

**UMBC UGC New Course Request: ANTH 321: Sociocultural Contexts of Teaching and Learning**

Date Submitted: Sept. 25, 2018

Proposed Effective Date: Spring 2019

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Other Contact				

**COURSE INFORMATION:**

Course Number(s)	ANTH 321
Formal Title	Sociocultural Contexts of Teaching and Learning
Transcript Title (≤30c)	Cultures of Teaching/Learning
Recommended Course Preparation	
Prerequisite <small>NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.</small>	Students must have completed at least one of the following with a "C" or better: ANTH 211 or SOCY 101
# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	<sup>3</sup> This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences.):

This course takes an anthropological approach to the study of education. Students will examine the sociocultural dynamics of teaching and learning across diverse settings within the U.S. and other societies, focusing on the interrelationships among educational processes, cultural identities, and structures of power. Students will explore how such analyses inform public discourses on schooling and efforts at reform.

**RATIONALE FOR NEW COURSE:**

**a) Why is there a need for this course at this time?**

This course will address the anthropology of education, which is an important area of cultural anthropology that we do not currently include in our curriculum. We believe this course will be of interest not only to our own majors but to a broader range of students interested in education.

**b) How often is the course likely to be taught?**

We anticipate that this course would be offered every year or two in rotation with our other elective courses.

**c) How does this course fit into your department's curriculum?**

This is not an area of anthropology we currently have courses to address, which will expand our offerings to our majors and the rest of the campus. We envision this course as a complement to the Sociology of Education (SOCY 345) course.

**d) What primary student population will the course serve?**

We intend this course to serve our anthropology majors and minors primarily, as well as sociology majors who can use ANTH courses towards their elective requirements. It will also meet the needs of other students across our department and related areas who are interested in the social context and cultural shaping of education.

**e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?**

We have designed this course for students who have had an introduction to thinking about social and cultural contexts and are ready to focus their study on a particular topic. The reading, the assignments, and the discussion will be demanding, pitched at an upper class undergraduate.

**f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).**

We believe that both ANTH 211 and SOCY 101 offer students a solid introduction to the key concepts and methods of socio-cultural research. This preparation will allow the instructor to move on to more sophisticated and focused matters, knowing that students have this foundation.

**g) Explain the reasoning behind the P/F or regular grading method.**

The regular grading method will be suitable to most students' needs, since they are likely to at least consider using this course towards their ANTH or SOCY major or, if approved, a GEP Culture requirement. Therefore we are not requesting a pass/fail option. However, we can imagine that there might be a member of the community -- perhaps a current educator -- who would be interested in auditing the class out of general interest, rather than looking for credit towards a degree.

**h) Provide a justification for the repeatability of the course.**

This course will not change substantially each time it is offered, so students would not benefit significantly from taking it multiple times.

**ATTACH COURSE SYLLABUS (mandatory):**

Attached please find a proposed syllabus for this course.

**UMBC**  
**Department of Anthropology and Sociology**  
**ANTH 321: Socio-cultural Contexts of Teaching and Learning**

**Syllabus\***

<b>Instructor:</b>	Dr. Sarah Jewett	<b>Email:</b>	sjewett@umbc.edu
<b>Section:</b>	01	<b>Phone:</b>	TBA
<b>Classes:</b>	T/Th 10-11:15	<b>Office Hrs:</b>	TBA
<b>Classroom:</b>	TBD	<b>Office:</b>	TBA

**Part I. INTRODUCTION**

**Office Hours:** I welcome the opportunity to meet with you about the class, and your progress in it. Take advantage of this opportunity to discuss readings, assignments, interests and goals. Schedule a meeting to address a question or need promptly, rather than wait until later in the semester.

**Support Services:** I want you to be successful in this course, and at UMBC. Please take advantage of the many campus offices that are here to support you. If you have a learning difference, visit the Office of Student Disability Services (<https://sds.umbc.edu/>) so that you can access the appropriate accommodations.

**Academic Integrity:** Your work in this course should reflect originality and analytic depth, as well as the responsible use and citation of academic resources. Furthermore, your work for each course should be distinct; therefore, the same assignment should not be submitted for multiple courses. If you want to investigate the same issue in two classes, design complementary assignments that will deepen (not duplicate) your knowledge of that issue. In short, do your own work, cite other people's work, and be honest in all of your interactions. As a member of this class, you are expected to uphold the academic integrity codes of the university.

**Course catalog description:** This course takes an anthropological approach to the study of education. Students will examine the sociocultural dynamics of teaching and learning across diverse settings within the U.S. and other societies, focusing on the interrelationships among educational processes, cultural identities, and structures of power. Students will explore how such analyses inform public discourses on schooling and efforts at reform.

**Learning Outcomes:** At the end of this course, you will be able to:

- situate the field of anthropology and education as a discipline and explain its contribution to theory, practice, and policy;
- describe the range and variation, of educational contexts and stakeholders;
- analyze representations of culture, identity and schooling and their implications; &
- (re)consider your own role in the (re)production of these representations.

**\*This syllabus is subject to change with notice.**

**Course Texts:** Ethnographic text for purchase (see list of this semester's choices). Weekly articles and book chapters are on electronic reserves through the library (<https://library.umbc.edu/reserves/>). See also Blackboard tab.

**Key Campus Resources:** There are so many resources. Take advantage of them. Here's a sampling of sites:

Counseling Center: <http://counseling.umbc.edu/>

Kuhn Library and Gallery: <https://library.umbc.edu/>

Mosaic Center: <https://campuslife.umbc.edu/diversity-and-inclusion/mosaic-center/>

Office of Disability Services: <https://sds.umbc.edu/>

University Health Services: <https://www.umbc.edu/uhs/about/>

Women's Center: <https://womenscenter.umbc.edu/>

Writing Center: <https://lrc.umbc.edu/tutor/writing-center/>

**Key Professional Organizations (for reference):** Become familiar with your professional communities.

American Anthropological Association

[http://www.americananthro.org/?gclid=EAIaIQobChMIi8nSi4WB3AIVVluGCh2sMgJ-EAAYASAAEgJeb\\_D\\_BwE](http://www.americananthro.org/?gclid=EAIaIQobChMIi8nSi4WB3AIVVluGCh2sMgJ-EAAYASAAEgJeb_D_BwE)

- Section Directory: <http://www.americananthro.org/ParticipateAndAdvocate/SJDList.aspx>
- Council on Anthropology and Education: <http://cae.americananthro.org/>

American Educational Research Association: <https://www.aera.net/>

- Special Interest Group Directory: <http://www.aera.net/About-AERA/Member-Constituents/SIGs/SIG-Directory/First/H/Last/Q>

## **Part II. EXPECTATIONS FOR COURSE ENGAGEMENT: Invest in the class experience!**

You are expected to complete the readings and assignments prior to each class meeting, and to bring the readings and/or your reading notes to class. The readings, in particular, are designed to complement each class sessions, and to deepen your awareness and understanding of each topic. Be an active reader – raise questions, draw comparisons, note writing strategies, develop critiques, and analyze each selection for its contribution to your work this semester, as well as to your own academic and professional development.

Your insights and experiences are important. You are invited and expected to contribute thoughtfully and actively to the discussions and activities by sharing relevant analyses of course (and outside) media, life experiences, and other salient issues. Your engagement in class is important for your own continuous learning, *as well as* that of your peers and your instructor. As we learn and engage together, it is critical that we create a brave space for honest and respectful dialogue, and resist interactions that belittle particular perspectives.

Because our class interactions are part of the class curriculum, please plan to be present and punctual for each class meeting. PARTICIPATION POINTS (10), in part, are based on your timely attendance. Be sure to sign in for each class meeting. Multiple absences and incomplete sessions (late arrivals/early departures) will affect your course grade. If you are absent, be sure to submit assignments due on that day, and obtain handouts and notes from a class colleague. Complete missed classwork as needed. As part of this grade, everyone will also contribute to at least one brief “text centering” activity by sharing a quote from the reading and discussing an insight from it (content or craft), and at least one brief “media connection” by explaining a connection between the readings and current headlines.

### **Part III. EXPECTATIONS FOR COURSE ASSIGNMENTS: Invest in the process!**

All completed assignments should show evidence of thoughtfulness, care and critical reading.

- Be explicit and specific in your writing. Support your points with examples, details or ideas from class readings, as well as discussions, experiences, and related media. Avoid generalizations and vague statements without such support (e.g., “It is a powerful argument” or “The arguments seem similar.”)
- Make connections clearly – connect analytic points to each other and to your main idea. Organize the assignment carefully so that the points build on each other.
- Cite all sources referenced in every assignment. Include citations within your text, and include a bibliographic list of references on the last page. Use APA style guide (<http://www.apastyle.org/>) or Chicago style guide ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)).
- Edit your assignments for the use of ample detail and depth, sound organization structure and application of grammatical and spelling conventions. Format with 1 inch margins, and a 12 point Times Roman font.
- Turn assignments in on the designated due dates. Always keep a copy of submitted assignments. Except under extenuating circumstances, late work will only be accepted if negotiated ahead of the due date. Late penalties may apply.

## **Part IV. ASSIGNMENTS**

### **Assignment 1: Pocket Reflection (Self)**

Point Value: 10 points

Due Date: Week 2

Length guides: 2 pages double-spaced or 1 page single spaced (minimum)

Write about the 5 artifacts that you selected and shared in class. In your writing:

- Describe each artifact and explain what aspects of yourself are exemplified it (e.g., identities, hobbies, organizational techniques).
- Explain what aspects of yourself are present in this collection, and what aspects are missing. Discuss why/how you think this matters.
- Explain which assumption by your classmate surprised you the most – either by its accuracy or inaccuracy. Discuss why/how that matters.
- Discuss which 2 artifacts you would add to your set given the opportunity (e.g., how would they contribute to the collection?).
- Predict how a family member or friend would interpret your current collection. Predict how a stranger would interpret your collection. Why might these interpretations be different?
- Discuss the ways that you think your collection represents the experiences of college students in 2018. (What if it were the *only* representation?)
- Discuss one way that you think this exercise might be important for thinking about the themes of this class.

This assignment will be assessed according to the completeness and thoughtfulness of your narrative. Did you address all of the questions? Did you use enough detail? Did you explain your thinking? Did you edit your work?

### **Assignment #2: Learning Interview Reflection (Classmate)**

Point Value: 10 points

Due Date: Week 4

Length Guide: 2 pages double-spaced (minimum):

Based on the interviews of learning conducted in class, describe:

- how your classmate's experience gave you a new perspective or way of thinking about teaching and learning
- AND
- three ways in which the content of your classmate's story is reflected in the themes, readings and discussions of Week 3 (identity, culture and learning).

❖ No names of classmates, please.

This assignment will be assessed according to the completeness and thoughtfulness of your narrative. Did you address the questions? Did you make clear the three connections between the

interview content and the class content? Were you specific – did you use details or quotes to make your case? Did you explain your thinking? Did you edit your work?

**Assignment #3: Representational Analysis (Blackboard)**

Point Value: 15 points (3 posts – 5 points each)

Due Date: Weeks 3-8

Length Guide: Each post should be detailed enough to respond to the three criteria below and the assignment expectations on p. 2. Hint: Use supportive and relevant details/connections while avoiding unnecessary words and off-topic musings. Cohere and streamline your writing; keep it tight.

Examine and analyze a blog, book (fiction/nonfiction), newsletter, movie, TV program, newspaper article, news segment/show, social/political event, interview, toy, game, fashion trend, music/song, or other relevant source.

Briefly discuss:

- how the creators represent culture(s), identity(ies), and/or education (formal/nonformal) --examples types of representation: fluid/fixed, problem/solution, trendy/dated (or combinations);
- how the creation confirms, contests or complicates the themes presented in the course readings and discussions (e.g., the construct of culture) – specifically cite at least one related reading in this discussion, and be explicit about the connection to the reading; &
- how your analysis relates to at least one other post by a class colleague.

This assignment will be assessed according to the completeness and thoughtfulness of your post. Did you address the questions? Did you make connections clear? Were you specific – did you use details or quotes to make your case? Did you explain your thinking? Did you edit your work?

**Assignment #4: Analysis of Educational Ethnography (Groups of 3-4)**

Point Value: 15 points

Due Date: Week 9 or 10

Length Guide: 15 minute group presentation

With a group, choose an ethnography to read, discuss, analyze, and present to the class. Thoughtful multimedia presentations are encouraged and welcomed.

Ethnographic Guide Questions for your analysis and presentation:

- How is schooling and/or education framed? (What? Where? Who? How? When?)
- What argument is presented, and how? Is it compelling and why?
- What theories are utilized and how?
- How does the writing (e.g., language, format, perspective) demonstrate the ethnographic method and craft?
- Whose “lived experience” is portrayed? How does this shape the ethnographic story line?
- What kinds of ethnographic evidence are used? Effect?

- How are identities portrayed? (e.g., intersecting? multiple? shifting?) Which are foregrounded? In what ways?
- What educational issues are illustrated? In what ways? How are opportunities portrayed? Are educational problems/challenges portrayed as something caused by actions/behaviors/attitudes of individuals or as something caused by the ways institutions/systems are structured? In what ways? What solutions to problems/challenges are suggested?
- How is agency portrayed? Under what conditions?
- How is power and privilege at play?
- What is portrayed as hopeful and/or daunting?

**ETHNOGRAPHY PROJECT RUBRIC: 15 points**

	<b>Excellent</b>	<b>Meets Basic Criteria</b>	<b>Poor</b>
<b>Selection of an Ethnography (collection of edited chapters) that examines the interplay of education and identity</b>  <b>1 point</b>	Demonstrates: Thoughtful choice of an ethnography that clearly illustrates the stated themes	Demonstrates: Appropriate choice of an ethnography that relates to the stated themes	Demonstrates: Poor choice of an ethnography that loosely addresses the stated themes, or does not address them at all
<b>Overview of Ethnography</b>  <b>1 point</b>	Provides: A succinct, and thoughtful summary that illustrates clear knowledge of complete source (approx. 5 sentences)	Provides: A summary that illustrates basic knowledge of source (yet may not directly or clearly address the central point)	Provides: Incomplete summary that does not illustrate knowledge of the source
<b>Analysis of Ethnography</b>  <b>6 points</b>	Demonstrates: *the careful, thoughtful and well-organized selection and development of <b>at least 3 thematic points</b> pulled from the guide questions (see slide; handout) *thoughtful and explicit connections to <b>at least 3 course readings</b> (e.g., arguments, findings, theories) -- clearly shows how the readings informed the analysis	Demonstrates: *the appropriate use, development, and organization of <b>1 or 2 thematic points</b> pulled from the guide questions <sup>1</sup> * <b>useful connections to 1 or 2 readings</b> <sup>2</sup> (see notes on p. 2)	Demonstrates: *Limited or lack of analytic development and coherence *Poorly developed or lack of connections to readings
<b>Implications of Ethnography</b>	Demonstrates: *thoughtful discussion of general <i>and</i> specific implications for research, policy and/or teaching	Demonstrates: *useful discussion of general implications *general connection to the reading(s) but undeveloped	Demonstrates: *poorly developed discussion of implications



3 points	*insightful connection(s) to course readings		
<b>Presentation of Ethnography</b>	Demonstrates: *equitable collaboration by partners *careful preparation of format and style *smooth delivery	Demonstrates: *adequate collaboration by partners *adequate preparation of format and style *relatively clear delivery	Demonstrates: *poor collaboration and preparation of format, style and delivery
4 points			

Notes:

<sup>1</sup> potential limitations: use of broader coverage rather than selection and development of key themes (more depth needed); selected points need more development and organization and/or more connection to each other

<sup>2</sup> potential limitations: connections are useful but do not fully show how they informed the analysis

### Assignment #5: Inquiry Project – Final

Point Value: 40 points (35 project points + 5 presentation points)

Due Date: Week 14 or 15

Explore a question relevant to the issues and topics addressed in this course, and of particular interest to you. The idea is to complete the different components of the assignment throughout the semester and to gather them together into a cohesive project at the end of the semester.

Labeled project components include:

#### Part A. Question/Area of Inquiry (minimum: 1 double-spaced page)

Select a course relevant question or area of inquiry. You may come into the course with a particular question that you want to explore, or one may emerge for you through course readings and discussions. If not, you may have to do some preliminary explorations in journals to see what catches your interest. A helpful source is *Anthropology and Education Quarterly*  
<https://anthrosource.onlinelibrary.wiley.com/journal/15481492>

After your selection, provide a one-page description of your question/area of inquiry. Address the following:

- State the question or area of interest. Provide a brief summary of your question or topic – what does it mean?
- Describe what is within the scope of your project. Explain the key components or complexities of the question that you will address. State what will be outside of the parameters of this project (and why).
- Explain why this question/area is significant and timely. Describe why it is important to you (personally, academically, professionally).

#### Part B. Learning Sources Portfolio (minimum: 10-15 double-spaced pages)

This section should include a minimum of 10 entries, 3 of which must be from relevant disciplinary journals or edited book collections. Each entry should be *at least* one double spaced page (or *at least* ½ page single spaced). The other sources can include: speakers, events, films, documentaries, tv shows, radio programs, song(s), websites, journals, orals histories, photo-biography, play, newspapers, census data, books, monuments, magazines, landmarks, art exhibits, picture book, toy, game, fashion trend etc.

Each learning source should have an entry of at least one double spaced page. The entry should include:

- A citation for the source. (See APA or Chicago style guide ).
- A summary of the source. What kind of source is it (e.g., sculpture, journal article, interview)? What is the main argument, story, or idea forwarded by the creator/author? What key issues are addressed?
- An analysis of effective features or strategies used by the creator/author of the source. For journal articles or book chapters, describe at least two effective writing strategies used by the author (e.g., argument, voice, perspective, evidence, transitions, descriptive language, humor). Provide an example of each strategy, and state how these strategies or features added to the source's clarity or interest.
- An explanation of the source's contribution. What did you appreciate most about the source and why? How does this source contribute to your knowledge and understanding vis a vis your inquiry question/area? How does it compare to another source or set of sources in your portfolio (e.g., similarities, differences)?

#### Part C. Self Reflection (minimum: 1 double-spaced page)

This section should look at the learning sources as a collection, and include:

- A brief summary of your set of learning resources. How did the set of learning sources help you to deepen your understanding about your inquiry question/area? Discuss three ways the set impacted your understanding. Did it change, confirm, and/or challenge your perspectives on the issue?
- A brief analysis of craft: What two strategies (e.g., artistic, writing) used by the creators did you most appreciate, and why. How do you or might you use them in your craft?
- A brief projection. What are the implications for you of this deeper understanding? Will you do more research in this area? Have new questions emerged for you that you want to pursue? How do you think it may impact your professional practice or your assessment of policy?

#### Part D. Connections

Throughout your portfolio (Parts A, B, and C), make at least 3 connections to the course readings. Be sure to include in text citations, and reference citations. You may include the reading reference citations in each relevant entry, or at the end of the portfolio.

#### Part E. Class Presentation (5 minutes; 5 points)

Present your project to your class colleagues at the end of the semester. Focus on your analysis (Part D). Multimedia presentations are encouraged and welcomed. Depending on the size of the class, you may present to the whole group or a small group.

Goals of the Presentation:

- To highlight the most important points of your learning (content/craft).
- To showcase your analysis.
- To deliver smoothly.

**NOTES:** As you are reviewing your project as a whole, think about these questions:

- **Clarity:** Are your points written as clearly as possible? Are they explicit and specific?
- **Connectedness:** How are the parts of the discussion linked throughout the paper?
- **Relationship of Big Ideas and Supporting Details:** Are the big ideas clearly presented with supporting details and evidence from the text?
- **Analytic Thinking:** Sometimes questions can be leading or carry assumptions in them. Is your question framed to allow for investigation of the issues? *How* or *In what ways* questions are always useful in this way. Is thoughtful analysis evident? As examples of analytic thinking, look back at previous analysis guides. Do you reference ideas from the readings or class discussions? Summaries of sources should be very brief, and analysis should be well developed.
- **Organization** Is your paper organized clearly and well edited? Are all of the pieces clearly included and labeled? Are sources cited? See Bb for options and guides.
- **Remember:** The idea is to learn something new and to make connections... if you are working on a topic that you have explored in another class, make sure the work you are doing for this project is complementary and builds upon that work; do not duplicate work for two classes. If you read an important source for another class, reference how it shaped the formation of your question ... but do not use it as the basis of one of your annotations. In addition, use your own voice. The analytic and self-reflective work in your project is what **distinguishes** it from Google, Amazon, or ERIC descriptions, summaries, and abstracts.

## INQUIRY PROJECT RUBRIC

	<b>Target</b>	<b>Developing</b>	<b>Needs Support</b>	
<b>Inquiry Intro With Question (5 points)</b>	A highly significant and open-ended question with detailed context	An important question yet is presented with assumptions and limited context	Question needs additional refining and more context	
<b>Learning Sources: 10 sources (20 points)</b>	High level of clarity, analysis and organization *sources include 3+ journal articles *all sources must include citations – see Bb guides	Information presented yet needs further analysis, specificity, and/or organization *sources include 2+ journal articles *sources include citations – see Bb guides	Annotations are incomplete, vague and/or poorly analyzed *includes only 0-1 journal articles *limited citations	
<b>Self Reflection (10 points)</b>	Detailed and specific discussion of understandings with support from 3+ class readings *must use in-text and reference citations – see guides in Bb	Basic discussion of understandings yet needs more detail and/or support *uses 2 class readings *uses in-text and reference citations – see guides in Bb	Reflection is incomplete, vague, and/or does not reference course readings and/or include citations	
<b>Small Group Presentation (5 points)</b>	Well prepared and smoothly delivered summary of learning	Key points shared yet needs more evidence of preparation and/or mastery of delivery	Presentation is incomplete, vague, and/or poorly organized	

### Point Breakdown:

Participation:  
10 points; see Part II of the syllabus

Assignments:  
#1: 10 points  
#2: 10 points  
#3: 15 points  
#4: 15 points  
#5: 40 points

## **PART V. SCHEDULE OF READINGS**

### **Week 1**

#### **Positionality and Perspective Sites of Educational Practice**

Michie, G. (2005). Other people's stories (chapter 1). In *See you when we get there: Teaching for change in urban schools* (pp. 1-13). New York, NY: Teachers College Press. (Google Books)

Rolón- Dow, R. (2011): Race(ing) stories: digital storytelling as a tool for critical race scholarship, *Race Ethnicity and Education*,14(2), 159-173.

Choose 3:

Deyhle, D. (2008). What is on your classroom wall? Problematic posters. In M. Pollock (Eds.) *Everyday antiracism: Getting real about race in schools* (pp. 191-194). New York: The New Press.

Abu-El Haj, T. Arab visibility and invisibility. In M. Pollock (Eds.). *Everyday antiracism: Getting real about race in schools* (pp. 174-179). New York: The New Press.

Carter, D. On spotlighting or ignoring racial group members. In M. Pollock (Ed.). (2008). *Everyday antiracism: Getting real about race in schools* (pp. 230-234). New York: The New Press.

McCarty, T. (2008). Evaluating images of groups in your curriculum. In M. Pollock (Eds.) *Everyday antiracism: Getting real about race in schools* (pp. 180-185). New York: The New Press.

Foley, D. (2008). Questioning "cultural" explanations of classroom behaviors. (2008). In M. Pollock (Eds.) *Everyday antiracism: Getting real about race in schools* (pp. 222-225). New York: The New Press.

Schultz, K. (2008). Interrogating students' silences. In M. Pollock (Ed.). (2008). *Everyday antiracism: Getting real about race in schools* (pp. 217-221). New York: The New Press.

Ong, M. (2008). Challenging cultural stereotypes of "scientific ability." In M. Pollock (Ed.) *Everyday antiracism: Getting real about race in schools* (pp. 114-119). New York: The New Press.

Noguera, P. (2008). What Discipline is for: Connecting students to the benefit of learning. In M. Pollock (Ed.) *Everyday antiracism: Getting real about race in schools* (pp. 132-137). New York: The New Press.

Tyson, K. (2008). Providing equal access to “gifted” education. In M. Pollock (Ed.) *Everyday antiracism: Getting real about race in schools* (pp. 126-131). New York: The New Press.

Sharma, S. (2008). Teaching representations of cultural difference through film. In M. Pollock (Ed.). *Everyday antiracism: Getting real about race in schools* (Chapter 34: 186-190). New York: The New Press.

Hawley, W. (2008). Spearheading school-wide reform. In M. Pollock (Ed.) *Everyday antiracism: Getting real about race in schools* (pp.267-271). New York: The New Press.

Torre, M.E. & Fine, M. (2008). Engaging youth in participatory inquiry for social justice. In M. Pollock (Ed.). (2008). *Everyday antiracism: Getting real about race in schools* (pp. 165-171). New York: The New Press.

Cushman, K. (2008). Helping students research their communities. In M. Pollock (Ed.). (2008). *Everyday antiracism: Getting real about race in schools* (pp. 305-308). New York: The New Press.

Wyman, L. & Kashatok, G. (2008). Getting to know students’ communities. In M. Pollock (Ed.). (2008). *Everyday antiracism: Getting real about race in schools* (pp. 299-304). New York: The New Press.

Schultz, K. (1998, June 10). On the Elimination of Recess. *Education Week*.

## **Week 2**

### **Framing the Anthropology of Education**

#### **Core Tenets and Tensions**

Gonzalez, N. (2004). Disciplining the discipline: Anthropology and the pursuit of quality education. *Educational Researcher*, 33(5), 17-25.

Anderson-Levitt, K. (2011). World Anthropologies of Education. In B. Levinson & M. Pollack (Eds.) *A Companion to the Anthropology of Education* (pp. 11-24). West Sussex, UK: John Wiley & Sons, Ltd.

## **Week 3**

### **Identities, Cultures and Learning**

#### **Theories of Culture and Schooling**

Erickson, F. (2009). Culture in society and in educational practice. In J. Banks and C. Banks (Eds.) *Multicultural Education: Issues and Perspectives* (2<sup>nd</sup> edition; pp. 32-57. New York: John Wiley & Sons.

Nieto, S. & Bode, P. (2018). Culture, identity, and learning. In *Affirming diversity: The sociopolitical context of multicultural education* (pp. 156-176). Boston: Pearson.

Mandel, J. (2006). The production of a beloved community. Sesame Street's Answer to America's nequality. *The Journal of American Culture*, 29(1), 3-13.

#### **Week 4**

##### **Unpacking Educational Discourses**

Guitierrez, K. & Rogoff, B. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice. *Educational Researcher*, 32(5), 19-25.

Pollock, Mica. (2008). From shallow to deep: Toward a thorough cultural analysis of school achievement patterns. *Anthropology and Education Quarterly*, 39(4), 369-380.

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

Yosso, T.J. & Garcia, D.G. (2008). "Cause it's not just me": Walkout's history lessons challenge Hollywood's urban school formula. *Radical History Review*, 102: 171-184.

Recommended:

Haberman, M. (2010). The pedagogy of poverty versus good teaching. *Phi Delta Kappan (classic reprint)*. 92(2), 81-87.

#### **Week 5 - 6**

##### **School Ethnographies**

Create a small group (3), and choose a school ethnography to read as a group.

#### **Week 7**

##### **Funds of Knowledge**

Gonzalez, N., Wyman, L., & O'Connor, B.H. (2011). The past, the present, and future of "funds of knowledge." In B. Levinson & M. Pollack (Eds.) *A Companion to the Anthropology of Education* (pp. pp. 481-494). West Sussex, UK: John Wiley & Sons, Ltd.

Amanti, C. (2005). Beyond a beads and feathers approach. In N. González, L. Moll, & Amanti, C. (Eds.) *Funds of Knowledge: Theorizing practices in households, communities, and classrooms* (pp. 131-141). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Marilyn Martin-Jones & Mukul Saxena (2003) Bilingual Resources and 'Funds of Knowledge' for Teaching and Learning in Multi-ethnic Classrooms in Britain, *International Journal of Bilingual Education and Bilingualism*, 6:3-4,267-282, DOI: [10.1080/13670050308667785](https://doi.org/10.1080/13670050308667785)

## **Week 8**

### **Culturally Relevant Practices**

#### **Cultural Capital**

Ladson-Billings, G. (2008). "Yes, but how do we do it?": Practicing culturally relevant pedagogy. In W. Ayers, G. Ladson-Billings, G. Michie and Noguera, P. (Eds.) *City kids, City schools: More reports from the front row* (pp. 162-177). New York: The New Press.

Irizarry, J. & González, R. (2007). Rican Structing the discourse and promoting school success: Extending a theory of culturally responsive pedagogy for Diasporicans. *CENTRO Journal*, XIX(2), 37-59.

Fisher, M. (2003). Open Mics and Open Minds: Spoken Word Poetry in African Diaspora Participatory Literacy Communities. *Harvard Educational Review*, 73(3), 362-389.

#### Reference:

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, ethnicity and education*, 8(1), 69-91.

Reference: Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of African American children* (2<sup>nd</sup> edition). San Francisco: Jossey-Bass.

Charts about Culturally Relevant Teaching:

Conceptions of Self and Others, p. 38

Social Relations, p. 60

Conceptions of Knowledge, p. 89

## **Week 9**

### **Engagement and Participation**

Seiler, G. (2018). New norms and forms of participation in rural South African Science Classrooms. *Anthropology and Education*, 49(3), 262-278.

Barton, A.C., Tan, E., & Rivet, A. (2008). Creating Hybrid Spaces for Engaging School Science Among Urban Middle School Girls. *American Educational Research Journal*, 45(1), 68-103.

Hurtig, J. & Dyress, A. (2011). Parents as critical educators and ethnographers of schooling. In B. Levinson & M. Pollack (Eds.) *A Companion to the Anthropology of Education* (pp. 530-546). West Sussex, UK: John Wiley & Sons, Ltd.

## **Week 10**

### **Structures and Contexts for Learning**

Nieto, S. & Bode, P. (2018). Structure and organization of schooling. In *Affirming diversity: The sociopolitical context of multicultural education* (pp. 91-134). Boston: Pearson.

Lave, J. (2011). *Apprenticeship in Critical Ethnographic Practice*. Chicago: University of



Chicago Press. -- Chapter 3. Becoming a tailor.

## **Week 11**

### **Aspirations and Realizations**

Mathew, L. (2017). Schooling Post-Apartheid South Africa: Hopes, struggles and contested responsibilities. In A. Stambach & K.D. Hall *Anthropological perspectives on student futures* (pp. 85-102). New York: Palgrave MacMillan.

Aspirations as capacity and compulsory: The futures of Indian Middle Class youth in India. A. Stambach & K.D. Hall. (pp. 19-32). *Anthropological perspectives on student futures*. New York: Palgrave MacMillan.

Park, E. (2018). In search of the “Korean Part”: Reinforcing Boundaries in a Korean Language School\*. *Anthropology & Education*, 49(3), 279-295. \*Community Sponsored Space

## **Week 12**

### **Educational Policy**

#### **Reform Efforts**

Hamann, E. & Rosen, L. (2011). What makes the anthropology of educational policy implementation ‘anthropological’?. In B. Levinson & M. Pollack (Eds.) *A Companion to the Anthropology of Education* (pp. 461-477). West Sussex, UK: John Wiley & Sons, Ltd.

Niesz, T. (2014). Movement Actors in the Education Bureaucracy: The Figured World of Activity Based Learning in Tamil Nadu. *Anthropology & Education Quarterly*, 45(2), 148-156.

Johnson, C. & Castagno, A. (2018). Dreams and documented students in U.S. Higher Education: Toward a critical race theory anthropology of educational policy. In A. Castagno & T. McCarty (Eds.) *The anthropology of educational policy* (pp. 139-157). New York: Routledge.

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[FineLoisLaneMemo?action=download&upname=LoisLaneMemo\\_Fine.pdf](http://www.notwaitingforsuperman.org/Articles/20101101-FineLoisLaneMemo?action=download&upname=LoisLaneMemo_Fine.pdf)

## **Week 13**

### **Topic and Readings TBD by student preference**

## **Week 14**

### **Peer Meetings for Final Project**

#### **Instructor Check-ins**

## **Week 15-16:**

### **Presentations**

#### **Projects DUE**