INSTRUCTOR: Dr. Kerensa Allison  
OFFICE: Spalding Hall, Rm. 212; (or main office Spalding 101A)  
OFFICE HOURS: Monday and Wednesday 1:30-2:30, Tuesday 3-4 & by appointment  
PHONE/E-MAIL: 792-2348 and klallison@lcsc.edu

REQUIRED TEXTS: 
Cleary, Linda Miller and Thomas D. Peacock  

Delpit, Lisa  

Note: additional readings will be posted on blackboard

COURSE DESCRIPTION: This course introduces students to anthropological concepts and methods used in the study of education, the intentional transmission of “knowledge.” We will explore cross-cultural examples of knowledge transmission to explore how education is influenced by many aspects of cultural systems like class, race, economics, religion, politics and even globalization. These discussions will help us to research the topics of “Culturally Responsive Education” and negative stereotypes and histories of mis-information associated with diverse populations within the U.S. Finally, we will spend some time discussing the influences of technology and globalization on education and society.

COURSE OBJECTIVES:
• Gain a thorough grounding in the relationships between learning, education, and culture.
• Increase research and analytical skills by examining variation in educational techniques and experiences in different societies and within subgroups within mainstream society.
• Enhance comprehension of how class, race, religion, politics, and economic development influence education.
• Understand and apply social science theories, concepts, and categories.
• Read and analyze works dealing with social science issues.
• Write a clear, concise, and organized paper.
• Demonstrate an understanding of various cultural perspectives.
• Comprehend the social origins and significance of the diversity of human behavior.

CLASS STRUCTURE: The course will consist of class discussions, lectures, and student presentations. Each weekly session will commence with a class discussion on an assigned topic and reading(s) for the week, and conclude with a lecture on the topic. In-class discussion of assigned readings is a major component of the class. It is important to come to each class with your reading completed. Take notes as you read regarding significant concepts, the overall main idea of each chapter, personal comments and criticisms and questions for the class discussion. Some topics lend themselves to both strong and personal opinions; feel free to express them, but always in a way that respects the other members of the class.

Students whose behavior is disruptive or rude (engaging in private conversations during class, arriving late, leaving early, sleeping, reading the newspaper, etc.), will be asked to stop, and may be required to leave the classroom. I ask that all students be considerate of other people.

ATTENDANCE: Attendance will not be taken (except the first 2-weeks for financial aid and last 2-weeks during presentations), however, students are expected to attend all classes and excessive absence may affect the final grade. Class participation is graded and discussion material will be fair game for in-class quizzes and exams. If you miss a class, you are responsible for obtaining all material covered (lecture, films, discussion). I encourage all students to attend my office hours to discuss any class information.
COURSE REQUIREMENTS

Class Participation (100 pts.):
- Class participation will be an important part of your experience in this class. This participation will include small and large group discussions, activities, and in-class writing exercises. Unannounced pop quizzes will be given during regularly scheduled class periods covering weekly reading and/or lecture material. It is important to come to class having read the weekly reading assignments so you are prepared to participate in all class activities. I provide “Reading Responsers” on Blackboard for the assigned readings to help prepare you for class discussions. Note: An alternative option to pop-quizzes on the reading is to turn in the associated reading response at the time of the quiz.

Note: There are NO make-up assignments without prior approval.

Exams (50 pts each):
- There will be two equally-weighted take-home exams. (See Course Schedule) Exams will cover ALL class materials, including readings, lectures, and films. Exams will not be cumulative, but the understanding of some material will be pertinent throughout the term. Exams questions will be given out one week before they are due. You will submit your answers in class and via Blackboard SafeAssign. Your exams should be typed, double-spaced, and proofread.

Class Project – Wiki, Annotated Bibliography, & Presentation (100 pts)
- What is “Culturally Responsive Education?”
  As a class you will construct a wiki page on culturally responsive education. This is a broad topic and you can focus on a variety of aspects related to culture and education. Keep in mind the goal of this assignment is to demonstrate your understanding of culturally responsive education. I recognize you cannot cover all materials related to this topic; so much of your grade will be based on effort, the quality of the materials you include in your pages, and clarity/logic behind your wiki presentation.

Our class is dedicated to exploring the influences of culture on a student's ability to be successful in school. In addition to creating a wiki which explores Culturally Responsive Education, you will make suggestions for what we can do as educators/society members to help address negative stereotypes and a history of mis-information. Your wiki page should present several specific examples to support your analysis of this topic. To share your findings with the class, you will orally summarize your wiki page the last week of the class.

  o There will be one class period designated for research and collaboration in your groups (other work will be conducted outside of class).
  o There will be one class period to present your individual findings (2 annotated bibliographies).
  o Your group will create at least five pages of information summarizing your group’s analysis and one page of recommendations.
  o The last week of class will be designated to present your wikis and class discussion.

COURSE EVALUATION:
Exams = 100 pts [2 @ 50 pts each]
Class Project = 100 pts
Class Participation = 100 pts [10 @ 10 pts each]
Total = 300 pts

I will compute your final grade based on the following cumulative percentages:
A  93-100
A- 89-92
B+ 86-88
B  82-85
B- 79-81
C+  76-78
C  72-75
C-  68-71
D+ 64-67
D  60-63
F   0-59
MAKE-UP POLICY: All assignments have a specified due date. They must be turned in to me during class the day they are due. Work received later than this will be considered late. Late assignments or coursework are penalized 10% per day up to one week. After one week (including the weekends and holidays) they are not accepted. If you feel you have special circumstances or if you know that you are going to miss scheduled class requirements due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), you need to contact me before the due date to make arrangements and then contact me within one-week to make up the work.

ACADEMIC INTEGRITY: Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates LCSC’s standard of conduct relating to academic integrity (Academic Integrity Standards and Procedures) will be referred to the Office of Student Conduct and may fail the course.

Failure to adhere to the academic policy:
1) The first offense – The grade of ‘F’ for the submitted work, examination, report or project without opportunity to redo the work.
2) The second offense – same as offense one and the student will be reported to the Office of Student Conduct.

To help deter plagiarism, we will be using an assignment tool, called "SAFE ASSIGN" to submit your writing assignments. This software automatically searches a database of web and academic papers and sources and matches your paper for exact content. If you are not sure of any of these policies, please ask me. See also the student code of conduct (http://www.lcsc.edu/Catalog/ss/code - of - conduct.htm). The library also has learning tools on this topic: (http://www.lcsc.edu/library/ILI/Module_2A/Tutor1.htm)

INCOMPLETE POLICY: Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an “Incomplete Grade” (I) which has to be made up by a fixed deadline in order to prevent the grade being changed to F.

To obtain an “I” grade:
1) Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason why they are requesting an incomplete, provide official documentation (i.e. doctor’s notes, court papers, etc.) which support request, and when they plan to complete the course (three months to one year).
2) Students must complete 1/3 of the class participation assignments, one exam, and annotated bibliography for the class project in order to file for an incomplete.
3) A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

STUDENTS WITH DISABILITIES: Please notify me during the first week of class of any accommodations needed for the course. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit or contact the Office of Disability Services [Reid Hall, Rm. 111; 792-2211] to learn more about College services available to you.

TENTATIVE COURSE OUTLINE & ASSIGNMENTS

NOTE: A significant part of the class will involve discussion and examination of selected readings from the textbook, and students will be expected to come to class having read the assigned material in advance and prepared to discuss it in class.

Week 1: August 24
Course Introduction & Education from an Anthropological Perspective
READ:
• Spindler: “Ethnography: an Anthropological Viewpoint” (Blackboard)
• Delpit: “Education in a Multicultural Society” (Pg. 167-183; Intro. xiii-9; Pg. 73-76; Pg. 131-34)

ASSIGNMENT:
• EXTRA CREDIT #1 Due: Wed, Aug. 26th (Submit on Blackboard)
<table>
<thead>
<tr>
<th>Week 2: August 31</th>
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</thead>
<tbody>
<tr>
<td><strong>Education from an Anthropological Perspective</strong></td>
</tr>
<tr>
<td><strong>READ:</strong></td>
</tr>
<tr>
<td>- Miner: “Body Ritual among the Nacirema” (Blackboard)</td>
</tr>
<tr>
<td>- Miller-Cleary &amp; Peacock: Pg. 13-20 (required)</td>
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<tr>
<td><em>Recommended reading – all of chapter #1 (optional)</em></td>
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</table>

<table>
<thead>
<tr>
<th>Week 3: Sept 7 – No Class Labor Day</th>
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<tbody>
<tr>
<td><strong>Culture &amp; Enculturation</strong></td>
</tr>
<tr>
<td><strong>READ:</strong></td>
</tr>
<tr>
<td>- Miller-Cleary &amp; Peacock: Chpt #2 “Cultural Differences” (Pg. 21-49)</td>
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<tr>
<td>- Eggan: “Instruction &amp; Affect in Hopi Cultural Continuity” (Blackboard)</td>
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<tr>
<th>Week 4: Sept 14</th>
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<tbody>
<tr>
<td><strong>Culture &amp; Enculturation</strong></td>
</tr>
<tr>
<td><strong>READ:</strong></td>
</tr>
<tr>
<td>- Miller-Cleary &amp; Peacock: Chpt #2 “Cultural Differences” (Pg. 49-58)</td>
</tr>
<tr>
<td>- Hostetler “Education in Communitarian Societies” (Blackboard)</td>
</tr>
</tbody>
</table>

**FILM:**
- Spirit of the Dawn

**ASSIGNMENTS:**
- EXTRA CREDIT – Attend one of the Multicultural Awareness Week events

<table>
<thead>
<tr>
<th>Week 5: Sept 21</th>
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<tbody>
<tr>
<td><strong>Culture, Enculturation, and Learning Styles – Case Study</strong></td>
</tr>
<tr>
<td><strong>READ:</strong></td>
</tr>
<tr>
<td>- Lee: “Eating Christmas in the Kalahari” (Blackboard)</td>
</tr>
<tr>
<td>- Delpit: “Hello Grandfather” (Pg. 91-104)</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS:**
- EXTRA CREDIT #2 – In the News, Due: Wed, Sept. 23rd (in class)

<table>
<thead>
<tr>
<th>Week 6: Sept 28</th>
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<tbody>
<tr>
<td><strong>Culture, Race, and Oppression</strong></td>
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<tr>
<td><strong>READ:</strong></td>
</tr>
<tr>
<td>- Miller-Cleary &amp; Peacock – Chpt #3 “What Has Gone Wrong: The Remnants of Oppression”</td>
</tr>
<tr>
<td>- Harry Potter Cliff notes (Google Search)</td>
</tr>
</tbody>
</table>

**FILM:**
- Fear of Learning – Hoover Elementary

<table>
<thead>
<tr>
<th>Week 7: Oct 5</th>
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<tbody>
<tr>
<td><strong>Race, Gender, &amp; Education</strong></td>
</tr>
<tr>
<td><strong>READ:</strong></td>
</tr>
<tr>
<td>- Fordham “’Those Loud Black Girls”: (Black) Women, Silence, and Gender &quot;Passing&quot; in the Academy” (blackboard)</td>
</tr>
<tr>
<td>- Delpit: “The Silenced Dialogue” (Pg. 21-47)</td>
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</tbody>
</table>

**ASSIGNMENTS:**
- EXTRA CREDIT #3 Due: Wed, Oct 7th
<table>
<thead>
<tr>
<th>Week 8: Oct 12</th>
<th>Acculturation &amp; Education</th>
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<tbody>
<tr>
<td><strong>READ:</strong></td>
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<tr>
<td></td>
<td>• Wolcott “The Teacher as an Enemy” (Blackboard)</td>
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**MIDTERM EXAM – Due - Wednesday, October 14th (Blackboard SafeAssign and Hardcopy)**

<table>
<thead>
<tr>
<th>Week 9: Oct 19</th>
<th>Language, Culture, and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READ:</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Delpit: “Vilis Tokples School of Papua New Guinea” (Pg 77-90)</td>
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<thead>
<tr>
<th>Week 10: Oct 26</th>
<th>Identity, &amp; Language Maintenance</th>
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<tbody>
<tr>
<td><strong>READ:</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Miller-Cleary &amp; Peacock: Chpt #5 “Issues of Native Language” (Pg. 123-130 &amp; Pg. 136-142)</td>
</tr>
<tr>
<td><strong>FILM:</strong></td>
<td></td>
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<td></td>
<td>• American Tongues</td>
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</tbody>
</table>

**ASSIGNMENT:**
- EXTRA CREDIT #4 Due: Wed, Oct 28th

<table>
<thead>
<tr>
<th>Week 11: Nov 2</th>
<th>Class Project Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSIGNMENT:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Annotated Bibliographies Due: Mon, Nov 2nd (in class)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12: Nov 9</th>
<th>BEV, Identity, &amp; Education</th>
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</thead>
<tbody>
<tr>
<td><strong>READ:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Delpit: “Language Diversity &amp; Learning” (Pg. 48-69)</td>
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<tr>
<td></td>
<td>• Labov: “Logic of Non-Standard English” (Blackboard)</td>
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</tbody>
</table>

<table>
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<tr>
<th>Week 13: Nov 16</th>
<th>Poverty and Education</th>
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<tbody>
<tr>
<td><strong>READ:</strong></td>
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<tr>
<td></td>
<td>• Kozol “Life on the Mississippi” (Blackboard)</td>
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<tr>
<td></td>
<td>• Lewis “Culture of Poverty” (Blackboard)</td>
</tr>
</tbody>
</table>

| Week 14: Nov 23 | ----Thanksgiving Break – No Class--- |
Week 15: Nov 30

*Culture and Education in a New Millennium*

**READ:**
- Suarez-Orozco: “Education for Globalization” (Pgs. 15-25)
- Turkle: “The Fellowship of the Microchip” (Pgs. 97-112)

**FILM:**
*Digital Nation*

Week 16: Dec 7

*Class Presentations (Mandatory Attendance)*

**ASSIGNMENT:**
- Wiki Page Due: Mon, Dec 7th – ready to present in class.

Week 17: Dec 14

*FINAL EXAM—Due - Monday, December 14th at 10:30 am*

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**Class Project Evaluation Criteria (46 pts):**
All students in class will be given the same grade on the following. If each individual student strives to meet the standards listed below, the wiki page should come close to meeting all the requirements and you should get a full score on this portion of the assignment.

A. ______(20) Content—Your wiki page contains the following information:
   a. ______(5) A brief overview of Culturally Responsive Education in the U.S. is provided.
   b. ______(5) A minimum of (5) pages containing (text) of the issue.
   c. ______(5) An additional page with recommendations/solutions to negative stereotypes and misinformation are offered.
   d. ______(3) Pictures, clip art, or additional graphics are implemented throughout the wiki page to enhance content and understanding.
   e. ______(2) An additional reference page (beyond the six required pages) is included.

B. ______(4) Professionalism – Implement the following components into your wiki page:
   a. ______(1) The wiki space is clear, sequential and easy to follow.
   b. ______(1) Links and videos open when clicked or started.
   c. ______(1) Colors are consistent and match the flow of the wiki space.
   d. ______(1) Text and font size and style is consistent throughout.

C. ______(22) Scholarly – Undergraduate level writing skills are expected in the written text. Academic content (over opinion) is the foundation of each page.
   a. ______(20) The wiki space utilizes (10) or more academic references. (More on utilizing academic referenced (below)
   b. ______(.5) The wiki space contains no grammatical or spelling errors.
   c. ______(.5) The information is presented in an academic tone (avoid conversation tone).
   d. ______(.5) In---text citations are correctly placed and follow (MLA, APA, or AAA) formatting.
   e. ______(.5) Reference page follows (MLA, APA, or AAA) formatting guidelines.

**Individual Grade (54 pts):** Each student will be scored individually on the following. I am able to track your participation on Blackboard.

A. ______(34 pts) Wiki Participation
   a. ______(20) Student participates a minimum of 10 times to the class wiki. Any type of contribution will count towards the 10, however, please keep in mind that your goal is to make the page better. There is no limit to the number of times you can participate.
b. _______ (5) Student contributes material over a minimum of (5) different sessions. In other words, each student must login and add, delete, improve content (5) different times. I am looking for students to engage in the wiki project over time rather than a cram session at the end. Sessions must not be concurrent (i.e. 3 contributions in one day).

*Note: A contribution is when you add material to a page. A session is the total time you participate at one time period.

c. _______ (9) Student makes a minimum of (3) comments to assist in the development of a page. Comments must be placed in the comment box below the page the comment is directed towards. For a full score on this section, the comment must offer a suggestion to improve the page. The person making the suggestion does not have to make the correction or addition to the page. However, reading the comment section is a good place to get ideas on how to contribute and participate in the page.

B. _______ (10 pts) Annotated Bibliography for (2) academic resources (Additional instructions provided below)

C. _______ (10 pts) Oral Presentation Participation – Provides of summary of the key content on each page, the logic behind the topics presented and the organization of the wiki, and some reflection on where you would continue your research.

Utilizing Academic References – Things to think about – Group Grade Evaluation Criteria (C-a)

1. Identifies and presents the students’ perspective and position based on topic research —thesis statement
   o What is the focus of your discussion?
   o Introduces 1-2 clearly stated topic(s) for discussion.

2. Identifies and assesses supporting information with specific examples
   o Demonstrates completion and understanding of researched material.
   o Brings in appropriate and sufficient examples from academic sources to support thesis.
   o Provides a balance of descriptive content (topic facts) and analytical content (why important?)

3. Identifies and considers alternative points of view
   o Provides a culturally relativistic presentation of perceptions and practices.
   o Limits personal opinions as foundation for discussion.
   o Demonstrates a command of the material covered in class.

4. Summarizes main points of the analysis – conclusion
   o What is/are the most important point(s) from your analysis?
   o Why is this analysis important?
   o Supports thesis statement.

Annotated Bibliography Instructions

You can use any reference format (MLA, APA, or AAA), but be consistent, include all the important information, and alphabetize.)

When writing the annotated summaries, following these guidelines should help you learn how to condense your write-up for the articles, and help you learn to write useful annotations. If you want to write longer summaries it’s fine with me, but more work for you.

Annotations should be at least 80 words, but under 200 words, and should describe, in this order

- the topic or problem investigated, in 1-2 sentences;
- the subjects, specifying pertinent descriptive characteristics (e.g., Hispanic children in poor schools in El Paso, TX, etc.)
- the methods used (key informant interviews, surveys, census, medical exams, etc)
- the findings/results (percentages, qualitative descriptions, theoretical foundations, etc.), and
- the conclusions (what is the importance or meaning, why important to your analysis, etc.)

Note: If the paper you are summarizing is a review rather than a specific study, you will need to adjust the style of your annotation accordingly.
LEWIS-CLARK STATE COLLEGE Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015