Educational Studies 320: Anthropology and Education
Trinity College
Fall 2018

Instructor:	Jia-Hui Stefanie Wong
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	McCook 312
Course Schedule:	Tuesdays and Thursdays, 10:50 AM-12:05 PM
	McCook 205
Office Hours:	Tuesdays, 2:30-4:00 PM in the Cave
	Thursdays, 1:15-3:15 PM in McCook 312
	Or by appointment (email me and suggest a few times you are available)

Course Description

The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and academic achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education—both classic and contemporary—in order to understand the unique contributions anthropology makes to the study of education, and in particular, to the study of marginalized groups in education. We will explore topics such as race, gender, class, and language in education and how they have been addressed by anthropologists. Students will read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. As a class, we will also engage in our own anthropological study of an educational issue. By both reviewing these studies and conducting our own, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography—anthropology's signature method—offer into teaching, learning, schools, and key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system?

Over the course of the semester, you will be able to:
- Describe, evaluate, and put into practice the methods of educational anthropology
- Identify and analyze how educational anthropology informs our understandings of teaching, learning, and schools
- Explore and imagine how educational anthropology can contribute to creating more equitable and just schools
- Contribute to the body of literature on educational anthropology

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<u>**Course Requirements and Evaluation**</u>

Required Readings
Paul Willis. (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Amy Stambach. (200). *Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa*. New York: Routledge.

Course Reader, which will include readings from Week 3 (September 18) and beyond

More information about purchasing a Course Reader will be discussed in class. You are required to purchase a Course Reader. Please see me if this will be difficult for you. Both required books are available at the bookstore and are on reserve at the library. They may also be available as e-books through the library. If you have difficulty obtaining a copy, please come talk to me. Readings for Weeks 1-2 and any additional readings will be available on Moodle.

Read and reflect on all the assigned readings before class on the date they are listed on the syllabus. Come to class prepared to engage with the class in discussing the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. I encourage you to interpret the readings through your personal experiences and to attempt to understand them through the eyes of people unlike you. You should analyze the readings in relation to your experiences, other readings from class, and other scholarly literature you have read.

Course Evaluation
Class Participation = 20 points
Because this is a discussion-based seminar, your attendance and participation is essential, both for your learning and that of your classmates. Class begins on time and you are required to attend all classes from start to finish. If you know that you will be absent or will need to arrive late or leave early, please contact me in advance to arrange to make up work missed. More than one unexcused absence and/or more than two late arrivals or early departures will affect your grade, except in cases of documented medical or family emergencies.

Your class participation will be evaluated based on your participation and contributions to learning in class. Please note that outstanding participation involves not only making thoughtful contributions in class (whether in large or small group discussions), but also leaving space for your classmates to share their opinions and perspectives and being a reflective listener.

Critical Reading Responses 2x10 = 20 points
Twice during the course (once during Units 2-4, and once during Units 5-7), you will individually submit a response to the day's reading (2-3 pages each). Dates for critical reading responses are indicated on the syllabus with CRR. Critical reading response assignments will be determined after the first class meeting, when students will be able to express preferences for their reading response dates. More information about this assignment will be distributed in class. Critical reading responses are **due at 11:59 PM the day before class**.

Anthropological Research Project
Over the course of the semester, we will engage in an anthropological research project to analyze an educational issue at Trinity. Your work on the project will include various components which you will submit for evaluation, including your final paper.

As a class, we will brainstorm ideas together and formulate a broad research question. In smaller groups formed based on interest (3-4 students each), you will develop more focused research sub-questions. All students will collect and analyze ethnographic data. The project will culminate in a small group presentation and individually written papers.

Ethics Training = 2 points
You must complete a Trinity IRB approved Ethics Training and upload evidence of your completion to Moodle. See this link for more information and details on completing a training http://commons.trincoll.edu/irb/ethics-training/. CITI training is recommended, but if you have previously completed the NIH training, that course is acceptable. – **due Thursday, September 20 at 11:59 PM**

Research Plan = 10 points
As a small group, you will develop a research plan (3-4 pages) to explore your sub-question. The plan should articulate your group's research question, explain its significance to educational studies, describe the data collection you will complete, and detail how this data collection will enable you to explore your research question. Each group member must complete at least 2 hours of fieldwork per week for at least 8 weeks of the semester, on average. Fieldwork must include participant observation, and can also include interviews or other forms of data collection. The research plan will be written collectively by your small group, and all group members will receive the same grade, except in extenuating circumstances. If your project requires IRB approval, your group must also submit your IRB application by this date. – **due Thursday, September 27 at 11:59 PM**

One Set of Fieldnotes = 5 points
You will individually write detailed fieldnotes after each fieldwork session. You must submit a set of fieldnotes (at least 2-3 pages) so that I can provide feedback on them. – **due Thursday, October 11 at 11:59 PM**

Note: Fieldnotes can sometimes be personal, sensitive, and/or difficult to share. If there is a portion of your fieldnotes that you are uncomfortable sharing with me, you may redact or rewrite/summarize that portion. If you do this, please just indicate that you have done so when you submit your fieldnotes (e.g. replace redacted text with "2 paragraphs redacted").

All Other Fieldnotes = 5 points
All fieldnotes should be submitted with your final paper. You should also share fieldnotes with your research team throughout the semester. – **due Thursday, December 13 at 11:59 PM**

Annotated Bibliography Entry   = 5 points
Individually, you will read and complete an annotated bibliography entry of a scholarly work related to your group's research project. Each group member should select a different work to review. Each entry should be about 1-2 paragraphs long. More information about this assignment will be distributed in class. – **due Tuesday, October 23 at 10:50 AM (bring a hard copy to class)**

Analytic Memos   2x10   = 20 points
Twice during the semester, you will individually analyze your own fieldnotes or other data (e.g. interview transcripts, artifacts/documents collected) and write a memo (2-3 pages) outlining at least one emerging theme you see in the data. You should connect your analysis to at least one academic, anthropological text (can be a course reading, but does not need to be) in your memo. – **due Thursday, October 25 at 11:59 PM and Thursday, November 15**

Research Plan Update/Progress Report   = 5 points
Because ethnographic research often evolves as data collection proceeds, your group will submit an update/progress report of your research (1-2 pages). In it, you will explain if, how, and why any of your research questions have changed and/or been refined (or why they have not changed), detail the progress you have made in your data collection, and describe and justify any changes you have made for future data collection plans. – **due Thursday, November 1 at 11:59 PM**

Research Oral Presentation (evaluated by guest evaluator)   = 10 points
As a small group, you will present an overview of your small group's findings and conclusions to the rest of the class in a 10 minute oral presentation, plus 5 minutes for questions and answers. All group members will receive the same grade on the presentation, except in extenuating circumstances. Presentations will occur in class on **December 4 and 6**. The exact schedule will be determined later in the semester.

Final Paper   = 30 points
You will individually write a final paper (10-12 pages) that analyzes your small group's research sub-question. To do this, you will draw on data that you and other group members collected (i.e. fieldnotes, interview transcripts where applicable). Your group can opt to approach your final papers in one of two ways:
1) Each person individually analyzes the same sub-question. Different researchers may have different lenses and approaches to data analysis, and so you and your group members may have different focuses and/or interpretations of the same data.
2) Your group divides the sub-question into even narrower questions, with each group member analyzing a different aspect of the group's sub-question.
Your paper should include the following elements: problem/issue statement, thesis statement, reflection on researcher positionality, literature review, methods, findings, discussion, and implications for policy, practice, and future research. You may use all or part of your analytic memos within the paper, although you may find that you will need

to edit or add to your earlier analyses. The final paper is due on **Thursday, December 13 at 11:59 PM.**

Grading Scale
The grading scale is as follows:
90 to 100% = A (outstanding work)
80 to 89% = B (good work)
70 to 79 % = C (adequate work)
Below 70% = D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Academic Policies

Accessibility
Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please share your accommodation letter during the first two weeks of the semester or a minimum of 10 days prior to needing your accommodations. Please be sure to meet with me privately to discuss implementation of your accommodations.

If you do not have approved accommodations, but have a disability requiring academic accommodations, or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources at 860-297-4025 or at Lori.Clapis@trincoll.edu.

Intellectual Honesty and Plagiarism
According to Trinity College policy, intellectual honesty "assumes that students do their own work and that they credit properly those upon whose work and thought they draw" (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences. If you are unsure about how to use another scholar's work to support your own ideas without plagiarizing, please ask me.

Academic Citations
It is always important in academic writing to give credit to other people's ideas. For the writing assignments in this course, you are required to use the citation conventions outlined by the American Psychological Association (APA). APA conventions will be addressed in class.

Use of Electronics
Unless you require accommodations or have otherwise received permission from me, use of electronics (phones, tablets, laptops, etc.) is not permitted during class time, as they can be a distraction to you or your classmates.

Late Assignments
Late assignments will be penalized with a 10% deduction for every 12-hour period beyond the deadline, with exceptions granted only for documented medical and family emergencies. Other extenuating circumstances should be discussed with the instructor and will be handled on an individual basis.

Re-Writes and Extra Credit
If the instructor warrants that a re-write of an assignment is appropriate, you will meet with the instructor to self-assess errors and review grading comments. The paper will be resubmitted on an agreed timeline for up to 90% of the assignment point value.

Extra credit assignments may be offered at the instructor's discretion. An example of an extra credit assignment might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see the instructor if you are interested in an extra credit assignment to receive approval.

How to Succeed in this Course

Come prepared to all classes. You should fully prepare for all classes. This includes arriving on time and ready to participate, completing all reading and/or other assignments prior to class, and bringing any necessary materials (such as readings and notes).

Actively engage in class. Reflect on and analyze the readings and your placement experiences and make thoughtful contributions in discussions. Listen respectfully when others are speaking or sharing.

Actively engage in anthropological research. Think deeply about your research question. Be present and observant during fieldwork. Follow through on commitments and plans with your research team members. Above all, be a respectful and ethical researcher.

Make use of feedback. We all learn through receiving feedback about what we're doing well and what we can improve on. Pay attention to my feedback on your assignments, especially early in the semester, and think about how you can incorporate suggestions into future work. Make the most of peer editing opportunities and the Writing Center.

Reach out when you need help. I encourage you to ask questions in class if you do not understand something. If you are confused, it's likely that other students are, too. If you are more comfortable seeking assistance in a more private setting, feel free to ask me by sending an email (for quick questions), stopping by my office hours, or making an appointment. You should also use your classmates or other peers as a resource – sometimes just talking through confusion can help clarify things.

Course Schedule

UNIT 1: What is educational anthropology?

Tue 9/4   Introduction to the Course

Thur 9/6   Introduction to Educational Anthropology
Pollock, Mica. (2008). From shallow to deep: Toward a thorough cultural analysis of school achievement patterns. *Anthropology & Education Quarterly*, *39*(4), 369-380.

McDermott, Ray. & Varenne, Herve. (2006). Reconstructing culture in educational research. In G. Spindler & L. Hammond (Eds.), *Innovations in educational ethnography: Theories, methods, and results* (3-31). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Tue 9/11   Education and Culture: Why Educational Anthropology?
Levinson, Bradley. (2000). Introduction: Whither the symbolic animal? Society, culture, and education at the millennium. In B. A. U. Levinson, et al. (Eds.), *Schooling the symbolic animal: Social and cultural dimensions of education.* Lanham, MD: Rowman & Littlefield.

Ladson-Billings, Gloria. (2006). It's Not the Culture of Poverty, It's the Poverty of Culture: The Problem with Teacher Education. Anthropology & Education Quarterly, 37(2), 104-109.

Kirkland, David. (2014). Why I study culture, and why it matters: Humanizing ethnographies in social science research. In Django Paris & Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 179-200).

UNIT 2: Ethnography

Thur 9/13   What is Ethnography?
Heath, Shirley Brice. (1982). Ethnography in education: Defining the essentials. In P. Gilmore & A.A. Glatthorn (Eds.), *Children in and out of school: Ethnography and education* (pp. 33-55). Washington, DC: Center for Applied Linguistics.

Spindler, George & Spindler, Louise. (1985). Ethnography: An anthropological view. *Educational Horizons, 63*(4), 154-57.

Erickson, Frederick. (1984). What makes school ethnography 'ethnographic'?. *Anthropology & Education Quarterly*, *15*(1), 51-66.

Tues 9/18   Doing Ethnography
Bernard, H. Russell. *Research methods in anthropology: Qualitative and quantitative approaches.* Lanham, MD: Altamira Press. Excerpt of Chapter 3, "Preparing for Research" (pp. 69-74).

Dewalt, Kathleen M. & DeWalt, Billie R. (2011). *Participant observation: A guide for fieldworkers (2ⁿᵈ Ed.)*. Lanham, MD: Rowman & Littlefield. Excerpts from Chapter 1, "What is

Participant Observation?" (pp. 1-5, 10-17) and Chapter 2, "Learning to be a Participant Observer" (pp. 19-28).

Agar, Michael. (1996). *The professional stranger: An informal introduction to ethnography, second edition*. Excerpt from Chapter 6, "Beginning Fieldwork" (pp. 139-166).

Thur 9/20   Research Ethics and Institutional Review Boards
Bernard, H. Russell. *Research methods in anthropology: Qualitative and quantitative approaches.* Lanham, MD: Altamira Press. Excerpt of Chapter 3, "Preparing for Research" (pp. 74-78).

American Anthropological Association Ethics Statement:
http://ethics.americananthro.org/category/statement/

Trinity College Institutional Review Board Policy Manual, Home Page and Section 1 (Read 1.1 to 1.3), http://www.trincoll.edu/Academics/dean/research/review/Policy/Pages/default.aspx

Trinity College Institutional Review Board Decision Tree,
http://www.trincoll.edu/Academics/dean/research/review/Pages/Decision-Tree.aspx

Ethics Training due by 11:59 PM

Tues 9/25   Ethics, Researcher Positionality, and "Insider"/"Outsider" Research (CRR)
Fine, Michelle. (1994). Working the hyphens: Reinventing self and other in qualitative research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 70-82). Thousand Oaks, CA: Sage.

Villenas, Sofia. (2010). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 345-362).

Green, Keisha. (2014). Doing double dutch methodology: Playing with the practice of participant observer. In Django Paris & Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 147-160).

Optional but recommended: Shirazi, Roozbeh. (2017). How much of this is new? Thoughts on how we got here, solidarity, and research in the current moment. *Anthropology & Education Quarterly*, *48*, 354-361. (on Moodle)

Unit 3: Ethnographies of Class Inequality

Thur 9/27   Class Identities and Logics (CRR)
Demerath, Peter, Lynch, Jill, Milner, Richard Peters, April, & Davidson, Mario. (2010). Decoding Success: A Middle-Class Logic of Individual Advancement in a US Suburb and High School. *Teachers College Record*, *112*(12), 2935-2987.

Bettie, Julie. (2000). Women without class: Chicas, cholas, trash, and the presence/absence of class identity. *Signs: Journal of Women in Culture and Society*, *26*(1), 1-35.

Research Plan due by 11:59 PM

Tue 10/2   Class and Resistance, Part 1
Willis, Paul. (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press. Chapters 1-3 (pp. 1-85).

Thur 10/4   Class and Resistance, Part 2 (CRR)
Willis, Paul. (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press. Chapters 5-8 (pp. 119-184).

Tue 10/9   NO CLASS – Trinity Days

Unit 4: Ethnographies of Race, Ethnicity, and Inequality

Thur 10/11   Explaining Racial Disparities in Education (CRR)
Ogbu, John. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly, 18*(4), 312-334.

Erickson, Frederick. (1987). Transformation and school success: The politics and culture of educational achievement. *Anthropology & Education Quarterly, 18*(4), 335-356.

Set of Fieldnotes due by 11:59 PM

Tue 10/16   Understanding Race and Racism in Schools, Part 1 (CRR)
Pollock, Mica. (2004). Colormute: Race Talk Dilemmas in an American High School. Princeton, NJ: Princeton University Press. Introduction (pp. 1-17) and Chapter 2 (pp. 44-73)

Castagno, Angelina. (2008). "I Don't Want to Hear That!": Legitimating Whiteness through Silence in Schools, *Anthropology & Education Quarterly, 39*(3), 314-333.

Thur 10/18   Understanding Race and Racism in Schools, Part 2 (CRR)
Vaught, Sabina. (2009). The color of money: School funding and the commodification of Black children. *Urban Education, 44*(5), 545-570.

Cammarota, Julio. (2008). *Sueños Americanos*. Tucson, AZ: University of Arizona Press. Chapter 6, "Everyone Thinks We are All Bad": Schooling in El Pueblo (pp. 115-135).

Tue 10/23   Research Project Literature Review Reading
More information about reading for this class will be distributed in class.

Annotated Bibliography Entry due by 10:50 AM (bring a hard copy to class)

Unit 5: Ethnographies of Gender and Sexuality

Thur 10/25   Gender in U.S. Contexts (CRR)
Galman, Sally Campbell, & Mallozzi, Christine. (2015). There are no girl pirate captains: Boys, girls and the "boy crisis" in preschool. *Boyhood Studies, 8*(1), 34-59.

Duncan, Garrett Albert. (2002). Beyond love: A critical race ethnography of the schooling of adolescent Black males. *Equity &Excellence in Education*, *35*(2), 131-143.

Analytic Memo 1 Due by 11:59 PM

Tue 10/30   Gender, Schooling, and Globalization, Part 1
Stambach, Amy. (200). *Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa*. New York: Routledge. Chapters 1-4 (pp. 1-110)

Thur 11/1   Gender, Schooling, and Globalization, Part 2 (CRR)
Stambach, Amy. (200). *Lessons from Mount Kilimanjaro: Schooling, Community, and Gender in East Africa*. New York: Routledge. Chapters 5-7 (pp. 111-171)

Research Plan Update/Progress Report due by 11:59 PM

Tue 11/6 LGBTQ Students, Teachers, and Issues in Schools (CRR)
C.J. Pascoe. (2007). *Dude, you're a fag: Masculinity and sexuality in high school.* Berkeley, CA: University of California Press. Chapter 3, "Dude, You're a Fag: Adolescent Male Homophobia" (pp. 52-83).

Woolley, Susan. (2012). "The Silence Itself Is Enough of a Statement": The Day of Silence and LGBTQ Awareness Raising. *Anthropology & Education Quarterly*, *43*(3), 271-288.

Optional: Ngo, Bic. (2003). Citing discourses: Making sense of homophobia and heteronormativity at Dynamic High School. *Equity &Excellence in Education*, *36*(2), 115-124. (on Moodle)

Unit 6: Ethnographies of Immigration, Nationalism, and Schooling

Thur 11/8   Immigrant Students Making Sense of U.S. Schools (CRR)
Olsen, Laurie. (1997). *Made in America: Immigrant Students in Our Public Schools*. New York, NY: The New Press. Chapter 2, "The Maps of Madison High: On Separation and Invisibility" (pp. 37-57).

Lee, Stacey. (2002). Learning 'America': Hmong American High School Students. *Education and Urban Society, 34*(2), 233-246.

Tue 11/13   U.S. Schools Making Sense of Immigrant Students (CRR)
Ngo, Bic. (2008). Beyond "culture clash" understandings of immigrant experiences. *Theory into Practice, 47*(1), 4-11.

Jaffe-Walter, Reva. & Lee, Stacey. (2011). "To trust in my root and to take that to go forward": Supporting college access for immigrant youth in the global city. *Anthropology and Education Quarterly, 42*(3), 281-296.

Thur 11/15   Schooling and the Construction of Citizens in International Contexts (CRR)
Rival, Laura. (1996). Formal Schooling and the Production of Modern Citizens in the Ecuadorian Amazon. In Levinson, B., Foley, D. and Holland, D. (Eds.), *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (pp. 153-167). Albany, NY: State University of New York Press.

Luykx, Aurolyn (1996). Formal Schooling and the Production of Modern Citizens in the Ecuadorian Amazon. In Levinson, B., Foley, D. and Holland, D. (Eds.), *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (pp. 239-272). Albany, NY: State University of New York Press.

Analytic Memo 2 Due at 11:59 PM

Tue 11/20   NO CLASS
No scheduled class today, but **your group must meet with me before November 27** to discuss your plans for your final presentation and papers (can be during this scheduled class time).

Thur 11/22   NO CLASS – Thanksgiving Break

UNIT 7: Anthropology for Change: Anthropological Research and Activism

Tue 11/27   (Youth) Participatory Action Research (CRR)
Cammarota, Julio & Fine, Michelle. (2008). Youth participatory action research: A pedagogy for transformational resistance. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 1-11). New York: Routledge.

Irizarry, Jason & Brown, Tara. (2014). Humanizing research in dehumanizing spaces: The challenges and opportunities of conducting participatory action research with youth in schools. In Django Paris & Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 63-80).

Dyrness, Andrea. (2008). Research for change versus research as change: Lessons from a mujerista participatory research team. *Anthropology & Education Quarterly*, *39*(1), 23-44.

Thur 11/29   Anthropology and Activism (CRR)
Foley, Douglas & Angela Valenzuela. (2005). Critical Ethnography: The Politics of Collaboration. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), The Sage Handbook of Qualitative Research: 3rd Edition. Thousand Oaks: Sage Publications (pp. 217-234).

McCarty, Teresa, Wyman, Leisy, & Nicholas, Sheilah. (2014). Activist ethnography with indigenous youth: Lessons from humanizing research on language an education. In Django Paris

& Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 81-103).

O'Connor, Brendan. H., & Mangual Figueroa, Ariana. (2017). A Time to Keep Silence and a Time to Speak. *Anthropology & Education Quarterly*, *48*, 411-419.

Tue 12/4 and Thur 12/6   Final Presentations and Course Wrap Up

Final Papers Due Thursday, December 13 at 11:59 PM