Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description: The application of anthropological theory and methods to the study of education with emphasis on bicultural-bilingual school and community contexts. Topics include theories of culture, cultural transmission and acquisition, and cultural reproduction and production for understanding informal and formal education and its outcomes.

Purpose: The purpose of this seminar is to examine educational processes from an anthropological perspective. In its most general sense anthropology is "the study of human experience." Universal in this experience is education, informal and formal learning and development, that is common to all human groups. The goal of anthropology in education is to explain education as a complex of processes that are essentially cultural artifacts and often implicit to the naïve observer. The goal of workers in this area of studies is to make these processes explicit, and to arrive at useful explanations that can be applied in actual educational settings.

Objectives: The course will be oriented towards these key objectives:

1. The analysis of education as a life-long process occurring in both formal and informal settings, i.e., from childhood enculturation in the family and community; to education in organized settings, including schools; informal education in the public sphere, e.g., media; thru adult learning in work and other settings.

2. An understanding of the cultural diversity and dynamics, potential conflicts, and rewarding possibilities inherent across educational settings, e.g., the cultures of ethnic minority students; the culture of teachers, counselors, and administrators; teen culture, family culture.

3. The need for understanding educational processes against the sociocultural contexts within which they occur, e.g., explanation of school and classroom events, or child behavior, as ultimately connected to wide social and cultural values, beliefs, and processes.

Topics: Among the topics to be addressed in the course are--

Foundations of Anthropology and Education
history of the discipline
founding Mothers and Fathers
theoretical and methodological perspectives
early concerns and research

Anthropological conceptions of education
child-rearing and enculturation
education as cultural transmission
human production
social reproduction

Cultural institutions as educational settings
families and caretakers
schools, cognitive and social development
peer groups and adult role learning
workplace competencies, skills and culture
mass media, culture and behavior
Multicultural processes and schools
   Ethnic demographics and cultural diversity
   identity development and schools
   cultural discontinuity and conflict
   the hidden curriculum
   learning and communication styles

**Required Books:**

- Spindler, G.D. 1997 *Education and Cultural Process: Anthropological Approaches*
- Philips, S.U. 1983 *The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation*
- Delgado-Gaitan, C. 2001 *The Power of Community: Mobilizing for Family and Schooling*
- Fordham, S. 1996 *Blacked Out: Dilemmas of Race, Identity, and Success at Capital High*
- Perry, P. 2002 *Shades of White: White Kids and Racial Identities in High School*

**Required Articles:**


**Course Requirements/Evaluation:**

**Attendance/Participation (10%)** are required for students to benefit fully from the course. Each student will be responsible for presenting and leading discussion around one assigned chapter or reading during the semester.

**Midterm Exam (30%)** will be based on approximately the first half of course readings. Instructor will provide one or two questions. It is an essay, take-home exam, due in a week.

**Final Exam (30%)**, format as above, will focus on the latter half of the course, but could draw on any of the course readings.

**A Research Paper (30%)** on an approved topic. Students will select a problem of interest that is relevant to the course. “Problem” refers to a problem in social science, education, or related domain—that has been examined (or should be) through an “anthropology and education” perspective. I will work individually with you to help you develop your idea. Specific guidelines will be provided, but general requirements of the paper include:

**MASTER’S STUDENTS:** Describe the problem of study, its purpose, and significance; conduct a literature review; discussion, conclusions, implications of findings.

**DOCTORAL STUDENTS:** In addition to above, students will propose an anthropological-type study of the chosen topic. This part of the assignment does not require a tie-in to the student’s dissertation idea (actual or anticipated). Also, actual implementation of the proposed study is not a requirement; there is no time for this. The assignment will take into account students’ level of preparation in research content/methodology.
Office of Disability Services. Students with disabilities should register and document their disabilities with this office. A confirmation of disability must be sent to the instructor, as this is the only way that any accommodation(s) for students can be made on the basis of disability. General and contact information can be found on the UTSA web homepage, click on “Current Students.”

Academic & Degree Regulations. All students should become familiar with UTSA’s “Academic Regulations,” which are detailed in the Graduate Catalog. Additionally, students in or planning to enter a graduate degree program should see “Master’s Degree Regulations” in the same publication. Students should also keep contact with their departmental program advisors for questions and advice.

Code of Student Conduct. Students should become familiar with UTSA’s Student Code of Conduct. The code outlines all institutional expectations, regulations, sanctions, and procedures concerning ethical, civil, and professional behavior and language, inside and outside the classroom. This document is also posted on the UTSA homepage, click on “Current Students.”