER 4: STUDENT PRESENTATIONS**

**WEEK 16: DECEMBER 11: FINAL PAPERS DUE DATE**

**\*ABOUT THE PROFESSOR**

I am a faculty member in 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. 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*. I recently completed a book that pulls together more than ten years of research (1994-2006) in two cities—St. Louis and Atlanta. Entitled, *Paradox, Peril, and Promise: Schooling in Urban Black America*, the book is based on ethnographic and sociological research in four schools and two urban communities.

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 a suburban community in metropolitan Atlanta, Georgia, 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 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.

## ***APPENDIX 1: ASSIGNMENT GUIDE***

### **A. RESEARCH PAPERS**

1. PAPERS: You will submit: a 20-page paper at the end of the course. To prepare for this paper, first, you will prepare a one-page abstract/summary of the topic that you are interested in, which is due on September 11. This preliminary piece will reflect your initial thinking about the topic and will include a minimum of five key sources. Please attach separately a list of complete citations for the references. Second, you will turn in a 10-12 page development of the project on October 16 that reflects your work up to that point. This version should be thoughtfully developed; this is not a rough draft. Attach a reference list for material cited (minimum of 10 reference sources). You should also draw from a variety of resources: material read for class discussion, material read for your topical presentation (see below), other literature encountered, personal experience, and so on. Next, you will present the paper on December 4 in a conference-style presentation. Your colleagues and I will provide feedback to you on the presentation/paper. Your final paper is due at the end of the semester (by 5pm on December 11).

B. CLASS PRESENTATION: You will lead a class discussion. This may be based entirely or partly on the readings we have listed. You will prepare at least a one hour presentation to the rest of the class. You may substitute or include other materials, but be sure to share your citations. The presentation is intended to be a contribution from you and your colleagues on a topic that interests you during the semester. The subject you select may overlap with the topic you develop for the final project. You may substitute or include other materials, but be sure to share your citations. The presentation is intended to be a brief contribution from you on a topic that interests you. The subject you select may overlap with the topic you develop for the final project.

C. CRITIQUE OF READINGS. Choose two sets of readings—a date in which you are not presenting—and write a three-four-page critique of the author(s) major points. Other than the week in which you are presenting, students will select a set of readings (or a reading within the set) to critique. The critique is due before class. I will be looking at the following:

1. Your understanding of the author's thesis.
2. Writing mechanics
3. Overall quality of paper (content, synthesis of information, clear and concise points)

### **APPENDIX 2: Evaluating Papers and Other Projects**

I will evaluate all projects for content, organization, and writing style and mechanics. The position you are taking should be clearly explained. Its rationale should be specified and only content relevant to the position and rationale should be included. Your argument should be credible; claims should be grounded in data, in the literature, or other relevant sources. Be sure that the evidence you are presenting is logically connected to your argument. Content should be meaningful and significant; if its importance is not self-evident, it should be explained. Material should be accurate and thorough; where information is lacking or data are conflicting, this should be noted. Material should be framed conceptually if possible; concepts may be descriptive, interpretive, theoretical, etc. Creativity and originality separate excellent work from good work. Projects should be organized clearly and logically. Transitions from one section to the next should be smooth and comprehensible. Avoid abrupt breaks in the narrative flow unless you are using them for some good purpose. Avoid leaps in the discussion; you lose the reader there. Precision and economy are crucial. Avoid unnecessary jargon, wordiness, evasiveness, and

redundancy. For writing style and content begin with whatever style's guide is used in your area. Many education departments use latest edition of *The Publication Manual of the American Psychological Association*. Other groups use the latest editions of the following: *MLA Handbook for Writers of Research Papers* and *The Chicago Manual of Style*; practice the manual you choose. What I expect of you is consistency in use. The more polished, edited, and proofed your material, the better. Please note that the APA manual advocates use of the first person singular, I, rather than the third person in referring to the author of a report. First person singular is also the tradition in any writing that is intended to represent the author's views and positions on issues.

### **Appendix 3: Group Presentation Facilitation Guide**

- Consider beginning with some kind of activity.
- A set of questions is a good way to center the discussion.
- Discuss the readings within the context of the class.
- Make sure that all members participate in the planning and presentation of the material.

### **Appendix 4: expectations and grading guide for critiques**

In an essay of approximately three-four pages, doubled-spaced (12 pt.) critique reading (s) specified in the syllabus. All critiques are expected to be typed.

1. Read, reread, and take notes on the readings until you are confident that you understand them well. Is there an aspect of the readings that you find particularly interesting? You might focus on that, as it would enable you to write with a greater depth of understanding.

2. In the first paragraph of your critique, you should identify the title and author of the book, article or readings you are critiquing. You should indicate what the author's thesis is and briefly summarize that author's argument. The first or second paragraph of your critique should also contain your evaluation of or judgment on the authors' main argument. Your thesis might say, "for instance, the article is..."

3. In the rest of your critique you might compare and contrast various readings assigned in the section, and/or further analyze and evaluate the points made by the author(s).

Questions to think about:

- What relevance do the readings have to contemporary issues in education?
- What views or assumptions do the authors express?
- How do you personally feel about the reading?
- What impact do the comments and arguments presented in the readings have on (1) education; (2) schools; (3) society; (4) students; (5) the way one views education, etc?

### **Grading of the critiques**

1. Development of the thesis and summary of the authors' major arguments (20 points)
2. Critique of authors' arguments (20 points )
3. Comparison of readings and understanding of the issues (20 points )
4. Writing Mechanics--Grammar/Language (20 points)
5. Overall quality of paper: content, writing, synthesis of information, clear and concise points (20 points )