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EPSF 8280-005

CRN: 52077

## Anthropology of Education

Summer, 2007

Monday/Wednesday 4-7:10 p.m.

Georgia State University

Instructor: Dr. Jennifer Esposito  
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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:

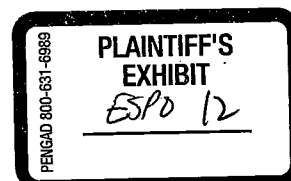
1. Students will understand different theories and concepts related to anthropology of education.
2. Students will be able to apply anthropological theories and concepts in their own investigation of an educational phenomenon.
3. Students will develop an awareness of the methods anthropologists use to 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.



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

Willis, Paul. (1981). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

\*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 [Passwords are case sensitive and are in all caps].
- 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.

*Literature Review/Research Proposal (25 points):*

You will write a 15-20 page paper, which reviews current literature and proposes to investigate an educational topic of interest to you. Additional guidelines will be handed out in class.

<i>Assignments</i>	<i>Course Points</i>
Attendance/Participation	25 points
Group Lesson	25 points
Critique	25 points
Literature Review/Research Proposal	25 points
<b>Total</b>	<b>100 points</b>

**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**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
6/11	Introduction to Course; Group Planning	
6/13	Ethnography and Education	<p>Clifford Geertz, "Thick description: Toward an interpretive theory of culture"</p> <p>Kathleen Wilcox, "Ethnography as a methodology and its applications to the study of schooling"</p> <p>Martyn Hammersley &amp; Paul Atkinson, "Ethnography: principles in practice"</p> <p>Tuula Gordon, Janet Holland, &amp; Elina Lahelma, "Ethnographic research in educational settings"</p>
6/18	Reality and Research	<p>Yvonna Lincoln &amp; Egon Guba, "Constructed realities"</p> <p>Renato Rosaldo, "Subjectivity in social analysis"</p> <p>James Clifford, "Introduction: Partial truths"</p> <p>bell hooks, "Culture to culture: Ethnography and cultural studies as critical intervention"</p>
6/20	<b>Group Work Day</b>	

6/25	Writing and Representation	Deborah Britzman, "Beyond innocent readings: Educational ethnography as a crisis of representation"  Michelle Fine, "Working the hyphens: reinventing self and other in qualitative research"  Jose Galvan, "Analyzing qualitative research literature" and "Synthesizing literature prior to writing a review"
6/27	<b>Group Work Day</b>	
7/02	Social Reproduction	Paul Willis, <i>Learning to Labor: How Working Class Kids Get Working Class Jobs</i>  <b>(Presenters' individual papers due)</b>
7/04	<b>Holiday</b>	<b>No Class</b>
7/09	Cultural Capital	Amanda Lewis, <i>Race in the Schoolyard: Negotiating the Color Line in Classroom and Communities</i>  <b>(Presenters' individual papers due)</b>
7/11	<b>Online Writing Workshop</b>	(Draft of literature review needed for class)

7/16	Identity as Lived Experience	Nancy Lopez, <i>Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education</i>  <b>(Presenters' individual papers due)</b>
7/18	Social Justice and Critical Pedagogies	Venus Evans-Winters, <i>Teaching Black Girls: Resiliency in Urban Classrooms</i>  <b>(Presenters' individual papers due)</b>
7/23	Cultural Studies	Amy Best, <i>Prom Night: Youth, Schools, and Popular Culture</i>  <b>(Presenters' individual papers due)</b>  <b>Literature Review/Research Proposal due</b>

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