

**George Mason University**  
**College of Education and Human Development**  
Ph.D. in Education

EDUC 893 (002) - Seminar in Educational Anthropology  
3 Credits, Fall 2016  
Tuesdays/ 7:20-10:00pm Thompson Hall 1020 - Fairfax Campus

## **Faculty**

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## **Prerequisites/Corequisites**

Admission to PhD program, or permission of instructor.

## **University Catalog Course Description**

Examines theories and research from educational anthropology and educational sociology to clarify and address contemporary educational issues and concerns. Focuses on U.S. public schools, with comparative materials from other educational settings and societies.

## **Course Overview**

- Emphasis on multilingual, multicultural, intercultural, cross-cultural, transnational and diaspora studies in local and international contexts;
- Critical theory and cultural studies;
- The media's influence on culture, education, and society;
- The impact of standardization and accountability on education with respect to culture and diversity;
- Reflections on participant perspectives, theoretical frameworks and research through post-formal, critical race, feminist and womanist, post-colonial, and post-structural lenses;
- Developing critical literacy through written and oral presentations.

## **Course Delivery Method**

This course will be delivered using a seminar format. Course delivery is accomplished in a combination of ways in order to meet the needs of diverse learners and learning styles.

Methods of instruction include:

- Presentations (i.e., mini-lectures assisted by PowerPoint or other visuals);
- Discussions (i.e., engaging students in discussing course content and relevant content from other sources);
- Cooperative learning (i.e., small group structures emphasizing learning from and with others);
- Collaborative learning (i.e., heterogeneous in an interdisciplinary context);
- Student presentations (i.e., focusing on peer learning and exchange of resources);
- Video presentations (i.e., utilizing multiple modes of learning)

## Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Analyze theories of culture, including acquisition and transmission of language, literacy and culture, cultural reproduction and cultural capital for understanding schooling and its outcomes in a globalized world.
2. Examine anthropological theory and research in relationship to educational practice integrating discussion of CEHD Core values (social justice, research-based practice, ethical leadership, innovation and collaboration) and diverse disciplinary tools from area studies, ethnic studies, and women's studies.
3. Demonstrate the variety and complexity of language, culture and power through sociolinguistic and critical discourse analysis
4. Situate one's own experience in multiple contexts-political, economic, social, and personal.
5. Uncover "hidden codes" promoted by interests within and external to education.
6. promote a critical literacy involving listening, writing, reading, presentation, organization, and research skills.
7. Provide evidence of awareness of race/ethnicity and identity, linguistic variety, social class, gender, and sexual identity in relation to education and schooling in U.S. and international contexts through a focus on immigration, refugee and immigrant communities.
8. Examine how foundational influences in U.S. education might be enhanced with international perspectives from Asia, Africa, Europe, Latin America and the Caribbean, Australia and South Pacific.

### Professional Standards (NCATE/TESOL Standards for Teacher Preparation)

Upon completion of this course, students will have met the following professional standards:  
NCATE/TESOL Standards for Teacher Preparation:

*Culture.* 2a (nature and role of culture), 2b (Cultural groups and identity).

*Professionalism.* 5a (ESL Research and History), 5b (partnership and advocacy).

For a complete description of the NCATE/TESOL Standards, please go to the following web site: <http://www.ncate.org/public/programStandards.asp?ch=4>

Look under *Program Standards and Report Forms*, and then under *English as a Second Language (ESL)*.

## Required Texts

Bourdieu, P., Wacquant, L. J. D. (1992). *An Invitation to Reflexive Sociology*. The University of Chicago Press.

Foley, D. (1990). *Learning Capitalist Culture, Deep in the Heart of Tejas*. University of Pennsylvania Press.

Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. NY, NY: The New Press.

Valenzuela, A (1999). *Subtractive Schooling: US-Mexican Youth and the Politics of Caring*. NY: SUNY.

Wilson, Shawn (2008). *Research is Ceremony: Indigenous research methods*. Black Point, N.S.: Fernwood Pub.

### Recommended Texts:

Bateson, G. (2000) *Steps to an Ecology of Mind*. Chicago: University of Chicago Press.

González, N., Moll, L.C., Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. Lawrence Erlbaum Associates, Publishers

Motha, S. (2014). *Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-Racist Practice (Multicultural Education Series)*. Teachers College Press, New York, NY

Ladson Billings, G. (2009) *The Dream Keepers: Successful teachers of African American Children*. John Wiley and Sons

Smith, Linda Tuhiwai (1999) Decolonizing Methodologies: Research and Indigenous Peoples London & New York: Zed Books; St. Martin's Press U.S. distributor.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

- **Assignments and Examinations**

**1) Journal Reflections:** Students are to keep a reading journal that is both reflective and analytic concerning theories of culture, including acquisition and transmission of language, literacy and culture, funds of knowledge, cultural reproduction and cultural capital for understanding schooling and its outcomes in a globalized world. As you read each of the texts for this class, define questions that arise for you in relation to the CEHD Core Values (i.e. What are the implications for racial and economic social justice, ethical leadership and transformative policies and practices?) Reflect on the reasons why you are asking these questions, as an educational practitioner and researcher. The reflections are a means to analyze course readings critically and connect course readings to our personal, professional and scholarly multilingual multicultural lenses, identities and positionalities. Although there is no specific length requirement, two-three pages for each entry might serve to frame the scope of writing as you engage with the texts and supplementary readings.

I encourage you to experiment with the dialogic or double-entry journal, in which on the left side of the page you cite quotations, key constructs, methodological insights of the author with page numbers and on the right side you make connections to your own research questions and interests as well as your many professional and scholarly social identities and positionalities.

**Journals will be collected on September 27<sup>th</sup>, Nov. 15<sup>th</sup> and December 6<sup>th</sup>.**

**2) Group presentation on the researcher and book, leading discussion on the text**

As this is a reading intensive course, we will organize ourselves into reading groups. Each group will read the core ethnography or text and become the experts on the scholar's work and significance to the field through researching the topics and author and preparing video clips or artifacts to engage us in discussion of what everyone has read. The group presentations will demonstrate the variety and complexity of language, culture and power through sociolinguistic and critical discourse analysis and enable participants to situate, and connect our experiences in multiple contexts-political, economic, social, and personal. As many of the topics connected to culture are controversial and highly contested, the group presentations will enable participants to become more skillful in respectful dialogic inquiry, peer feedback, active listening, and collaboration. Problem posing and learning *how to ask* is part of the anthropological project.

**3) Reflective Analysis Essay: 5-6 pages (To be submitted with the Journal)**

The final reflective analysis paper asks participants to reflect on course readings and class discussions in relationship to your research interests. You may focus on one scholar from course readings or discuss 2-3 scholars/texts in relationship to your future research. The short length of the final reflective essay will require conciseness: 1500 words, not including references.

- **Other Requirements**

Class Participation:

It is critical that all students keep up with the readings, journal entries and actively participate in class. As doctoral level students it is also expected that you will explore

alternative media, video, and film sources, as well as read broadly from resources beyond the required readings in order that you might gain understanding of these elements on educational anthropology and educational sociology. You are especially encouraged to investigate research and theory that investigates the impact of historical trends as well as social and political movements on culture and education. Please be prepared to share your thoughts and reactions. In general, students always should be prepared to discuss the content readings, respond to the questions of the instructor and other students, as well as to ask questions for clarification, exploration, or discussion.

Collaboration is a cornerstone for this course. Students are expected to participate in a lively, professional, punctual, and equitable manner.

#### Attendance: Missed Classes

Due to the collaborative nature of the class sessions, the reflective nature of the course assignments, and the interrelated and cumulative sequence of activities, students are required to be present at each class. Each absence (not including Back to School nights as teacher or parent) will result in a grade reduction. For example, one absence will lower a grade from an "A" to an "A-". The second absence will lower the grade from an "A" to a "B+". The third absence will lower the grade from a "B+" to a "C". If you miss more than three classes you should make arrangements to withdraw from the class to avoid a failing grade.

#### Tardiness:

Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For instance, a third late arrival will lower the grade from an "A" to an "A-". The fourth will lower the grade from an "A-" to a "B+"; and so forth.

#### Late Assignments:

If class must be missed, prior to the absence the student must contact the professor and submit any work that is due during an absence either electronically or in person as agreed and make arrangements with a classmate to take notes and/or record the session. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

#### • **Course Performance Evaluation Weighting**

Participation:	<b>10 points</b>
Dialogic Journal	<b>40 points</b>
Presentation on leading the discussion on a Required Text	<b>25 points</b>
Final Reflective Essay	<b>25 points</b>
<b>TOTAL:</b>	<b>100 points</b>

#### • **Grading Policies**

Grade	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

\* Note: GSE students are advised that, although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

Final course grade is based on the percentage of total points earned and in accordance with GMU policy.)

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions. Any exception to the established guidelines for attendance, tardiness, and late assignments will be made only with pre-approval of the professor.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>. This course supports each of these values by providing multiple learning experiences that necessitate collaboration. Students are afforded opportunities to reflect on their leadership roles in their work as researchers and educational practitioners in their work and learning contexts; to utilize discourse analysis to design and engage in innovative research and improve classroom practice, particularly with

respect to examining the ethics of research and social justice.

\*Plagiarism. See:

Pennycook, A. (1996) Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism, *TESOL Quarterly*, 30 ( 2), 201-230.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic

performance (see <http://caps.gmu.edu/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### Class Schedule

<b>Class session</b>	<b>In-class Foci</b>	<b>Assignment due this class</b>
<b>Session 1 Aug. 30<sup>th</sup></b>	<b>Introduction to the course</b>  <b>What is anthropology?</b>  <b>Conceptualizing culture</b>	<b>Olsen text: Introduction &amp; Chapter 1</b> <b>Pennycook, A. (1996) Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism</b> <i>TESOL Quarterly</i> , 30 ( 2), 201-230.
<b>Session 2 Sept. 6<sup>th</sup></b>	<b>Anthropology and race</b> <b>Racism and racialization</b>  <b>Construction of whiteness</b> <b>Aladin</b>	<b>Olsen text: Chapter 2, 3</b>  <b>Lippi Greene (1997)</b> <b>Teaching children how to discriminate from <u>English with an Accent</u></b> <b>London &amp; NY: Routledge</b>
<b>Session 3 Sept. 13<sup>th</sup></b>	<b>Americanization of Immigrant students</b> <b>Critical discourse analysis</b>	<b>Olsen text: Jigsaw (Chapters 4-10)</b> <b>All read Ch. 11</b> <b>Undocumented students</b> <b>The Dream Act</b> <b>Underground, undergrads</b>
<b>Session 4 Sept. 20<sup>th</sup></b>	<b>Ethnographic methods</b> <b>Critical race theory</b>	<b>Valenzuela</b>
<b>Session 5</b>	<b>Countering Deficit theories</b>	<b>Valenzuela text</b>

Sept. 27 <sup>th</sup>	Ethics of research	Dialogic Journals Due
Session 6 Oct. 4 <sup>th</sup>	Marxist reproduction	Valenzuela Foley text
Session 7 Oct. 11 <sup>th</sup>	Cultural production of inequality and resistance  Funds of knowledge	Foley text  Marta Tienda
Session 8 Oct. 18 <sup>th</sup> NO CLASS  MUST attend Oct 20 <sup>th</sup>	Marta Tienda, a professor of sociology and public affairs at the Woodrow Wilson School of Public and International Affairs at Princeton University, has been selected by AERA to present the 2016 <i>Brown</i> Lecture in Education Research. The public lecture will take place October 20 at the Ronald Reagan Building & International Trade Center in Washington, D.C.	
Session 9 Oct. 25 <sup>th</sup>	Cultural production of inequality and resistance Funds of knowledge	Foley text Gonzalez, Moll, & Amanti
Session 10 Nov. 1 <sup>st</sup>	Funds of knowledge Indigenous research methods	Gonzalez, Moll, & Amanti Wilson text
Session 11 Nov. 8 <sup>th</sup>	Indigenous research methods	Wilson text
Session 12 Nov. 15 <sup>th</sup>	Decolonizing social research  Introduction to Bourdieu	Linda Tuhiwai Smith (BB) Grant & Wong CRT on Bourdieu Bourdieu & Wacquant Dialogic Journals Due
Session 13 Nov. 29 <sup>th</sup>	Reflexive sociology	Bourdieu & Wacquant
Session 14 Dec. 6 <sup>th</sup>	Reflexive sociology	Bourdieu & Wacquant  Final Reflective Essay and Journals Due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Assessment Rubric(s)

### Presentation Rubric (25 points)

	No evidence (not at all)	Beginning (limited evidence; to a limited extent)	Developing (clear evidence; somewhat)	Expanding (clear, convincing evidence; to a great extent)	Accomplished (clear, convincing, substantial evidence; to the highest degree) 5
	1	2	3	4	
<b>CRITERIA</b>					
<u>1.</u> The presenters studied the ethnography/ text in depth, presented background on the author and the book to locate her/his work in historical context/reveal significance of the scholarly contributions to the field					
<u>2.</u> The presenters revealed some personal stance/experiences/signif. to the reading. There was either an activity a use of video, visual or artifacts approaching the material—not only a traditional lecture.					
<u>3.</u> The presenters posed questions/perspectives/that enabled active participation, fostered a dialogic classroom community and responded well to questions from the class.					
<u>4.</u> worked together as a team					

to bring out various aspects, points of view, experiences with the book and <i>connect</i> previous discussions, sessions, readings—rich inter-textuality and insights.					
<u>5.</u> The presentation included a handout of related resources, additional readings, websites.					

**Final Reflective Analytic Essay Total: 25 points**

(Scale of 1-5 points)

5—Accomplished (clear, convincing, substantial evidence; to the highest degree)

4—Expanding (clear, convincing evidence; to a great extent)

3—Developing (clear evidence; somewhat)

2—Beginning (limited evidence; to a limited extent)

1—No evidence (not at all)

\_\_\_\_1. **Describes the author’s area of professional and disciplinary specialization and** provides the context for research interests or topics of concern within  
Situates one’s own experiences in multiple multilingual multicultural contexts-political, economic, social, and personal,

\_\_\_\_2. Reflects on the impact of a scholar (i.e. Angela Valenzuela), particular book or group of scholars or school of thought (i.e. Critical Race Theory) for developing one’s future doctoral research. Summarizes the contributions of the research(ers) for addressing educational policy and practices in your field(s) of specialization.

\_\_\_\_3. **Paper discusses methodological insights, components of ethnographic research, linguistic anthropological or sociological methodological tools-- afforded by this scholar or text.**

\_\_\_\_4. Reflects on one’s own culture and social identities and membership in various social groups and positionalities of privilege and marginality and provide evidence of growing awareness of race, ethnicity and identity, linguistic variety, social class, gender, sexual identity.

\_\_\_\_5. The final reflections (4-6 pages) are submitted in electronically to Blackboard and in a paper copy with the journal. The appendix includes a list of resources for future reading/investigation: Conferences, journals, dissertations and key scholars.

