Modul 1:
Educational Anthropology 1
MA in Anthropology of Education and Globalisation

Tutors:
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Course description:
Educational Anthropology 1 introduces students to key concepts and central questions intrinsic to the field of Anthropology of Education and Globalisation. It combines the disciplines of anthropology and education and explores how central questions – of socialisation and education, and the authority by which certain content, skills and forms of learning are upheld – have been treated through shifting styles of inquiry (e.g. culture and personality, critical cultural studies, cultural production and social reproduction) and conceptualised in different ways (e.g. as cultural acquisition/transmission, upbringing, institutionalisation, Bildung, formal and non-formal learning, competence development).

Aims
On completion of this module, and based on an academic (i.e. a critical, systematic and theoretical) foundation, students can demonstrate:

- knowledge of historical development and key concepts for the interdisciplinary field of anthropology and education.
- knowledge of different theoretical and methodological approaches to the study of the production of the educated person in formal and non-formal learning environments.
- skills and abilities to analyse and critically evaluate key questions, concepts and methodologies concerning issues of education and learning in a cross-cultural and international perspective.
- skills and abilities to concisely communicate and present research-based knowledge in English and discuss professional and scientific issues with peers from various cultural, linguistic and national backgrounds.
Teaching Plan

- competences to work independently, alone and in groups of diverse nationalities and academic background.

Teaching methods:
A combination of lectures, tutorials, student presentations and method exercises.

Language of instruction:
English

Examination
A written essay of 8-10 pages. One page is defined to consist of 2400 characters.
Assessment takes place through internal examination with a co-examiner and as passed/failed.
Deadline for handing in the essay is Thursday 24 October at 12.00 o’clock
Teaching Plan

WEEK 1: Introduction week

Introduction Week: *See separate programme!*

Session 1
Title: Anthropology of Education and Globalisation: Classic questions  
Tutor(s): Sally Anderson
Time and location: the exact time will be announced the week before course start (the session will take place either 5 or 6 September)

WEEK 2
Educational anthropology in a historical perspective

Session 2
Title: Culture and Education: Enduring questions  
Tutor(s): Sally Anderson
Time and location: Tuesday, 10 Sep. 9-12.00, room A210

*Aims:* This session will introduce students to early anthropological studies of education, focusing on key persons, as well as key terms and questions issuing from these studies.

*Themes/content:*
We will look at pioneering work in the anthropological study of education: cultural transmission and acquisition, socialization, enculturation and culture and personality/emotion.

*Literature*


*Preparation:*
Find one reading by Boas, Benedict or Mead (library or online) and prepare a short (5 minute) presentation for Friday’s tutorial. Address the following questions:

- Which empirical site does the author draw on?
- Which research question does the author address?
- What concept of culture does the author draw on?
- How does the author perceive the relationship between culture and education?
Teaching Plan

Session 3
Title: Culture and Education: Classic Studies
Tutor(s): Sally Anderson
Time and location: Thursday, 12 Sep. 9-12.00, room D166

Aims: The aim of this session is to look more closely at classic studies of indigenous education that discuss how novices acquire cultural knowledge of emotion, status, language, peer interaction, and a trade.

Themes/content
I have chosen a small sample of texts that exemplify how anthropologists have worked on understanding how novices acquire cultural knowledge and understanding. Focus is on the ways in which particular ideas about the world and particular ways of being in the world are made meaningful to novices.

Literature:

Preparation:
Read the texts and prepare for a critical and comparative discussion.

Which concepts of culture are drawn on, if any?
What questions are raised by the texts?
What relevance do these texts have for studies of education in today’s world?

For Friday’s tutorial find one newspaper or magazine article that addresses issues similar to the issues raised by these texts. Prepare a brief discussion (5 min.) that compares and contrasts earlier and contemporary questions of cultural learning and indigenous education.
Teaching Plan

Session 4
Title: Tutorial: Culture and Education - Ongoing problems
Tutor(s):
Time and location: Friday, 13 Sep., 9-12.00, room D 166

Aim: The aim of this tutorial is to discuss questions raised by the week’s texts in light of contemporary problems.

Teaching: Student presentations

Presentation #1 – first hour
Briefly present a reading by Boas, Benedict or Mead (found in library or online) highlighting the empirical site the author draws on, the analytical focus of the study, and the questions addressed by the author.

Presentation #2 – second hour
Briefly present a newspaper or magazine article that addresses issues similar to those raised by the classic texts. Compare and contrast earlier and contemporary questions of cultural learning and indigenous education.

Preparation: See session 1 and 2.Aims:

WEEK 3

Session 5
Title: Culture and Education: Pressing issues in a changing world
Tutor(s): Sally Anderson
Time and location: Tuesday, 17 Sep. 9-12.00, room A210

Aim: The session will acquaint the student with controversial figures, societal problems, and educational questions leading up to the institutionalization of Anthropology and Education, as a subfield under the auspices of the American Anthropological Association.

Themes/content: We will look at problems of education emerging in a rapidly changing world (1940-1970) and the ways in which anthropologists chose to address these issues.

Literature:

Teaching Plan


**Preparation:**
Most of these anthropologists worked within a national educational framework. Note the issues they address and suggest how their work is relevant to other national educational contexts and to present educational issues.

**Session 6**
**Title:** Anthropology and Education: State of the art, contemporary frameworks
**Tutor(s):** Sally Anderson
**Time and location:** Thursday, 19 Sep. 9-12.00, room 200

**Aim:** The aim of this session is become familiar with how leading educational anthropologists view the state of the art today.

**Themes/content:** Drawing on overview articles from the anthology: A Companion to the Anthropology of Education (2011), we will look at educational anthropology as an inherently interdisciplinary field, and consider various frameworks for future study as presented by leading anthropologists working in the field of education.

**Teaching:** Lecture and discussion of readings

**Literature**


**Frameworks:**

Teaching Plan


Preparation:
Read the texts and be prepared to discuss productive ways of combining these frameworks to study global issues of education.

Session 7
Title: Tutorial on ethnography: Educational ethnography
Tutor(s): Sally Anderson
Time and location: Friday, 20 Sep., 9-12.00, room A303

Aim: This tutorial will familiarize students with ethnography as a genre and with a variety of ethnographies focusing on educational issues writ large.

Themes/content: We will discuss how anthropologists frame their research and ethnographical writing on educational issues.

Teaching: Student presentations of ethnographies of school and education writ large.

Literature
We will compile an annotated reading list in class.

Preparation:
Search online or in the library for two ethnographies of education in English or other languages (cf. Anderson-Levitt), one from before 1970 – and one after.

Search online for reviews of these ethnographies to help you prepare a brief presentation (max 1-1.5 pages) of the two ethnographies.

What questions do they address?
Which fieldsites do they chose?
Which theoretical paradigms do they draw on?
What arguments do they present?’

Each student will present (5 minutes) and we will compile an annotated reading list for future reference.
Session 8
Title: Introduction to an anthropology of learning
Tutor(s): Cathrine Hasse
Time and location: Tuesday, 24 Sep. 9-12.00, room A210

Aims:
This introduction will give students a general overview of the concept of learning and how it's been discussed at different times and for different reasons.

Themes/content:
The first lecture will present an overview of anthropological conceptualizations of learning and introduce perspectives on why the notion of learning is important in an anthropological perspective. The introduction will bring the diverse concepts of learning in relation to other relevant anthropological conceptualizations of e.g. ‘culture’ and ‘fieldwork’. The introduction will also touch upon ways of studying learning, using learning theory in analysis and writing about anthropological learning theory.

Literature


Preparation
Read the texts and prepare a question you would like discussed in class.

Session 9
Title: Theorising Learning
Tutor(s): Cathrine Hasse
Time and location: Thursday, 26 Sep. 9-12.00, room A212

Aims:
To make students capable of identifying anthropologists who have had an impact in the general field of learning and why the anthropological approach has made a difference for the general field of learning.

Themes/content:
The theme of this class is theories of learning and their impacts or lack of impact.
Teaching Plan

The students are presented with the work of anthropologists who have had an impact in the general field of learning (e.g. Gregory Bateson, Jean Lave, Ed Hutchins). Each are presented in their own right and put into a cultural and historical perspective. Next the learning theories are presented and discussed in relation to each other. Finally their unique contributions are discussed in relation to anthropological theory.

Literature
Lave, Jean 'Teaching, as learning, in practice', Mind, Culture, and Activity (3)3: 149-164


Preparation
Read the texts and prepare a question you would like discussed in class.

Session 10
Title: Studying learning
Tutor(s): Cathrine Hasse
Time and location: Friday, 27 Sep., 9-12.00, room A212

Aims:
To discuss different ways of studying learning in an anthropological perspective and some of the questions it raises.

Themes/content:
The theme of this tutorial session is methods and methodologies of studying learning in relation to global perspectives and local materialities, exemplified with cases from US and Liberia. In groups, students will be engaged in presenting, discussing and opposing particular texts and fieldwork methodologies/methods.

Literature


Preparation
approximately one week before the class the students will be divided into groups and assigned their tasks for the tutorial.
Teaching Plan

WEEK 5

Session 11
Title: Social transformation, keywords and contestation
Tutor(s): Sue Wright
Time and location: Tuesday, 1 Oct., 9-12.00, room A210

Aims:
The aim of this session is to gain insights cultural studies’ ways of conceptualizing how people engage in large-scale processes of transformation and explore their relevance for contemporary anthropology of education and globalisation.

Themes/content:
In the 1970s, anthropology was entering one of its periodic internal debates, this time about how to study people’s everyday lives in the context of major post-colonial changes to the world. Anthropology was criticized for treating fieldwork localities as isolated worlds (not entirely true – Gluckman and the Manchester school had focused on understanding people’s engagements with mining and urban migration in Africa, for example). Cultural Studies arrived on the scene as a new interdisciplinary field (English literature, popular culture, social history) trying to grasp how people participated in large-scale processes of political and social transformation. They combined ethnography of people’s everyday lives with studies of media and political discourses and changing economic conditions and political formations. Inspired by Marx’s adage that men (sic) make history but under conditions that are not of their own making, the Birmingham Centre of Contemporary Cultural Studies (CCCS) systematically explored contemporary European social theory to develop ways of analyzing how people engage in large-scale processes of transformation. This session explores particularly how they drew on Gramsci’s ideas and combined them with a focus on the shifting meaning of ‘keywords’. The readings include an introduction to CCCS, an extract from an early working paper on the relevance of Gramsci’s ideas to contemporary Britain, a paper by Hall in the 1980s on changing spaces of nationalism and citizenship, and a recent piece by Clarke et al. on how people respond when they are hailed as consumers by public services. Both Hall and Clarke et al. trace shifts and contestations over the meanings of keywords – citizen, consumer – as providing ways into studying contemporary processes of transformation.
As supplementary reading are two books where CCCS focused especially on schooling, class and gender and an anthropological text responding to cultural studies.

Literature


Williams, Raymond 1975 Keywords: a Vocabulary of Culture and Society. London: Fontana. (Introduction, extract)
Teaching Plan


Hall, Stuart 1993 ‘Culture, community, nation’ Cultural Studies 7 (3) 349-63.


Supplementary reading
Willis, Paul 1977 Learning to Labour. Aldershot: Gower. (Chapters 1, 2 and 4)


Preparation
Look for signs of the characteristic features of these approaches, e.g.:

1. Don’t expect discourses/ideologies to be coherent or the meanings of keywords to be fixed or closed - they are in a constant state of contestation, and people find the gaps and incongruities.

2. How do people maintain dominant interests and ideologies? Ideologies do not simply represent class interests, but become dominant through the mobilization of people with a range of interests across classes in political alliance or ‘bloc’. Asserting and then sustaining a dominant ideology demands continual activity, and it is always possible for new alliances of economic and political interests to try and mobilise support for alternative ways of conceptualising and organizing the world.

3. Key question: who is defining what for whom, with what material effects?

Preparation for Friday’s seminar
Consider how such approaches are (or are not) useful for studies you might have in mind.

Session 12
Title: Social transformation, discourse and the subject
Tutor(s): Sue Wright
Time and location: Thursday, 3 Oct. , 9-12.00, roomA303

Aims:
This session aims to introduce you to relevant aspects of Foucault’s approach to social transformation and questions of discourse and subject positions.
Teaching Plan

Themes/content:
The work of Michel Foucault, a French social theorist (1926-1984), has been another major source of inspiration for anthropologists who have tried to analyse processes of social transformation, from the 1980s neo-liberalism to globalization in the present. He used historical sources to trace the transformation of French institutions – the prison, hospitals and public health – through shifts in the ways of conceptualising and categorizing a population in terms of criminality, sexuality, health and madness. In doing so, he highlighted major changes in the subject positions available to people, and how they were classified and ranked in terms of their fulfillment of norms. In short, he identified the workings of contemporary forms of governance and power. One of the key debates concerns Foucault’s conceptualization of the subject. Rabinow identifies a difference between ‘subjection’ (where a school, prison or hospital offers a particular subject position to each individual and makes clear the behaviour expected of them, e.g. as a pupil, criminal, or patient), as against ‘subjectification’ (where the person takes on that subject position and its associated norms as their own identity and fulfills that role willingly or with pleasure). Some followers of Foucault have collapsed that distinction, making it look as if people are almost determined by the institutional discourse and have no room for manoeuvre. Even where that separation is maintained, does Foucault’s approach allow for people to think outside the dominant discourse – and if not, how can social transformations ever take place?

Literature


Preparation

1. Look for how Foucault analyses changes in ways of conceptualizing and classifying a population. How do such changes provide ‘fingerprints’ of wider processes of social and political change?
2. How comprehensive is Foucault’s analysis of social transformation? Look, for example, for connections between changes in a system of classification, the emergence of new professions and their knowledge, shifts in the purpose of institutions, their architecture and daily routines.
3. Is the distinction between ‘subjection’ and ‘subjectification’ useful? Do people have as much ‘room for manoeuvre’ in Foucault’s approach to analyzing social transformation as they do in the cultural studies’ approaches discussed in the last session?
4. How does Foucault use the concept of ‘power’ in these texts?
Session 13
Title: Studying social transformation
Tutor(s): Sue Wright
Time and location: Friday, 4 Oct., 9-12.00, room A303

Aims:
The aims are to compare, and maybe combine, the Gramscian and Foucaultian approaches to analysing processes of transformation and to explore how they can be applied to contemporary research contexts.

Themes/content:
We will recap the discussions from the two previous sessions and focus on discourse, institution, subject and power as three key terms around which to frame comparisons between the two approaches. Then we will try applying these approaches to a context you know well from your previous work or education, or a context where you wish to do fieldwork. Below is an example of how I and my co-author have combined these approaches to analyse an aspect of social transformation we lived through in Thatcher’s Britain.

Literature

Re-read literature from the previous two sessions, especially anything you have just skimmed.

Preparation
Think about a context you know (a school, your family, a previous workplace or university, DPU…). Can you work out the categories and systems of classification that order that context? Are there particular symbols (words, objects, spatial separations) that mark the boundaries between categories and reveal processes of classifying? Can you see any changes underway at present, and might they relate to changes in forms of ordering and governing society? Are there any keywords or symbols whose meaning is shifting – how can you tell? Are there contests over its meaning? Can you identify interests and alliances forming around this contestation? How is your own (or other people’s) subject position constructed by the various meanings of a contested key word? How can you conceptualise your agency or ‘room for manoeuvre’ in such a process of social change?
Teaching Plan

WEEK 6

Session 14
Title: Reproduction in education, culture and society
Tutor(s): Lisanne Wilken
Time and location: Tuesday, 8 Oct., 9-12.00, room A210

Aims: The aim of this session is to give a broad introduction to theories of social reproduction through education systems and to discuss some of their theoretical and analytical implications.

Themes/content: The theme of this class is theories of social reproduction through education systems. Students will be introduced to the work of anthropologists and sociologists who have contributed to the development and discussion of social reproduction theory (e.g. Emile Durkheim, Pierre Bourdieu, Basil Bernstein and Shirley Brice Heath). The main goal of the lesson is to provide students with an understanding of theoretical and analytical implications of these theories and to discuss this perspective in relation to anthropological approaches to education.

Literature


Context reading:

Preparation
Read the texts and prepare a summary of their main points (a reading guide will be provided).

Session 15
Title: Bourdieu’s approach to the study of education
Tutor(s): Lisanne Wilken
Time and location: Thursday, 10 Oct., 9-12.00, room A303

Aims: to give students an in-depth understanding of Pierre Bourdieu’s theory of social and cultural reproduction and his contribution to the studies of education.

Themes/content: The theme of this class is Bourdieu’s theory of social and cultural reproduction in education. With reference to the texts and to a number of examples which will be presented...
Teaching Plan

in class students will be engaged in discussions of Bourdieu’s approaches and their implication for anthropological analyses of education

Literature


Context reading

Preparation
Read the texts and prepare summaries of main points. A reading guide will be provided.

Session 16
Title: Implications of social reproduction theories
Tutor(s): Lisanne Wilken
Time and location: Friday, 11 Oct., 9-12.00, room A303

Aims: to enable students to discuss and apply (or argue against the application of) theories of social and cultural reproduction

Themes/content: In this tutorial we will discuss theories of social reproduction in relation to contemporary educational anthropology. In groups, students will be engaged in presenting, discussing and defending or opposing particular texts, concepts and examples introduced in the two previous lessons and to

Preparation With reference to readings done this week, students are asked to prepare a short presentation for this tutorial individually or in groups. Guidelines for the presentations will be given in lesson 11.
Teaching Plan

WEEK 7

Session 17
Title: Recapitulation of the course; evaluating the course,
Tutor(s): Sally Anderson
Time and location: Tuesday, 15 Oct., 9-12.00, room A210

Session 18
Title: Introduction to essay writing
Tutor(s): Sally Anderson
Time and location: Thursday, 17 Oct., 9-12.00, room A210

Thursday 24 October at 12.00 o'clock: Deadline for submitting essay