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EPSF 8280-005
CRN: 51801
Anthropology of Education
Summer, 2009
Tuesday/Thursday 12:00 p.m.-3:10 p.m.
Georgia State University

Instructor: Dr. Jennifer Esposito
Teaching Assistant: Alison Happel
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Course Description:

This course will introduce students to the field of anthropology of education. The course takes as a premise that schools are political, contested institutions that are sites for cultural and social (re)production. We will read and evaluate a diverse body of anthropological studies of education and engage in an exploration of different theories and concepts related to schooling. Although not the focus of the course, we will also examine the methods and methodology of anthropological inquiry as they relate to educational research.

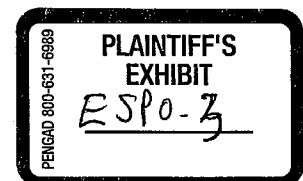
Course Goals:

1. Students will understand different theories and concepts related to anthropology of education.
2. Students will be able to apply anthropological theories and concepts in their own investigation of an educational phenomenon.
3. Students will develop an awareness of the methods anthropologists use to collect, analyze and represent data.
4. Students will become cognizant of some of the methodological challenges associated with anthropological inquiry.
5. Students will be able to evaluate and critique anthropological studies in the field of education.

Required Texts:

Best, Amy. (2000). *Prom Night: Youth, Schools, and Popular Culture*. New York: Routledge.

Evans-Winters, Venus. (2005). *Teaching Black Girls: Resiliency in Urban Classrooms*. New York: Peter Lang.



Lewis, Amanda. (2003). *Race in the Schoolyard: Negotiating the Color Line in Classroom and Communities*. New Jersey: Rutgers University Press.

Lopez, Nancy. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York: Routledge.

Mendoza-Denton, Norma. (2008). *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Hoboken, NJ : Wiley, John & Sons, Incorporated

Additional readings available on online library reserve.

To access articles:

- 1) Go to <http://reserves.gsu.edu>
- 2) Click on "Electronic Reserves and Course Materials"
- 3) Click on the tab at the top that says "Course Reserve Pages by Instructor"
- 3) Arrow down to find your instructor's name
- 4) Click "View" beside your instructor's name
- 5) Click on the course page that you would like to view
- 6) Enter the password: **49nc5gpzX**
- 7) Agree to the copyright
- 8) Select article

Course Assignments:

Class Participation and Attendance (25 points):

Because of the shortened nature of a summer course, this course will be fast paced and intensive. We will cover a large amount of material during each session. Therefore, it is my expectation that you will attend every class. In the event of an absence or tardiness, you should notify me as soon as possible and also expect to be responsible for getting the materials and information relevant to the missed class from your peers. Should you miss more than one course meeting or be late more than once, you can expect your final course grade to be significantly lowered.

This course assumes that all students have something valuable to contribute to the construction of our learning. I expect that students will come to class having read and reflected on the assigned material. Reading the assigned material means that you will have underlined, highlighted or made notes in the margins of particular passages that are important to you. Reflecting on the text means that you will come to class prepared with comments and/or questions about what you have read. Though I assess the quality of student comments more than the quantity, you should still expect to be an active participant in both large and small group discussion.

Group Lesson (25 points):

You will, in conjunction with group members, select an anthropological study from the required course texts. After reading the book and discussing it, your group should prepare a 120-minute lesson which will be presented to the class. Additional guidelines will be handed out in class.

Critique of an Anthropological Study - Individual Paper (25 points):

You will write a 12-15 page paper critiquing your group's selected anthropological study. Although group members will be evaluating the same book, this is an individually written and assessed assignment. Additional guidelines will be handed out in class.

Article Critique (25 points):

You will select an article from *Anthropology and Education Quarterly* and write a 5-7 page critique of the article's methods, methodology, and content. Additional guidelines will be handed out in class.

<i>Assignments</i>	<i>Course Points</i>
Attendance/Participation	25 points
Group Lesson	25 points
Ethnography Critique	25 points
Article Critique	25 points
Total	100 points

Grading:

94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
<60 F

Policy on Academic Honesty:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work (University Senate, 1994).

Course Schedule

DATE	TOPIC	ASSIGNMENT
6/09	Introduction to Course; History of Anthropology: Group Planning	
6/11	Ethnography and Education	<p>Clifford Geertz, "Thick description: Toward an interpretive theory of culture" <i>Article can be accessed at:</i> http://www.lwp.uni-linz.ac.at/lxe/sektkf/gg/GeertzTexts/Thick_Description.htm</p> <p>Martyn Hammersley & Paul Atkinson, "Ethnography: principles in practice"</p> <p>Barbara Tedlock, "Ethnography and Ethnographic Representation"</p> <p>Tuula Gordon, Janet Holland, & Elina Lahelma, "Ethnographic research in educational settings"</p>
6/16	Critiques of Anthropology	<p>Renato Rosaldo, "Subjectivity in social analysis"</p> <p>James Clifford, "Introduction: Partial truths" <i>Article can be accessed at:</i> http://www.maxwell.syr.edu/soc/readings/Introduction%20Partial%20Truths.pdf</p> <p>bell hooks, "Culture to culture: Ethnography and cultural studies as critical intervention"</p> <p>Wanda Pillow & Cris Mayo, "Toward Understandings of Feminist Ethnography"</p>
6/18	Group Work Day	

6/23	Writing and Representation	<p>Deborah Britzman, "Beyond innocent readings: Educational ethnography as a crisis of representation"</p> <p>Michelle Fine, "Working the hyphens: reinventing self and other in qualitative research"</p> <p>Catherine Lutz, "The Gender of Theory"</p> <p>Jose Galvan, "Analyzing qualitative research literature"</p>
6/25	Group Work Day	
6/30	Cultural Capital	<p>Amanda Lewis, <i>Race in the Schoolyard: Negotiating the Color Line in Classroom and Communities</i></p> <p>(Presenters' individual papers due)</p>
7/02	Language and Culture	<p>Norma Mendoza-Denton, <i>Homegirls: Language and Cultural Practice among Latina Youth Gangs</i></p> <p>(Presenters' individual papers due)</p>
7/07	Online Writing Workshop	Draft of article critique needed
7/09	Identity as Lived Experience	<p>Nancy Lopez, <i>Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education</i></p> <p>(Presenters' individual papers due)</p>

7/14	Social Justice and Critical Pedagogies	Venus Evans-Winters, <i>Teaching Black Girls: Resiliency in Urban Classrooms</i> (Presenters' individual papers due)
7/16	Cultural Studies	Amy Best, <i>Prom Night: Youth, Schools, and Popular Culture</i> (Presenters' individual papers due) Article Critique due

The course syllabus provides a general plan for the course; deviations may be necessary.