GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
School of Education
EDUC 893.B01 – Seminar in Educational Anthropology
3 Credits, Summer 2024
May 28-July 27,2024
Hybrid – Online asynchronous with five synchronous meetings

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; and
- An exploration of how issues of gender, religion and other social and economic factors affect education.

Course Delivery
This course will be delivered in a hybrid format, using both asynchronous and synchronous formats. Asynchronous activities will include the creation of blog posts, discussion board answers, and videos, as well as other forms of asynchronous group activities. Five meetings will be held synchronously where activities will include discussions in seminar format, text-based/multi-media presentation course materials, experiential learning activities including interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

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 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 indigenous international perspectives from Asia, Africa, Europe, the Middle East, Latin America and the Caribbean, Australia and South Pacific.

Professional Standards
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
Cammarota, J. (2016). *Sueños Americanos: Barrio youth negotiating social and cultural identities*. University of Arizona Press.
Demerath, P. (2009). *Producing success: The culture of personal advancement in an American high school*. University of Chicago Press.
Dyrness, A. (2011). *Mothers united: An immigrant struggle for socially just education*. U of Minnesota Press.
Nolan, K. (2011). *Police in the hallways: Discipline in an urban high school*. U of Minnesota Press.

Course Performance Expectations
Course Delivery. Dialogic in nature, EDUC 893 is predicated upon expanding knowledge and understanding through interactive discussion, critical reflection, and research. Course delivery is designed to be learner-focused in multiple ways to meet the course objectives and the needs of participants. A variety of on-line, cooperative, and individualized instructional approaches include:
- Student and professor directed discussions and dialogic participation;
- Discussions (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- Cooperative and Collaborative learning (i.e., small group learning interactions emphasizing learning from and with others);
- Multimedia
- Blackboard web-based course management system to extend classroom learning and foster personal and collaborative reflection.

My teaching style revolves around dialogic interaction. It is expected that you will read in advance of class and continue to try to find the bigger picture as you learn to sort through the findings as you move from one author/study to the next. In addition to classroom attendance and participation, you are expected to participate fully in whole class and small group discussions, group, pair and individual projects, internet research, analyses of case studies and reflections on practice.

All assignments should be turned in on the due date indicated in the schedule below via EMAIL (sbaily1@gmu.edu). Formatting must be consistent with APA (7th edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances

Attendance and Participation (15 points (5 points for each three-week segment)
Class participation is important not only for each individual student's learning, but for the learning and success of our class as a whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departure in both on-line and campus class sessions as de facto evidence of non-participation and as a result lower a student's grade (Mason Catalog 2011-12). Your presence alone is not a reason to get full po3`ints. Active participation in preparation, class discussion, group work and timely follow up for paper deadlines (more on that in class), will be considered. Each "third" of the class, I will assess your overall participation, engagement and presence to determine the points assigned.

Course Performance Evaluation

Three stories, two insights, one idea (2 rounds at 10 points each -total 20 points).
In this project, you will be learning how culture/society influence people's educational journeys. Each of you will undertake this activity twice in the semester, once in the first half and once in the second half. You will collect three stories, from which you will draw two insights, and finally come up with one idea that might be something to explore as a potential research topic in educational anthropology. Each of those short interviews will be collapsed into the Worksheet found here - EDUC 893 Three-two-one project.docx. More details will be shared in class.

Weekly Book Reports (4 reports at 7.5 points each- total 30 points)
Every two weeks you will submit 4 slides on a One Drive document that address critical issues raised in each of the four texts you are reading. Guiding questions/focus/content of each of those slides will be provided in class and will be geared towards students interests and the main idea of the book. Please upload your slides to this document by the due date in the syllabus - EDUC 893 Book reports.pptx

Writing Your Book Proposal (35 points in total)
A book proposal is a comprehensive document that allows a publisher to decide if your book is worthy of publishing. It usually entails a short rationale, a draft chapter, a list of other competitive titles and an explanation about why you are the person to write this book. Based on the four books you are reading for this class, we are going to help think about and conceptualize your dream book and how you want to ensure you write a proposal that will help you publish the book. The main aspect of this will be writing the Introduction chapter for the book and using that to support the book proposal. More details will be provided in class. Rationale, competitive titles and your bio will be worth 10 points, the introduction chapter will be worth 25.

Total Points Possible:

Attendance and Participation	15 points
Three two one project	20 points
Book reports	30 points
Final paper	35 points
TOTAL	**100 points**

Grading Scale:

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

Grade	GRADING	Graduate Courses
A+	100	Satisfactory / Passing
A	94-99	Satisfactory / Passing
A-	90-93	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84	Satisfactory / Passing
C	70-79	Does not meet requirements of the School of Education
F	<69	Does not meet requirements of the School of Education

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

DATE	Topic/Learning Experiences	Readings and Assignments
WEEK 1 **May 29** **7:20-10 pm**	Understanding the anthropological underpinnings of education	Introductions/Syllabus/overview of readings/Modeling the activities/General discussion
WEEK 2 **ASYNCHRONOUS**	How is education changed by stories of privilege?	Demerath, P. (2009). *Producing success: The culture of personal advancement in an American high school*. University of Chicago Press. **BOOK REVIEW #1 DUE – June 5th**
WEEK 3 **June 12** **7:20-10 pm**	How is education changed by stories of privilege?	Demerath, P. (2009). *Producing success: The culture of personal advancement in an American high school*. University of Chicago Press.
WEEK 4 **ASYNCHRONOUS**	How is education changed by stories of struggle?	Dyrness, A. (2011). *Mothers united: An immigrant struggle for socially just education*. U of Minnesota Press. **COMPLETE 3-2-1 #1 by this date** **BOOK REVIEW #2 DUE – June 19th**
Week 5 **June 26** **7:20-10 pm**	How is education changed by stories of struggle?	Dyrness, A. (2011). *Mothers united: An immigrant struggle for socially just education*. U of Minnesota Press.
WEEK 6 **ASYNCHRONOUS**	How is education changed by stories of control?	Nolan, K. (2011). *Police in the hallways: Discipline in an urban high school*. U of Minnesota Press. **BOOK REVIEW #3 DUE - July 3rd**
Week 7 **July 10** **7:20-10 pm**	How is education changed by stories of control?	Nolan, K. (2011). *Police in the hallways: Discipline in an urban high school*. U of Minnesota Press.

WEEK 6 **ASYNCHRONOUS**	How is education changed by stories of resistance?	Cammarota, J. (2016). *Sueños Americanos: Barrio youth negotiating social and cultural identities*. University of Arizona Press. **BOOK REVIEW #4 DUE – July 17th**
Week 9 **July 24** **7:20-10 pm**	How is education changed by stories of resistance?	Cammarota, J. (2016). *Sueños Americanos: Barrio youth negotiating social and cultural identities*. University of Arizona Press. **COMPLETE 3-2-1 #2 by this date**
Book Proposal due July 27th		

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

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/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard

should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will

conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. **http://integrity.gmu.edu/**

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy **https://registrar.gmu.edu/students/privacy/**

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her pronouns for myself.

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

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