ANTHROPOLOGY 311.01 -- CULTURE AND EDUCATION
Spring, 2006 – M/W 7:30-8:45 a.m. — MLH 110

INSTRUCTOR: Diana Ames
OFFICE: Spalding Hall Rm.100 (leave papers / msgs. in my mailbox in Spalding 101A)
OFFICE HOURS:  T, TH 9:30-noon; Fri 9-11 or by app’t. at a mutually convenient time.
PHONE: Office has 24/7 Voicemail – 792-2478; Social Science Division Sec’y: 792-2291
E-MAIL: dames@lcsc.edu  You must use your LCWarriormail.com email account for this course.  (Save all E-mail msgs. to me until I reply).

REQUIRED TEXTS
Miller Cleary, Linda & Thomas Peacock  Collected Wisdom: American Indian Education
Delpit, Lisa  Other People’s Children

RESERVE READINGS: There are a number of readings on reserve in the Library [see the “Reserve Reading List” for article titles and "Tentative Course Outline and Readings" for specific assignments].

FILMS: I will show a number of ethnographic films during the regularly scheduled class periods. These will be preceded by some explanations, and you will be responsible for this material.

COURSE DESCRIPTION: Anthropology is the comparative study of humans in time and space. The emphasis in this particular course will be on the subdisciplines of cultural and linguistic anthropology as they relate to the study of learning in other societies and among subcultural groups in our society. In particular, you will learn to consider the concept of culture in analyzing the ways in which peoples in other societies approach the ideas of society, the individual, personality, language, education, learning, school, authority, ideology, teacher, and curriculum. This course will emphasize a cross-cultural [comparative] perspective, including information and examples from U.S. subcultural groups.

I enjoy your participation, and encourage you to ask questions and seek answers during class. I also urge you to create a classroom ‘dialogue’ among yourselves, and to participate fully with others in the class.

STUDENTS, PLEASE TAKE NOTE!
Please do not hesitate to contact me with questions about the course or your work; I am happy to meet with you about any issues. And I encourage students who have any type of disability to see me privately [after class or in my office at your convenience--Spalding 303; 792-2478], so that we can arrange appropriate accommodations to better meet your learning needs in this course. I also urge you to contact the Office of Disability Services [Reid Hall, Rm. 111; 792-2211] to learn more about College services available to you.

OVER FOR COURSE REQUIREMENTS
COURSE REQUIREMENTS

Exams: There will be three exams. A week before each, I will hand out a list of questions from which I will choose two or three for the exam itself. These questions will be essay format, and exactly as they appear on the study guide.

Culture & Education-in-the-News: There will be two C&E-in-the-News analyses due: [See the section on ‘News Analyses’ following].

Paper: You will write a paper that details some aspect of education in another society, or in some ethnic community in the US [see ‘Writing Assignment’ at the end of the syllabus]. This will be due the last week of the semester, but there will be graded assignments throughout the semester that lead up to the final paper.

Participation: Note that 15% of your final grade is based on participation. Obviously this requires good attendance, but attendance alone will not get you any points. The key here is currency in your reading and a good faith effort in class discussions.

COURSE EVALUATION: Your final grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 exams @ 15 pts each</td>
<td>=45% of final grade</td>
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<tr>
<td>1 paper</td>
<td>=25% of final grade</td>
</tr>
<tr>
<td>2 C &amp; E in-the-News items</td>
<td>=15% of final grade</td>
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<tr>
<td>Class participation &amp; preparedness</td>
<td>=15% of final grade</td>
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<tr>
<td><strong>100% of final grade</strong></td>
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Final letter grades will be based on the following curve:

100-90% = A to A-; 89-80% = B+ to B-; 79-70% = C+ to C-; 69-60% = D+ or D; below 60= F.

YOUR RESPONSIBILITIES: This is an upper division Social Science [Anthropology] class, and its prerequisites assume a working knowledge of basic terms in the social sciences from one of the course’s prerequisites. As with any college class, it requires attendance, attention, and currency on the assignments, as well as class participation.

You are responsible for the following:

- having had one of the prerequisites for this class, or having obtained my permission
- your class attendance and participation
- lecture material & class films & discussions
- assigned readings by their due dates
- currency on the ‘Culture and Education in-the-News’ assignments.
- knowing any changes in assignments or due dates announced in class
- contacting me about missed assignments immediately
- making and keeping a paper copy of your paper before you turn it in
- maintaining and checking your LCwarriormail.com email account, or forwarding messages from it to another account you use
- a thorough understanding of the student code of academic honesty (see Student Handbook, available at Student Services).

NOTE!

If you have questions or need clarifications, don’t wait to ask; there truly are no unimportant questions. Come see me during my office hours, or make an appointment to see me at a time that is mutually convenient.
TENTATIVE COURSE OUTLINE & ASSIGNMENTS

Note: read=read for comprehension; sk=skim for main ideas; rr=reread for review
KEY: Del.=Delpit; MCP=Miller Cleary & Peacock; Other names = Reserve article author

WEEK OF: TOPICS & READINGS
(Monday date)

1/23  **Ethnography & Culture
Read: Spindler “Ethnography: an Anthropological Viewpoint” & Del pp. 172-83; and MCP Ch. 2 “Cultural Difference” 
rr Del 167-72; 
sk Hostetler article again

1/30  **Culture, continued
Read: Bohannan article “Shakespeare in the Bush”

2/6  **Ethnography & Culture
Read: Del. pp. 77-90 “Vilis Tokples Schools of Papua New Guinea”
rr Bohannan article; MCP Ch.2

2/13  **Enculturation
Read: Eggen article “Instruction & Affect in Hopi Cultural Continuity” & Del pp. 91-104 “Hello, Grandfather”
rr MCP Ch. 2
First ‘Culture and Education in-the-News’ due in class. 2/15

2/20  **Pres. Day, Mon. 2/20; Poverty;
Read: Gladwin article “Poverty is Being Poor” and Lewis article: “Culture of Poverty”and Kozol article: “Life on the Mississippi”
Paper topics due 2/22 in class

2/27  **Catch-up
Reread all to here
Exam # 1 on Wednesday, March 1st

3/6  **Language
Read: MCP Ch. 5 “Issues of Native Language” and Del pp. 48-69 “Language Diversity & Learning” and Halls’ article “Sounds of Silence”

3/13  **Language & Bilingualism
Read: Del pp. 21-47 “The Silenced Dialogue” MCP Ch. 7 “Literacy, Thought & Empowerment” Labov article “Logic of Non-Standard English”
rr: MCP Ch. 5; Del pp. 48-69

3/20  ******* Spring Break is Saturday, March 18th through Sunday, March 26th
3/27  **Bilingualism & Biculturalism;**  
**Read:** Warren article “Schooling, Biculturalism, & Ethnic Identity”  
**sk:** Del pp. 5-20 “Skills & Other Dilemmas”  
**Second Culture & Education in-the-News due in class 3/29**

4/3  **Finish Language; Catch-up**  
**rr** all to here  
**Prelim. Paper Bib. due 4/5, including primary sources**

4/10  **Power & Pedagogy;**  
**Read:** Wolcott article “The Teacher as an Enemy” & Del pp. 152-166 “The Politics of Teaching Literate Discourse” & MCP Ch. 3 “What Has Gone Wrong”  
**rr:** Del pp. 21-47 “The Silenced Dialogue” and MCP Ch. 7 “Literacy, Thought & Empowerment”  
**Exam # 2—Wednesday, April 12th**

4/17  **Power & Pedagogy [continued]; Social Class & Ethnicity**  
**Read:** Kozol article: “Other People’s Children”  
**sk:** Wilcox article “Differential Socialization in the Classroom”  
**rr:** MCP Ch. 3; Del pp. 167-183;

4/24  **In the Classroom**  
**Read:** Del pp. 105-127 “Teachers’ Voices: Rethinking Teacher Education…” & MCP Ch. 8 “What Works: Student Motivation as a Guide to Practice”  
**sk:** MCP Ch. 6 “Ways of Learning”  
**rr:** MCP Ch. 3; Del pp. 167-183;

5/1  **More of In the Classroom**  
**Read:** MCP Ch. 6 “Ways of Learning” and Del pp. 131-151 “Looking to the Future: Accommodating Diversity” & “Cross-Cultural Confusions in Teacher Assessment”  
**Paper due in my mailbox in the Soc. Sci. Div. office by noon, Fri.**

5/5/06

5/8  **Catch-up**  
**rr:** readings for weeks 4/24 and 5/1

5/15  **Exam # 3 -- Monday, May 15th @ 7:30 a.m.**

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**CULTURE AND EDUCATION RESERVE ARTICLE READING LIST**
The following articles will be on reserve in the Library [at the Reserve section of the Circulation Desk]. When requesting an article, ask for it by Course number, my name, and the article’s author(s) and title. You may check them out for reading or photocopying. Please do not mark the originals in any way, and be sure that you return them in good reading condition, and in the appropriate page order.

These are listed in the approximate order in which you will read them this semester.

Hostetler, John A.
“Education in Communitarian Societies…”

Spindler, George & Louise Spindler
Ethnography: an Anthropological Viewpoint”

Eggan, Dorothy
“Instruction and Affect in Hopi Cultural Continuity”

Bohannan, Laura
“Shakespeare in the Bush”

Lewis, Oscar
“The Culture of Poverty”

Gladwin, Thomas
“Poverty is Being Poor”

Kozol, Jonathan
‘Life on the Mississippi” and “Other People’s Children”

Hall, Edward F. and Mildred Reed Hall
“The Sounds of Silence”

Labov, W.
“The Logic of Non-Standard English”

Warren, Richard
“Schooling, Biculturalism, and Ethnic Identity”

Walcott, Harry
“The Teacher as Enemy”

Wilcox, Kathleen
“Differential Socialization in the Classroom: Implications for Equal Opportunity”

CULTURE & EDUCATION IN-THE-NEWS ANALYSIS
Twice in the semester you will write up an analysis of some report from the media [professional journals; TV news programming; newspapers; news magazines; online news sources] that relates to the general course content, or to any of the specific topics we cover. You will note the following: the general topic; the source of your information [including the date of report and any datelines]; a summary of the significant aspects of the news item; its significance in terms of culture and education; some of the key individuals mentioned [authors of studies; theorists; others who are significant]; its significance in terms of the general public [why is this news?]; a brief evaluation.

EXAMPLE

On the back of this there is a copy of a newspaper article; the material below is a brief example of the form of these reports, with examples of each section for this particular news item.

Source/Date of News Item [paper, magazine, news report TV/radio; date; page #s.]:
CNNfyi.com Education News March 31, 2000

Author and Title [approx. if TV or radio news report]:
Staff Reports and Wire Reports
Study: Hispanic Students More Likely to Quit School

Main idea of the report:
This article reports on two demographic phenomena regarding Hispanics. First, Hispanics will be the largest ethnic group in the country by 2005, and comprise 25% of the nation’s population within 50 years. Second, Hispanic students have considerably higher dropout rates than whites or blacks, and those rates are increasing [three times the rate of whites and twice that of blacks]. Two competing ideas are suggested to counter this dropout rate. One proposes an increase in ‘dual-language’ public schools, which have been remarkably successful [there are about 260 nationwide]. The other proposal is to increase access to English language learning at an earlier age.

What is the significance of this article / report?
It highlights the debate about ESL/ELL and bilingual/bicultural education, which centers primarily on Hispanic students, but which is becoming an increasingly important with other ethnic groups, especially many Asian immigrants.

Significant people in news item [significant only]:
Richard Riley, then Secretary of Education for the federal Education Department
Jorge Amselle, Vice President of Education for the Center for Equal Opportunity

Importance to the public?
Becoming informed about bilingualism and bicultural education will be increasingly important as these ethnic groups expand in our society. We need to be well educated about all aspects of this issue, and we need good research and data to support various positions and proposals. This has become an emotional issue for many, and so we need to ensure that the information we have is data-based, and not simply ideological.

Your assessment of this news item:
Overall, this was an interesting article, but much too brief. The discussion about this phenomenon was good, but it needed some sources for the data presented [Census?]. Each individual also needed to present data to support their individual contentions; otherwise it is simply two competing ideologies with nothing to support either.

CULTURE AND EDUCATION RESEARCH PAPER
You will write a research paper on some aspect of education in another society, or in an ethnic group of the US. You may focus this paper on any aspect of culture and education that we have studied this semester, or any other appropriate topic that you have cleared with me. Your paper must have a thesis, and present current information on the topic. The primary sources of information for your paper must be published monographs, and/or articles published in refereed academic journals. You may use information from the Internet, but this material **may not be** your primary source of information.

You will choose your paper topic by the sixth week of the semester, and submit a short focused topic. By the twelfth week of classes, you will submit a statement of progress, along with your significant bibliography of materials [you may use additional sources, but the majority of your research bibliography must be done by this time]. The choice of your paper and progress report / preliminary bibliography will be 5% of the final grade on the paper. The final paper must follow accepted forms of manuscript formatting, including in-text citations, bibliography and footnoting. I prefer AAA / APA formats, but will accept MLA if it is done correctly. I will be discussing this assignment from time to time in class, and making some suggestions as well.

Your paper should follow the standards of any college research paper. This means that you must use correct forms of citation, and you are responsible for understanding how to cite authors’ ideas, as well as their actual words in quotations.

**NOTE:** You are also responsible for a full understanding of the codes of academic honesty, and for avoiding any forms of plagiarism and close paraphrasing. This must be your original work. You may not buy or use any papers or articles, or any sections or wording from these, authored by others, no matter their format [online; from catalogues; or from acquaintances]. Understand that any violation of the above will result **minimally** in a zero for the assignment and reports to the following: your academic advisor; the Chair of your major Division and / or Program; the Academic Dean of the College.