

**Anthropology of Education
Department of Anthropology
Lakehead University
ANTH-3811-FAO
Fall 2024**

Instructor: Frederico Oliveira, PhD
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Dates of Appointments: September 3 to November 28, 2024
Classes Hours: Tuesdays and Thursdays, 1:00 pm to 2:30 pm
Room: OA-2014
Office Hours: Tue & Thu (11 am – 12 pm) or by appointment - Office: OR-1041

Land Acknowledgment:

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead University acknowledges the history that many nations hold in the areas around our campuses and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

Course Description and Objectives:

Through the lens of cultural diversity and the social construction of reality, this course aims to offer a refreshed perspective on the meaning of education in human societies. When we understand that the so-called “objective reality” is, in great measure, shaped by cultural protocols, a critical look at varied educational processes will provide invaluable insights into how people create, uphold and change the foundations of their societies. Ethnography will be presented as one of the key components by which anthropologists spend time and gain methodical insights into familiar and distant cultural systems.

The course is organized to expose the students to a variety of concepts and ethnographies conducted by anthropologists seeking to explore the phenomena of education by applying a cross-cultural perspective. Class discussions and practical examples will exercise the students in the vast possibilities of engaging with people and analyzing cultural patterns beyond common sense perceptions.

The successful students are expected at the end of the course to be able to:

- a) Describe and see the limitations and potentials of the methods associated with ethnographical research;
- b) Understand how anthropologists approach education and direct their observation while doing fieldwork;

- c) Learn to be respectful and critical of ours and other educational systems;
- d) Be familiar with scientific papers and their structural organization;
- e) Understand how educational systems are foundational to the maintenance and change of human societies;

The course is organized around lectures and class discussions. We will go through some of the conceptual ideas about a particular topic in the initial sessions of each week. Then broader discussions will be proposed to expand such concepts or methodological debates in the second session. Discussions will form an essential part of the learning process and will revolve around current and controversial issues in anthropology. Student attendance and participation are essential.

Course Readings:

No textbook has been assigned for this course.

A number of articles and book chapters are required readings and are listed below for each week. All are available electronically on the course website.

Course Requirements and Grading:

Graded assignments include the following:

<i>Class Participation</i>
10% of course grade
 Critical Reviews – Oral Presentations
30% of course grade
 Quizzes
15% of course grade (5% for each quiz)
 Midterm Exam
15% of course grade
 Final Project
30% of course grade

Class Participation: Attendance is mandatory. Reading (sometimes a lot) and attendance are critical to achieving a satisfactory grade and learning objectives in this course. Students are required to critically read all assigned materials prior to class and participate actively (in their own way) in class discussions and assignments.

Critical Review: Critical Reviews (of approximately 600 words) assigned for every other week must be completed by the start of the second class of that week. Students are allowed to miss one delivery without a penalty. Subsequent misses will be penalized.

Critical reviews are not summaries of the readings. To achieve a satisfactory grade, you are expected to present and discuss relevant points of the readings, bring examples, make associations with daily life situations, etc. These are some directions that can help you improve the quality of your critical reviews: 1) make an effort to understand which of the problems the author is aiming to address. Try to see the big picture; 2) When you do not agree with the author, on what basis do you explain your disagreement? When you agree, explain as well. 3) Criticize properly; do not pass judgment based on personal opinion, taste, or preference; 4) Is the argument internally consistent? Does the evidence (both that offered by the author and the evidence in the field) validate the argument?

Four students will be presenting at the second session of the weeks assigned for critical reviews.

Quizzes: Quizzes will be applied to verify the comprehension of basic concepts seen during the course. The grade for this assignment will be calculated by keeping the three best scores and discarding the lowest. More instructions will be provided.

Mid-Term Exam: In order to verify the comprehension of the course material, students will be given a number of questions to respond to after the reading week. More details will be provided.

Final Project – For this assignment, students will elaborate their own project following the instructions provided by the instructor. Each student should prepare an oral presentation to be given in the final week of class. You should also organize a written paper to be delivered one week after the oral presentations. The Final Paper follows the format of a research paper. This assignment allows students to develop an in-depth practical exercise using the material seen during the course. Required length: 3000-4000 words, excluding bibliography. There will be a handout explaining the details of this assignment.

Policies and Procedures:

Grading Policy:

1. Avoid disrupting class by arriving late or leaving before the end of the class. Disruptions will result first in a warning and then in a 5% penalty to the student's final grade. If the student's behaviour is disturbing the learning environment of the class, they will be asked to leave.

2. It is expected that students will be respectful of their fellow students, their instructor, and cultures and traditions which are not their own.

3. Plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to someone else. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. This is a serious issue. Violation of the university's policy will result in a grade penalty or failure of the course. This type of violation will stay on your academic record.

4. Students will be allowed to take a make-up exam only in the case of documented emergencies. Each situation will be analyzed on a case-by-case basis. If you miss a test for an emergency reason, approach the instructor as fast as possible to discuss your situation. It is at the instructor's discretion to select the format of the make-up exam that will be held in the final week of classes.
5. Students are responsible for taking their own lecture notes. Course outline and class slides will be posted online on Desire2Learn at least one week prior to the due date.
6. The primary communication tool between the instructor and students is Lakehead University's e-mail account. Students are asked to check regularly (including before the class) their LakeheadU e-mail account and Desire2Learn for unforeseen changes to the class due to weather conditions or other reasons. As a general rule, student questions sent 24 hours prior to an assignment or test will not be replied. Grades are supposed to be returned to the students for a maximum period of two weeks after the assignment is delivered.
7. Students are welcome to schedule appointments to discuss any topic related to their academic progress or course content.
8. This syllabus is subject to minor changes during the semester.

Course Schedule

Week 1: **Introduction to the Course / Film**

(Sept-3)
(Sept-5)

Week 2: **Cultural Relativism and Participant Observation**

(Sept-10)
(Sept-12)

Moore, Jerry. (2009). Franz Boas: Culture in Context (Chapter 3, Moore)
In: *Visions of Culture*. Lanham: Altamira Press.

Malinowski, Bronislaw. [1922]. Introduction: Argonauts of the Western Pacific". New York. E.P. Dutton, pp. 1-25.

Critical Review #1 (encompassing Week 2 and the film) due by Sept. 12 at 10 am.

Week 3:**Ethnography, Ethics and Positionality**

(Sept-17)

**** Quiz #1 ** (covering the content of Week 1 and the film)**

(Sept-19)

Mannik, Lynda &. McGarry, Karen (2017). Introduction and Chapter 1 (The Origins and Development of Sociocultural Anthropological Fieldwork in North America). In: *Practicing Ethnography: A Student Guide to Method and Methodology*. Toronto: University of Toronto Press, pp. 1-33.

Mannik, Lynda &. McGarry, Karen (2017). Chapter 3 (Ethics and the Politics of Fieldwork). In: *Practicing Ethnography: A Student Guide to Method and Methodology*. Toronto: University of Toronto Press, pp.51-68.

Week 4:**Anthropological Definitions of Education**

(Sept-24)

(Sept-26)

Levinson, Bradley (ed). (2000). Schooling the Symbolic Animal: Social and Cultural Dimensions of Anthropology. Chapter 1 (Clifford Geertz), Chapter 2 (Raymond Williams), Chapter 5 (Jules Henry) and Chapter 6 (Emile Durkheim).

Critical Review #2 (encompassing Weeks 3 and 4) due by Sept. 26 at 10 am.

Week 5:**The Anthropology of Learning**

(Oct-1)

**** Quiz #2 ** (covering the content of Weeks 3 and 4)**

(Oct-3)

Ingold, Tim. (2000). "Introduction: Culture, nature, environment: Steps to an ecology of life." In: *The Perception of the Environment*. London: Routledge, pp.13-26.

Spindler, George (1997). The Transmission of Culture. In: *Education and Cultural Process: Anthropological Approaches*, George Spindler (ed). Long Grove: Waveland Press, pp. 275-309.

Week 6:**Pedagogies of Opression**

(Oct-8)

(Oct-10)

Freire, Paulo. (1970). Pedagogy of the Oppressed. London: The Continuum International Publishing Group Inc. Chapters 1 and 2.

Critical Review #3 (encompassing Weeks 5 and 6) due by Oct. 10 at 10 am.

Week 7: **Fall Reading Week**

(No Class: Thanksgiving & Fall Reading Week, Oct 14-18)

Week 8:

(Oct-22) **Individual meetings to discuss the final project**

(Oct-24) **Midterm Exam**

Week 9: **Cultural Processes Interfering with Classroom Realities**

(Oct-29)
(Oct-31) Levinson, Bradley & Pollock, Mica, eds. (2011). *A Companion to the Anthropology of Education*. Oxford: Wiley Blackwell. Chapter 14 (Hip Hop and the Politics of Ill-literacy); Chapter 15 (Negotiation of Scientific Authority in Classrooms).

Critical Review #4 (encompassing Week 9) due by Oct. 31 at 10 am.

Week 10: **Comparing Ethnographies in the Americas**

(Nov-5) **** Quiz #3 ** (covering the content of Weeks 6 and 9)**

(Nov-7) Anderson-Levitt, Kathryn & Rockwell, Elsie. (2017). *Comparing Ethnographies: Local Studies of Education Across the Americas*. Chapter 4 (Ethnographies of Migration and Education in the United States and Argentina: Disrupting Discourses of Assimilation and Inclusion. Gabriela Novaro and Lesley Barlett); Chapter 5 (Teacher's Work: Comparing Ethnographies from Latin America and the United States. Kathryn Anderson-Levitt and Belmira Oliveira Bueno).

Week 11: **Gender and Educational Policies**

(Nov-12)
(Nov-14) Sommers, Christina H. (2013). *The War Against Boys. How Misguided Policies are Harming Young Men*. New York: Simon & Shuster Paperbacks. Chapter 1 and Chapter 2.

Critical Review #5 (encompassing Weeks 10 and 11) due by Nov. 14 at 10 am.

Week 12: For an Ethnography of Teaching and Parenting

(Nov-19) ** Quiz #4 ** (covering the content of Weeks 10 and 11)

(Nov-21) Levinson, Bradley & Pollock, Mica, eds. (2011). A Companion to the Anthropology of Education. Oxford: Wiley Blackwell. Chapter 25 (Toward and Anthropology of Teachers and Teaching); Chapter 31 (Parents as Critical Educators and Ethnographers of Schooling).

Week 13: ** Final Project Presentations **

(Nov-26)

(Nov-28)

Desire2Learn

The course uses Desire2Learn for its course website. To access the course website or any other Desire2Learn-based course website, go to the LU portal login page at <https://myinfo.lakeheadu.ca/> and log in using your LU username and password. Once you have logged in to the portal, look for the **mycourselink** module, where you'll find the link to our course website along with the link to all other Desire2Learn-based courses you are registered.

Use of AI

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google), among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. **Any use of GenAI systems to produce assignments for this course is not permitted.** All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI-generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

Accessibility Needs

Lakehead University is committed to accessibility. If you require accommodations for a disability or have any accessibility concerns about the course, the classroom or course materials, please contact Student Accessibility Services as soon as possible.