

Culture and Education (ANTH 311.01 -- 3 cr)

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MW 7.30 AM
ACW 132

Office Hours: M&W 9:00-10:15 am & M&W 1:30-2:30pm; I am usually in my office (except for meetings and classes) all day, every weekday. Please come by!

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me.

All class announcements/communication will be made through LCMail: be sure to check in there.

See my web page @ <<http://www.lcsc.edu/amarshal>> where you will find information about my classes, help with research and writing assignments, some student survival tips, and some multicultural issues. Also, I've put up an informal résumé, and pages about my other interests.

The goal of anthropologists studying education is to place the intentional transmission of "knowledge" into its cultural context. This issue is approached in two ways. First, by conducting ethnographies, i.e., detailed cultural descriptions of communities and intentionally structured learning situations, especially schools. Second, anthropologists expose difficulties in knowledge transmission experienced by both communities and schools by outlining differences between the cultures of the community in which a school is found with values forwarded by the school. Finally, basic issues in the transmission of "knowledge" are discovered through cross-cultural comparisons,

Objectives The fundamental goal of a college education is to increase students' curiosity about our world and provide the means by which to think critically about their life experiences, including those in their careers, *beyond* college.

Specific course objectives

- develop a critical definition of *culture* and illustrate it with examples of "difference" between "mainstream" and indigenous lifeways;
- describe the relationship between *learning and culture*;
- characterize "power" and discuss its significance in education;
- discuss cultural anthropological methods in their application to educational settings;
- discuss cultural anthropological theory in their application to educational settings;
- develop a critical definition of *ethnography*—what kinds of data do anthropologists use to study cultural difference? How do anthropologists gather this data?;
- articulate the relationship between culture and worldview;
- compare and contrast *enculturation, socialization, education, and schooling*;
- identify and characterize the "gaps" - "boundaries of difference" - found in contemporary American life;
- discuss how the "findings" of anthropology about the schooling of indigenous people applicable to "mainstream" communities;
- describe the "embodiment" of culture and its relationship to worldview;
- discuss "literacy" and its relationship to schooling and education;
- describe the major themes of the relationship between schools and American Indian communities and students;
- describe how indigenous people be successfully "schooled" using examples from the texts;
- discuss how anthropology can aid in schooling American Indian children.

Texts

Cleary, Linda Miller, and Thomas D. Peacock. 1998. *Collected Wisdom: American Indian Education*. Boston: Allyn and Bacon.
Delpit, Lisa. 1995. *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press.

Methods

Instruction

lecture	reading	media
writing	note-taking	discussion

Evaluation

examinations	writing assignments
attendance	class participation

Expectations -- You are *not* some gadget on an assembly line; you are a “unique” human being. If you were a gadget on an assembly line, all we would have to do would plug a microchip into your head with the information inscribed on it. Instead, you must do something!

What you must do in order to learn this material is read the assigned materials before they are discussed in class; attend class and participate (take notes/ask questions); learn the concepts (and the terms) used in the reading material; relate them to the principles of anthropology; and demonstrate that you can apply them through examples.

How you do this is your business. I am happy to outline a few techniques successfully used by others, but only you put them into action.

Timeliness of work: Work not completed on time will be downgraded. Some writing assignments cannot be handed in late. *Do not assume* that you will receive an *incomplete grade (I)* if you do not hand in your work! You will receive an 'F' if you have not handed in all assignments by Reading Day. *Exceptions* will be made for health problems or family emergencies, but not for scheduling conflicts with work, travel, or other non-school sponsored events.

Ethics: *Do not plagiarize!* If you are the least bit uncertain as to what this means, look it up in the dictionary and the student handbook. At the least, you will receive a '0' for any assignment that includes plagiarized material. The point of the assignments is for you to develop and refine your thoughts, not parrot someone else's.

Extra Credit: This work *may* raise your grade from, e.g., a “B+” to an “A-”. Extra credit work is graded on a 0-3 scale. A '0' means that the work is unacceptable. No extra credit work will be considered until all the assigned work due at the time you request it is completed. All extra credit work must be submitted by the 13th week of the semester.

Writing Assignments

All must be typewritten (1" or 1.25" margins; double-spaced; stapled).

"letters"

Letter 1 – The purpose of this assignment is for you to clarify your expectations of the course and your participation in it.

Write at least one paragraph on each of the following two topics;

- a) What do you think the relationship between culture and education is? What is your "vision" of it? What do you "see" anthropologists doing as they study education?
- b) What are your goals for the course? This may be a list of what you want to accomplish with this course or of reasons that you took the course. These do not have to be "deep" reasons, e.g., you may have taken the course only because it fit your time schedule. (By the way, if this is the case, you might want to "brainstorm" other reasons or goals for taking the – you will probably increase your enjoyment and learning as a result!)
Hang on to this assignment!

Letter 2 – The purpose of this assignment is to reflect on your progress in the course; it should be no longer than 1 page. Has the course lived up to your expectations? Have you lived up to *your* expectations? How have they changed? Attach Letter 1 to this one before handing it in. Attach Letter 1 to this letter.

Letter 3 -- The purpose of this assignment is for you to reflect upon what you have learned in this course. The letter should be no longer than 2 pages. Attach Letter 1 and 2 to this assignment before handing it in. Write retrospectively on your first writing assignment. How has your idea of culture and education changed? Did you meet your goals in the course? Did your goals change? What is the most important lesson that you learned from this course?

Essay – You must write an essay exploring the relationship between culture and education.

You can choose to explore this relationship in any ethnic/class group other than your own. It can be in a country, such as Japan, or it may be in a non-"mainstream" group, such as the upper class private schools in the U.S. The overall goal of this essay is to investigate ("essay") the ways in which daily community life is, or is not, reflected in school life. Specific instructions are provided on the attached sheet.

Instructions for the Essay Assignment in "Culture and Education"

The purpose of this essay is to explore the relationship between culture and education. This is important to anthropologists because *all culture is learned, and some of it is recognized by the participants as particularly significant*. In consequence, all societies have education, *but not all societies have schools*.

Other purposes of the essay include

- reinforcing the writing lessons that you took in English 102 "English Composition;"¹
- learning how to develop your own study plan;
- independently studying human life and history.

The theme of this course is that the values that people explicitly try to teach ("intentionally transmit") to others are "behaviors" valued outside of the learning context; that is in different social situations. In other words, the "teacher's" hope is that the "student" will generalize the behavior learned in the "classroom" to other social situations in which he/she will find him/herself. But the question is, "What are the situations ("contexts") in the "student's" life outside the classroom that are clearly connected to the "classroom" lessons so that the student can use them?

As we have discussed, education is not limited to schooling situations. Use the concept of education that is part of this class. A brief definition follows; of course, you will want to "play" with it.

Education is an intentional intervention in another's life pattern designed to transmit "knowledge," "attitudes," and "habits" that are valued by the people with whom the learner is identified ("society").

Use the definition of "culture" that forms the basis of this class. Of course, you will want to "play" with it.

Culture is the pattern of symbols ("artifacts; features; sites) that people living in communities invent, build, and learn to use in coping with the challenges (personal, and social) of daily living.

This kind of project is easier to do if the community and education that you choose to study is culturally or geographically removed from your own. This fosters "objectivity," that is, the relationships of culture and education are easier to "see." So, if you are a "majority" student, learn about a minority group; if you are a "minority" student, learn about a group different from your home community, perhaps even the "majority" group.

Examples of paper topics include the following:

- "Community and School in African-American Life"
- "Sunday School and Community"
- "How People Use Numbers in Everyday Life in a Poor Community"
- "Conflicts Between 'Booklearning' and Community Values"

Here are the requirements for the finished essay:

1. The essay must be 5 pages long, but *no longer than 6 pages* (excluding the "References Cited" page).

¹ You are **expected** to use the formal aspects of writing that were covered in English 102, such as in-text citations. If you are unsure about these things, then use the writing lab. If you have not taken English 102, you don't belong in this course.

2. Papers must be "word-processed" with 1" or 1-1/4" margins and 10 or 12 pt. typeface (see this document) – be sure to double-space the lines (*unlike* this document).
3. The first page must have your name, the class title, and date in the upper right hand corner of the first page (see page 1).
4. The essay must have a title, but *not* a title page (see this page).
5. You must use 12 or more sources of information; only 2 of those sources can be from the internet; only 1 of the sources can be from a newspaper or newsmagazine. You may use personal communications as well; using citations well is important.
6. You must use APA style in-text citations.
7. You must have a "References Cited" page; this is not included as part of the essay's body.
8. Staple the pages together – *do not* use a title page or put your paper into a folder.
9. Good writing is required for an "A" or "B" grade.

Failing to meet these requirements will result in a lower grade.

Tentative Schedule

Date	Reading + Assignment Due	Topic
Week 16 08/24 (M) 08/26 (W)		<i>Introduction/Syllabus</i> <i>The Anthropological Perspective</i>
Week 15 08/31 (M) 09/02 (W)	Labor Day Holiday Due: Letter 1 Read: LD – Introduction M-C/P – Ch. 1	<i>What is "culture?" "ethnography?"</i>
Week 14 09/07 (M) 09/09 (W)	Read M-C/P – Ch. 2	<i>What is "knowledge?" "learning?" "education?" "teaching"</i>
Week 13 09/14 (M) 09/16 (W)	Read LD – "Skills..." "The Silenced..."	<i>Power / "Gaps"</i>
Week 12 09/21 (M) 09/23 (W)		<i>Power / "Gaps"</i>
Week 11 09/28 (M) 09/30 (W)	Read M-C/P – Ch. 3	
Week 10 10/05 (M) 10/07 (W)	Review <u>Test 1</u>	
Week 09 10/12 (M) 10/14 (W)	Read M-C/P – Ch 4 LD – "Language Diversity..."	<i>Dealing with Difference</i>
Week 08 10/19 (M) 10/21 (W)	Due: Letter 2	<i>More on Language</i>
Week 07 10/26 (M) 10/28 (W)	Read M-C/P – Ch 5 LD Pt 2	<i>Language and Culture</i>
Week 06 11/02 (M) 11/04 (W)	Read M-C/P – Ch 6	<i>How to learn</i>

Week 05 11/09 (M) 11/11 (W)	Read M-C/P – Ch 7 <u>Test 2</u>	<i>About literacy</i>
Week 04 11/16 (M) 11/18 (W)	Read M-C/P – Ch 8 <u>Essay Due</u>	<i>Working with students and community</i>
Week 03 11/23-27	<u>Thanksgiving Break</u>	<u>Thanksgiving Break</u>
Week 02 11/30 (M) 12/02 (W)	<i>Due:</i> Letter 3	Sharing work
Week 01 12/07 (M) 12/09 (W)		Wrapping up
Week 00 12/	<u>Final Examination 7:30 AM – ACW</u> 132	