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**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Ph.D. in Education
Multilingual Multicultural Education**

EDUC 893 (Section 01) CRN:17390: Seminar in Educational Anthropology

Credit hours: 3, Spring 2014

Tuesday 4:30-7:10 Robinson Hall B218

PROFESSOR(S):

Name: Dr. Shelley Wong

Office Hours: Tuesdays 2:30-4:00 & Weds. 5:00-6:45 p.m. By appointment

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission to PhD program, or permission of instructor.

B. 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.

C. Expanded Course Description

- 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, research, through post-formal, critical race, feminist and womanist, post-colonial, and post-structural lenses
- Developing critical literacy through written and oral presentations

LEARNER OUTCOMES:

This course is designed to enable students to:

- 1) Analyze theories of culture, including acquisition and transmission of language, literacy and culture, representation, 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. (See logo below.)



- 3) Demonstrate the variety and complexity of language, culture and power utilizing 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 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 and immigrant communities.

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- 8) examine how foundational influences in U.S. education might be enhanced with historical and contemporary international perspectives from Asia, Africa, Europe, the Middle East, Latin America and the Caribbean, Australia and South Pacific.

PROFESSIONAL STANDARDS :

EDCI 893-001 meets the following 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>

Professional standards and research specializations of seminar participants.

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*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Farr, M., Seloni, L., Song, J. (2010). *Ethnolinguistic Diversity and Education: Language, Literacy, and Culture*. NY: Routledge.

Hall, S., Evans, J. & Nixon, J. (2013) *Representation*. (2nd Ed.). London: Sage.

Ladson Billings, G. (2009) *The dream keepers: Successful teachers of African American children*. John Wiley and Sons

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Smith, L. T. (1999) *Decolonizing methodologies: Research and Indigenous peoples*
London & New York: Zed Books; St. Martin's Press U.S. distributor.

COURSE ASSIGNMENTS

A: Assignment descriptions:

1) Reflective Journal on Readings 25 points

Students are to keep a reading journal that is both analytic and reflective. As you read, define whatever questions that arise for you in the readings. Reflect on the reasons why you are asking these questions. This course is intended to provide a foundation for doctoral students who intend to do field work involving some ethnographic components. In particular, the journal reflections are a means to connect course readings to our personal experiences and to analyze course readings critically. Although there is no specific length requirement, two to three pages might serve to frame the scope of writing for each of the weekly journal entries. They are opportunities for the student and the instructor to interact one on one. You may elect to do a dialogic or double entry journal with quotes on the left column and your reflections on the right column. Please put your name on the cover page but not on headings.

2) Presentation on Readings: 25 points

Presentation Format ****

1. RESPOND to the readings you are presenting using the strategy and focus that works for you. However excited, confused or involved you get by the trees, try to step back and say what you can about the forest.
2. Summarize a main point or points of the reading(s) for the day you have chosen to present and make a SIMPLE HANDOUT to help people follow your summary (not summarize the book).
3. Suggest how the "main point/s" are LINKED to other class readings/discussion/activities, and then to your own research topic, project proposal or ideas.
4. IDENTIFY and define a few key ideas, concepts, paradigms and/or terminology that you consider useful tools for thinking/doing/being ethnography or cultural studies. This might also be included on your handout.
5. SHARE any aspects of your research or project development that might be relevant or that you would like to discuss or get feedback on.
6. ASK a question or present an issue related to what is being discussed in the reading to ask the other students in class. Your questions can seek clarification or provoke discussion.
7. Be ready to be a LEADER in the class discussion period and FACILITATOR by listening and drawing out other students to enter the discussion and respond to you and to others.

8. HANDOUTS should ideally include a short summary, identification of most useful concepts and terms, links between concepts and readings, a blurb about your area of interest and how you are connecting and questions for discussion, but may take any form you find effective.

****From: University of Washington Dr. Rachel Chapman's syllabus Anthropology 567 (who acknowledges Dr. *Dr. Moira Baker, Radford University*)

3) Final Project (Choose A or B): 40 Points

- A) The Influence of the Media on Culture and Schooling Project: Analysis of entities children/adolescent film, children/adolescent programming, print/visual images, or popular culture**

1. Much has been written about the nature and influence of the media and popular culture on our overall culture and schooling. In addition, the discipline of cultural studies has critiqued the inordinate influence of the media over the visible and hidden curriculum of school. The purpose of this activity is to develop critical media literacy skills that will facilitate the critical interrogation of culture and the media's influence on schooling and society. Your task is to identify a media source, critique it, and make a formal presentation to the class using the artifact to support your analysis. The presentation should be both experiential as well as include a synopsis of your findings.
2. Identify your topic, identify sources of information with respect to the communities and social and cultural identities involved in the interpretation of the artifact and indicate the criteria, aspects or elements of culture, you are used to interpret the artifact.
3. Identify the overt, basic, or easily recognizable messages to the artifact Identify the hidden messages that are conveyed about culture, the media, and education.
4. Provide an annotated list of resources for researchers and practitioners in your area of specialization.
5. Present your conclusions. What does this artifact say about the media, culture, and education? What does your analysis suggest for transforming educational policies and practices with respect to racism and other constructions of difference?

- B) Professional/Scholarly Conference Proposal, Paper and/or Report on Conference or Book Review for Scholarly or Professional Publication**

1. Reflect on how your membership in various professional and scholarly associations will benefit from participating in professional development opportunities and conferences. Provide a rationale for your choice of assignment with respect to research, educational policies and practices.
2. Investigate the Genre(s) for presentations: a) **Conference** Attach the call for participation for this conference (including theme, requirements and deadline). b)

- Journal or other serial publication:** attach a model review of a conference or book and submission requirements.
3. Discuss your research (telephone, on-line or face to face interview) with a mentor in seeking advice concerning identifying an important scholarly conference or publication in your field of specialization. Identify the interest sections or divisions relating to your research interests.
 4. Provide a sample of a conference proposal. Attach sample conference reviews or book reviews or Call for authors. Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you work to develop expertise through interdisciplinary work?
 5. The conference proposal/review or book review speaks to the particular discourse community effectively.
 6. Reflections on the value of this assignment for developing one's research interests.
 7. Reflection on the value of this assignment for addressing educational policy and practices in your field(s) of specialization.
 8. The appendix includes a list of resources for future reading/investigation: Conferences, journals, key scholars for summer reading list.

4. Class Participation (10 points):

The seminar format of EDUC 893 requires honest and respectful participation of all students. It is critical that all students keep up with the readings, journal entries. 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 multi-modal representation of culture in 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 strategies for successfully negotiating dialogic inter-disciplinary and trans-disciplinary academic exchanges, as well as to ask questions of clarification, exploration of various dimensions of lived experiences, power and privilege, oppression and marginalization.

Total: 100

B. Assignment weighting (percentages/points):

- | | |
|--|-----------|
| 1) Reflective Journal on Readings (10 and 15 points) | 25 points |
| 2) Presentation on Readings | 25 points |
| 3) Final Project (Media or Professional/Scholarly Project) | 40 points |
| 4) Class Participation | 10 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 Graduate School of Education
F	<69	Does not meet requirements of the Graduate School of Education

C. Grading policies and Professor’s Expectations of Participants: ***(From: Dr. Rachel Chapman University of Washington)**

1. Lively respectful dialogue:

Dialogue and collaboration are the heart of an active and liberational learning pedagogy aimed at the empowerment of all students. Our work together relies upon an honest, open, and respectful dialogue so that all participants feel free to express their views. Here are just a few guidelines to facilitate our conversations each week:

- 1) Be willing to share your ideas and experiences with others, even though you may feel your ideas are "different."
- 2) Don't EVER think that what you have to say is stupid, dumb or silly. Many others probably share your question.
- 3) If you are a reserved person who finds conversing in a group difficult, force yourself to join the dialogue.
- 4) Be respectful of the ideas and experiences of others, even though you feel they are "different" from your own.
- 5) Listen respectfully, not interrupting, and reserving judgment until you have attempted to hear what another has to say.
- 6) If you are an outgoing person, who finds conversing in a group relatively easy, hold back a little and give others a chance to speak
- 7) If you find yourself dominating the conversation, speaking repeatedly to "win your point" while most of the others in the class remain silent, remember that our purpose is not to "win" debates but to openly air differing ideas and to learn from each other.

- 8) Don't assume that because people are quiet they have nothing to say and that you have to "fill the gap" by speaking. The best way to fill an uncomfortable gap is to ask others what they think.
- 9) Don't assume that silences are unproductive. Give people time to think. If you're uncomfortable with silences, remember that others need more time to formulate their ideas--or to dare to speak up.

2. Attendance

Regular, on-time attendance and thoughtful participation in class discussion are essential not only to your individual performance, but also to the success of this course. Collaboration in every phase of the course is essential if we are to form an intellectual community whose insights and power surpass those of any one of us working on our own. We are all subjects who share the responsibilities of teaching and learning in this class. Each of us has a responsibility to the group and to the learning that goes on in class.

****From: University of Washington Dr. Rachel Chapman's syllabus Anthropology 567 (who acknowledges Dr. *Dr. Moira Baker, Radford University*)

3. Late Work and Requests for Extensions

- Late assignments will be marked down.
- If, in the event of extreme circumstances, such as sickness, family tragedy, or an emergency, please request an extension on your work **prior** to the due date. I may give an extension provided you have a legitimate reason. You can contact me via e-mail or phone.

4. Incompletes are strongly discouraged. If sickness, family tragedy or emergencies make it impossible to participate successfully in the seminar, I will consult with your advisor as to whether the best course is to withdraw or take an incomplete.

5. Rubrics for Assignments at the end of the syllabus.

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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.

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- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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 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/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Inclement Weather/Emergency Policy

In case of snow, other severe weather, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

Class Schedule

Class session	In-class Foci	Assignment due this class
Session 1 Jan. 21st	Introduction to the course What is anthropology? Conceptualizing culture	Self Introduction Olsen text: Introduction & Chapter 1 Hall, S. Chapter 1 Representation Media project
Session 2 Jan. 28th	Anthropology and race Racism and racialization Construction of whiteness Aladin	Olsen text: Chapter 2, 3 Lippi Greene (1997) Teaching children how to discriminate from <u>English with an Accent</u> London & NY: Routledge
Session 3 Feb. 4th	Americanization of Immigrant students Critical ethnography: Method, ethics and	Olsen text: Jigsaw (Chapters 4-10) All read Ch. 11 Madison, D.S. (2011) Introduction to Critical

	performance	Ethnography: Method, Ethics and Performance. (pp. 1-16) Thousand Oaks, CA: Sage Asia Williams Guest speaker
Session 4 Feb. 11th	Countering Deficit theories Ethics of research Journals DUE	Valenzuela Gloria Ladson Billings the Brown Lecture
Session 5 Feb. 18th	Critical discourse analysis Critical race theory	Valenzuela Ladson Billings: Dreamkeepers Methodology
Session 6 Feb. 25th		Valenzuela text
Session 7 March 4th	Marxist reproduction	Foley text Chap. 1 & Appendices
Spring Break March 10th-March 14th	Spring Break	Foley text (jigsaw)
Session 8 March 19th	Cultural production of inequality and resistance Funds of knowledge	Foley text Gonzalez, Moll, & Amanti
Session 9 March 26th	Field Work for Final Projects—no formal class TESOL Convention Portland, Oregon	Wilson text Smith, L. T. (1999) <i>Decolonizing Methodologies: Research and Indigenous Peoples.</i>

Session 10 April 2nd	Indigenous research methods Decolonizing social research Ecologies of Mind	Wilson text Bateson, G. (2000) <i>Steps to an ecology of Mind.</i>
Session 11 April 1st	Indigenous research methods	Wilson text
Session 12 April 8th	Reflective sociology Journals on Readings DUE	Bourdieu & Wacquant Grant, R. & Wong, S. (2008). Critical race perspectives, Bourdieu and language education. (pp. 162-184). In A. Luke and J. Albright (Eds.), <i>Bourdieu and literacy education</i> . New York: Routledge.
Session 13 April 15th	Reflexive sociology	Bourdieu & Wacquant
Session 14 April 22nd	Reflexive sociology	Bourdieu & Wacquant
Session 15 April 29th	Presentations on final projects	Final Project Due

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Cochran-Smith, M. (2003). Blind vision: Unlearning racism. In S. Plaut and N.S. Sharkey. *Education policy and practice: Bridging the divide.* (pp. 95-127). Cambridge, MA: Cambridge Educational Press.

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Presentation on Readings (25 points)

	No	Beginning	Developing	Expanding	Accomplished
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	evidence (not at all) 1	(limited evidence; to a limited extent) 2	(clear evidence; somewhat) 3	(clear, convincing evidence; to a great extent) 4	(clear, convincing, substantial evidence; to the highest degree) 5
CRITERIA					
<u>1.</u> The presenter(s) presented background on the author and the book to locate her/his work in historical context/reveal significance of the scholarly contributions.					
<u>2.</u> The presentation revealed some personal stances/experience/significance to the reading. The unique voice of the participants came through. There was either an activity or visual or hands on way of approaching the material—not only a traditional lecture.					
<u>3.</u> The presenter(s) posed questions/perspectives/that enabled active participation, fostered a dialogic classroom community and responded well to questions from the class.					
<u>4.</u> researched the topic well 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.					

5. The presentation included an annotated handout of related resources, additional readings, websites.					

Final Project Media

		No evidence (not at all) 1	Beginning (limited evidence; to a limited extent) 2	Developing (clear evidence; somewhat) 3	Expanding (clear, convincing evidence; to a great extent) 4	Accomplished (clear, convincing, substantial evidence; to the highest degree) 5
	CRITERIA					
1.	Provides a rationale for the importance of the topic and selection of the media artifact, identifies sources of information with respect to the communities and social and cultural identities involved in the selection and interpretation of the artifact.					
2.	Indicates the criteria, aspect or elements of culture used to interpret the artifact.					
3.	Identifies the overt, basic, or easily recognizable messages to the artifact.					
4.	Identifies the hidden messages that are					

	conveyed about culture, the media and education					
5.	Conclusions summarize author's analysis of the artifact with respect to the significance to the media, culture, and education?					
6.	Provides suggestions for transforming educational policies and practices with respect to the inclusion racism and other constructions of difference?					
7.	Reflects on what the author has learned through course readings and this project concerning researching culture that may have bearing for her/his future research (or dissertation).					
8.	Provides an annotated list of resources/readings for researchers and practitioners in the author's area of specialization.					

Final Project (Professional/scholarly presentation or publication) (40 points)

		No evidence	Beginning (limited	Developing (clear	Expanding (clear,	Accomplished (clear,
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		(not at all)	evidence; to a limited extent)	evidence; somewhat)	convincing evidence; to a great extent)	convincing, substantial evidence; to the highest degree)
		1	2	3	4	5
	CRITERIA					
1.	Provides a rationale for the choice of assignment and reflects on the benefits of participating in various professional and scholarly associations.					
2.	Investigates the Genre(s) a) Conference Attaches the call for participation for this conference (including theme, requirements and deadline). b) Journal or other serial publication: attach a model review of a conference or book and submission requirements. Provide a sample of a conference proposal. Attach sample conference reviews or book reviews or Call for authors.					
3.	Interviews an expert (telephone, on-line or face to face interview) approaches a potential mentor to seek advice concerning identifying an important scholarly conference or publication in your field					

	of specialization. Identify the interest sections or divisions relating to your research interests or structures within the association/organization					
4.	Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you work to develop expertise through interdisciplinary work?					
5.	The conference proposal/review or book review speaks to the particular discourse community effectively.					
6.	Reflects on what the author has learned through course readings and this project concerning researching culture that may have bearing for her/his future research (or dissertation).					
7.	Reflects on the value of this assignment for addressing educational policy and practices in one's field(s) of specialization.					
8.	Provides an annotated list of resources/readings for					

Revised 1/28/14

	researchers and practitioners in the author's area of specialization.					
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