

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

EDUC 893.001 – Seminar in Educational Anthropology
3 Credits, Spring 2020
Tuesday/7:20pm-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.
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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 indigenous international perspectives from Asia, Africa, Europe, the Middle East, 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

- 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.
- Pennycook, A., & Makoni, S. (2019). *Innovations and Challenges in Applied Linguistics from the Global South*. Routledge.
- 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:

- APA (2019) *Publication Manual of the American Psychological Association, 7th Ed.*
- Bateson, G. (2000) *Steps to an Ecology of Mind*. Chicago: University of Chicago Press.
- Bourdieu, P., Wacquant, L. J. D. (1992). *An Invitation to Reflexive Sociology*. The 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
- Ali, A. I., Allen, A., Bower, A., Davie-Kessler, J., Hancock, S. D., Hoffman, D. M., & Hopson, R. (2016). *New Directions in Educational Ethnography*. UK: Emerald Publishing.
- 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* Zed Books; St. Martin's Press U.S. distributor. London & New York.

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).

• Assignments and/or 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 **January 28th, February , April 14th**

2) Group presentation on the researcher and 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.

• Course Performance Evaluation Weighting

Participation:	10 points
Dialogic Journal (5 pts, 15pts, 15pts)	35 points
2 Presentations on leading the discussion on readings (20 each)	40 points
Final Reflective Essay	15 points
TOTAL:	100 points

• 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 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 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.

- **Grading**

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 university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	

B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

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

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times. See 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.

Class Schedule

Class session	In-class Foci	Assignment due this class
Session 1 Jan. 21st	Introduction to the course, participants What is the anthropological project? Ethnography Critical Ethnography Disciplinary approaches to conceptualizing culture	Olsen text: Introduction & Chapter 1 Pennycook, A. (1996) Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism <i>TESOL Quarterly</i> , 30 (2), 201-230.
Session 2 Jan. 28th	Anthropology and race Racism and racialization Construction of whiteness Undocumented students DACA	Olsen text: Chapter 2, 3
Session 3 Feb. 4th	Americanization of Immigrant students Critical discourse analysis Dialogic Journals Due	Olsen text: Jigsaw (Chapters 4-10) All read Ch. 11
Session 4 Feb. 11th	Ethnographic methods Critical race theory	Valenzuela: All read Introduction and front matter and Appendix
Session 5 Feb. 18th	Countering Deficit theories Ethics of research	Valenzuela text Jigaw
Session 6 Feb. 25th	Marxist reproduction	Valenzuela Foley text
Session 7 March 3rd	Cultural production of inequality and resistance Funds of knowledge	Foley text Gonzalez, Moll, & Amanti
March 10th	Spring BREAK NO CLASS	
Session 8	Funds of knowledge	Gonzalez, Moll, & Amanti

March 17th	Indigenous research methods Journals Due	Wilson text
Session 9 March 24th	Funds of knowledge Indigenous research methods	Gonzalez, Moll, & Amanti Wilson text
Session 10 March 31st	TESOL Convention Denver, CO (March 31st-April 3rd) Indigenous research methods	NO CLASS / Zotero Session / Work with critical friend Wilson text
Session 11 Apr. 7th	Decolonizing social research Introduction to Bourdieu Cultural capital	Linda Tuhiwai Smith (BB) Grant & Wong CRT on Bourdieu Bourdieu & Wacquant Dialogic Journals Due
Session 12 Apr. 14th	Innovations & challenges from the Global South Journals Due	Pennycook, A., & Makoni, S Ch. 1 & 2
Session 13 Apr. 21st	Southern multilingualism Ch. 3 Language endangerment, vitality & reclamation Ch. 4 (AERA April 17th-21st)	NO FACE TO FACE CLASS/ Work with critical friend to discuss final project. (Read 3 & 4 for April 28th session)
Session 14 Apr. 28th	Decolonizing language in education Ch. 5 Challenging the northern rsch gaze in Applied Linguistics Ch. 6 (History/Political Economy/Sociology/Psychology...)	Pennycook, A., & Makoni, S Ch. 3 & 4 Pennycook, A., & Makoni, S Ch. 5 & 6
Session 15 May 5th	Final Reflective Essay: Critical Friend Last Class	Pennycook, A., & Makoni, S Ch. 7

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 Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. 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, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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 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/> .

Detailed Assessment Rubric(s)

Presentation Rubric (25 points)

CRITERIA	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)
	1	2	3	4	5
1. 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					
2. 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.					
3. The presenters posed questions/perspectives/that enabled active participation, fostered a dialogic classroom community and responded well to questions from the class.					
4. worked together as a team to bring out various aspects, points of view, experiences with the book and connect previous discussions, sessions, readings—rich inter-textuality and insights.					
5. 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**

Ebooks for Valenzuela on GMU library site

<http://web.b.ebscohost.com.mutex.gmu.edu/bsi/detail/detail?vid=0&sid=7b932a7e-2ae0-4b6d-af1e-6c3f485021bf%40sessionmgr102&bdata=JnNpdGU9YnNpLWxpdmU%3d#AN=44158&db=nlebk>

or

http://gml-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?v1%28freeText0%29=subtr+active++schooling&fn=search&vid=GMU