Module 1 - Educational Anthropology 1 (15 ECTS)

MA in Anthropology of Education and Globalisation

Coordinator and contact person:
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Teachers:
Cathrine Hasse, Sue Wright, Sally Anderson, guest teachers: Karen Valentin, Lisanne Wilken

Course description:
Educational Anthropology 1 introduces students to key concepts and central questions intrinsic to the field of Anthropology of Education and Globalisation. Looking across the disciplines of anthropology and education, the course addresses central questions of socialization, education, and schooling, including the authority by which certain content, skills and forms of learning are upheld. The course will explore how these questions have been treated through shifting modes of inquiry and conceptualization.

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 developments and key concepts in 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.
- The ability to analyse and critically evaluate key questions, concepts and methodologies concerning issues of education and learning in international and cross-cultural perspectives.
- The ability 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.
- Competence in working independently and in groups of diverse nationalities and academic backgrounds.

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

Language of instruction:
English
Semester plan

Supervision:
There will be group supervision before the exam and individual supervision after the exam, to provide students with a sense of their strengths as well as where there is room for improvement.

Exam regulations:
The exam is an individually written essay of 5-7 pages based on a choice of questions set by the teachers. One page consists of 2400 characters. Page count is excl. bibliographies, appendix, cover page, etc.

Essays are examined by the teachers (internal examination), without a co-examiner (censor) and graded on a pass/fail basis. In case of re-examination the same regulations apply as for the regular examination.

Deadline for submitting the exam essay to the Study Office is Tuesday, October 20th at 12.00 o’clock.

Literature:
Please see the course compendium.

Expectations:
Students are expected to:
1) Read and note the assigned articles in preparation for each class and for the final essay.
2) Participate actively in out-of-class group work as well as in-class discussions.
3) Participate actively in the assigned group presentations.
4) Approach the subject matter and discussions with an open, questioning mind and strong curiosity about the world in which we live.

Important Guest Lectures
Wednesday, September 23rd.
    Peggy Froerer (Schooling in India)
    Nicolas Argenti (Intergenerational Transmission, memory and violence)

Week 41 – TBA – Lisanne Wilken, On Bourdieu and education

Compulsory Lecture Series – On Thinking - Steen Nepper Larsen – 13:00-15:00 – A104
Lecture one: Friday, September 25th.
On knowledge and reality – thoughts on language, acknowledgment, and materiality. What is ontology and epistemology? Introduction to positivism, hermeneutics, critical theory, and social constructivism.

Lecture two: Friday, October 9th.
Structuralism and post-structuralism. Traits of thoughts from Ferdinand de Saussure to Jacques Derrida and Gilles Deleuze. Language is not only a tool – reflections on language, construction of reality, and power constitution from Friedrich Nietzsche to Michel Foucault.
Semester plan

Week 36 - Educational anthropology – themes, concepts core tensions

SESSION 1 - EDUCATIONAL ANTHROPOLOGY: AN INTRODUCTION
Time and date: 13:00 – 15:15, Monday, August 31st.
Location: Room TBA
Teacher: Sally Anderson

Aims:
This session introduces students to the course and to the anthropology of education.

Themes/content:
Introduction to the course: readings, group work, supervision and exam.
Introduction to the anthropology of education: key terms, core questions and tensions.
Introduction to learning opportunities beyond this course (Patrick

Literature:


Preparation:
Read the articles. Note the breadth and scope of themes and questions engaged by educational anthropology.

Group work: Discuss the articles and prepare questions related to the broad scope of anthropological studies of education. Note which themes surprise you and which are in line with what you expected.
Semester plan

Week 36 - Educational anthropology – themes, concepts core tensions

SESSION 2 - CONCEPTUALIZING CULTURE
Time and date: 10:00 – 12:15, Wednesday, September 2
Location: A210, the room is available for group work from 9:00.
Teacher: Sue Wright

Aims:
This session introduces students to the concept of culture and its relevance for the study of education and pedagogy.

Themes/content:
We will focus on different conceptualizations of culture and their impact on ways of understanding the ‘culture’ of education.

Literature:


Preparation:
Read the texts carefully and prepare questions about how the concept of culture has changed historically and its multiple uses today. Note the relation between the author’s research and public engagement.
Semester plan

Week 36 - Educational anthropology: themes, concepts, core tensions

SESSION 3 - WRITING ANTHROPOLOGY
Time and date: 9:15-12:00, Friday, September 5
Location: A200
Teacher: Karen Valentin

Aims:
The aim of this session is to draw your attention to anthropological writing and production of knowledge - from data produced in the field to finished monograph. You will write a critical book review to familiarize yourselves with ethnography as a genre of anthropological writing.

Themes/content:
We will discuss writing styles, contextualization, empirical description, modes of argument, and the deployment of ‘empiri’ to support or critique an argument.

Literature:


How to write a critical book review (Department of Anthropology), pp. 1-3.

Preparation:
Read the articles and formulate questions about anthropological writing as a genre - contextualization, argument, analytical framework, and data. Search for other articles on ethnographic writing – and bring these to the discussion.

In class group work
Browse the review section of the research journal Anthropology and Education Quarterly http://www.aanet.org/sections/cae/publications/aeq-book-reviews/aeq-book-review-archive/. Pull up examples of book reviews, and familiarize yourselves with the style (descriptive and critical) and tone of scholarly book reviews. Discuss which are the most informative and why.

Assignment
Choose an ethnography and write a descriptive and critical book review (max. 3 pages) to be handed in class on Friday, September 18th. Please note:
 - Empirical site and historical context
 - Research question(s) addressed by the author
 - Central concepts, main argument, organization and writing style
 - Sources drawn on to discuss concepts and fashion an argument
 - Conceptualization of culture and author’s perception of the relationship between culture and education
Semester plan

Week 37 - Cultural transmission, acquisition and production

SESSION 4 – BASIC UNITS OF ANALYSIS: SOCIALITY, COMMUNICATION, and SOCIAL ORGANIZATION
Time and date: 10:00-12:15, Monday, September 7
Location: A210. The room is available for group work from 9.00
Teacher: Sally Anderson

Aims:
To introduce human sociality, relationality and social organization as the basis of all learning to ‘be and act in the world,’ and thus basic units of analysis.

Themes/content:
The articles focus on interaction, intersubjective communication, and social forms at the core of microhistorical processes of becoming (who we are) and at the core of all social institutions.

Literature:


Supplementary literature

Preparation:
Read the articles carefully looking for empirical examples of sociality, communication and social organization. Note the educational questions embedded in these basics and prepare questions for class.

Group work: Demonstrate appropriate greeting styles contingent on age, gender, social position and other markers of difference. Discuss how you learned these and why you may or may not agree on which forms are most appropriate.
Semester plan

Week 37 - Cultural Transmission, Acquisition and Production

SESSION 5 - CULTURAL TRANSMISSION AND ACQUISITION
Time and date: 10:00-12:15, Wednesday, September 9
Location: D 170. The room is available for group work from 9.00
Teacher(s): Sally Anderson

Aims:
This session addresses core questions of cultural continuity and change embedded in all educational processes.

Themes/content:
We often think of education as specific acts of teaching and learning. The articles for today discuss how people teach and learn about ‘acting in the world’ through particular cultural forms: moral stories about landscape, social teasing to cause ‘thought’, and the unending problem of imagining the world and figuring out what to do next.

Literature:


Supplementary literature


Preparation:
Read the articles carefully and note how the authors use descriptive empirical material from their field work to craft an argument. Prepare questions relating the use of field data to ‘craft’ an anthropological argument and bring these to class for discussion.
Semester plan

Week 37 - Cultural Transmission, Acquisition and Production

SESSION 6 - CULTURAL PRODUCTION
Time and date: 9:15-12:00, Friday, September 11
Location: Room A200
Teacher(s): Sally Anderson

Aims:
To introduce students to the theory of cultural production and conceptualizations of ‘education’ and ‘schooling’.

Themes/content:
Although we all have ideas about what it means to be an ‘educated person,’ we do not necessarily share these, as they tend to change from context to context. The readings for today highlight tensions in the way people think about who is and who is not ‘properly educated,’ and thus who may be suitable for employment and esteem.

Literature:


Preparation:
Read the articles carefully and outline the various understandings of ‘education’ discussed. (See also footnotes in Sneaky Kid).

Group work: Search online for examples of other educational problems relating to differential notions of who is or is not ‘an educated person.’ Be prepared to discuss in class the underlying cultural assumptions that co-produce persons, situations, and issues as educational ‘problems’.
Semester plan

WEEK 38 – Approaching Ethnography

SESSION 7 – ETHNOGRAPHY/ANTHROPOLOGY: A WAY OF LOOKING, SEEING AND IMAGINING THE WORLD
Time and date: 10:00-12:15, Monday, September 14
Location: A210. The room is available for group work from 9.00
Teacher(s): Sally Anderson

Aims:
To introduce students to ethnography and anthropology as more than ‘just’ a set of methods and techniques.

Themes/content:
This session highlights universal questions posed by anthropology, and opens for a discussion of place, situatedness, reflexivity, and comparison in anthropological analysis and ethnographical writing.

Literature:


Supplementary Literature

Preparation:
Read the articles carefully, discuss in your groups and prepare questions for class.
1) Compare and contrast Ingold’s and Wolcott’s positions on ethnography
2) How does Ortner approach the ‘where’ of fieldwork?
3) How does Hastrup suggest that we incorporate comparison?
Semester plan

WEEK 38 - Approaching Ethnography

SESSION 8 - ETHNOGRAPHY of EDUCATION
Time and date: 10:00-12:15, Wednesday, September 16
Location: D170. The room is available for group work from 9.00
Teacher: Sally Anderson

Aims:
To introduce students to the historical, thematic and geographical breadth of ethnographies of education.

Themes/content:
The relationship between universal human conditions and historical and geographical particularities, as well as cultural conservation and change are persistence themes in the anthropology of education. In this session we will take a closer look at how educational ethnography addresses this relations and themes.

Literature:


Preparation:
Read the articles carefully, and notes the questions and themes that ethnographies of education address.

- Note which themes are popular in particular historical periods and geographical regions. Discuss why you think this is.
- Note which themes are most persistent across time and space. Discuss why this might be.
- Discuss why educational anthropology tends to be an applied field.
- Prepare for a class discussion of which themes and approaches are most relevant for the anthropological study of education and globalization.
Semester plan

WEEK 38 - Ethnographical writing, anthropological themes

SESSION 9 - EDUCATION AS A NATIONAL PROJECT
Time and date: 9:15-12:00, Friday, September 18
Location: A200
Teacher(s): Sally Anderson

Aims:
To acquaint students with ethnographical approaches to national, regional and local projects of formal schooling.

Themes/content:
Today’s session focusses on a classic theme in educational anthropology - the contested political project of citizen formation intrinsic to formal schooling – and different ethnographical and analytical approaches to this issue.

Literature:


Preparation:
Read the articles and discuss their similarities and differences. How might the analytical approach in fx. Rival’s study of the Huaroroni in Ecuador help us understand the political project of schooling in Turkey? And how might Kaplan’s understanding of the transformative force of schoolchildren speak to Rival’s analysis of the Huaroroni educational project? Can we use Benei’s notions of ‘empty nationalism’ and ‘sensornia’ to understand physical discipline in Turkish schools? And how might we use Rockwell’s historical approach to think about the other articles?

Please prepare questions that allow us to discuss across these texts.

Assignment: Book reviews due in class!!
Semester plan

Week 39 - Anthropology of learning

SESSION 10 - INTRODUCTION TO AN ANTHROPOLOGY OF LEARNING
Time and date: 10:00-12:15, Monday, September 21
Location: A403. The room is available for group work from 9.00
Teacher: Cathrine Hasse

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:
Overview articles:


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

Week 39 - Anthropology of learning

SESSION 11 - THEORIZING LEARNING
Time and date: 9:00-12:15, Wednesday, September 23 (NOTE: time may change to 13:00-15:15)
Location: D170
Teacher: Cathrine Hasse

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 impact or lack of impact. 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 is presented in its 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 (1996) 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.
Semester plan

Week 39 - Anthropology of learning

SESSION12 - STUDYING LEARNING
Time and date: 9:15-12:00, Friday, September 25
Location: A200
Teacher: Cathrine Hasse

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

Themes/content:
The theme of this class is methods and methodologies of studying learning exemplified with some examples taken from the US and Liberia. Questions of learning in relation to global perspectives and local materialities are raised and discussed in relation to fieldwork methodologies and methods. The fieldwork of David Lancy and Dorothy Holland are presented and discussed in relation to discussions of learning and 'everyday' practices.

Literature:


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

Week 40 - Education, Society and Social Reproduction

SESSION 13: REPRODUCTION IN EDUCATION, CULTURE AND SOCIETY

Time and date: 10:00-12:15, Monday, September 28
Location: A210. The room is available for group work from 9.00
Teacher(s): Sally Anderson

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:


Background reading
If you are new to theories of reproduction in education, I suggest the following text:


Preparation:
Read the texts and prepare questions.
Semester plan

Week 40 - Education, Society and Social Reproduction

SESSION 14: BOURDIEUSIAN APPROACHES TO REPRODUCTION IN EDUCATION
Time and date: 10:00-12:15, Wednesday, September 30th.
Location: D170. The room is available for group work from 9.00
Teacher(s): Sally Anderson with Lisanne Wilken - guest lecturer

Aims:
To introduce Bourdieu’s theory of reproduction, and to explore its contribution and usefulness to anthropological studies of education.

Themes/content: This session will explore uses and critiques of Bourdieu’s conceptual framework in ethnographic work relevant to education. Associate Professor Lisanne Wilken will give a guest lecture on Pierre Bourdieu’s theory of social and cultural reproduction and his contribution to the studies of education.

Literature:


Background reading


Preparation:
Read the texts and prepare questions.
Semester plan

Week 40 - Education, Society and Social reproduction

SESSION 15: BRINGING BOURDIEU INTO THE 21ST CENTURY
Time and date: 9:15-12:00, Friday, October 2
Location: A200
Teacher(s): Sally Anderson

Aims:
To allow students to reflect on the previous two lectures and to discuss in what way(s) reproduction theories in general and Bourdieu’s theory in particular can help us understand educational issues in today’s societies.

Themes/content:
With reference to one of the following texts students are invited to prepare and present relevant cases regarding reproduction in education in the 21st century.

Literature:


Preparation:
In your groups, prepare a small case study of reproduction in education to present and discuss in class.
Semester plan

Week 41 - People and Power

SESSION 16 - PEOPLE'S ENGAGEMENT WITH SYSTEMS OF POWER
Time and date: 10:00-12:15, Monday, October 5
Location: D165. The room is available for group work from 9.00
Teacher(s): Sue Wright

Aims:
The aim of the next three sessions is to gain insights into ways of conceptualizing how people engage in large-scale systems of power and processes of transformation and explore their relevance for contemporary anthropology of education and globalization.

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). Laura Nader made a breakthrough in anthropology with her concept and method of ‘studying up’ and sociologist Dorothy Smith proposed a slightly different way of connecting people’s everyday lives to what she called ‘ruling relations’. These two writers have a resurgent influence on analysing how people engage with neoliberalism, globalisation and other contemporary forms of governance and power. Arguably, now it is even more difficult to discern how individuals are tied into contemporary systems of power, and we end by considering how to teach this ‘under neoliberalism’.


Smith, Dorothy ‘Consciousness, meaning and ruling relations: from women’s standpoint’ Chapter 2 pp. 37-50

OR


Supplementary reading

Hyatt, Susan Brin 2015 ‘Using ethnographic methods to understand universities
Semester plan


Preparation:
In your groups, think of an example where you, as individuals, are made to feel responsible for your own performance, and use Nader’s ‘studying through’ or Smith’s ‘ruling relations’ to trace in what ways your actions are tied into systems of power.
Week 41 - Social transformation, keywords and contestation

SESSION 17 - SOCIAL TRANSFORMATION, KEYWORDS AND CONTESTATION
Time and date: 10:00-12:15, Wednesday, October 7
Location: D 170. The room is available for group work from 9.00
Teacher(s): Sue Wright

Themes/content:
Cultural Studies arrived on the UK scene in the 1980s (during the Thatcher era) 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. The Birmingham Centre of Contemporary Cultural Studies (CCCS) was inspired by Marx’s adage that men (sic) make history but under conditions that are not of their own making; they drew Gramsci’s ways of analysing political transformation and combined them with a focus on the shifting meaning of ‘keywords’.

The readings include an extract from an early CCCS working paper on the relevance of Gramsci’s ideas to contemporary Britain and extracts from Raymond Williams’ account of ‘keywords’. The ways these ideas are put into practice are illustrated by a paper by Stuart 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.

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


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


Supplementary reading
As supplementary reading are an introduction to CCCS, two books where CCCS focused especially on schooling, class and gender, and an anthropological text responding to cultural studies.


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

Semester plan


**Preparation:**
Using the case study you started for the previous session, consider how the above approaches can take your analysis further. Look especially for the characteristic features of these approaches to studying processes of political transformation, 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 does Gramsci argue that 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?
Semester plan

Week 41 - Social transformation, keywords and contestation

SESSION 18 – CASES AND REVIEW
Time and date: 9:15-12:00, Friday, October 9
Title: Frameworks for the (global) study of education, plus a discussion of exam questions
Location: A200
Teacher(s): Sue Wright

Aims:
In this session we will review the two lectures and the literature covered this week and discuss any points that you find unclear or difficult to understand. We will then hear from the groups about the case studies you have been developing through the week, and reflect how the theoretical approaches used this week do (and don’t) help us analyse how people engage with systems of power and processes of political transformation.
Semester plan

Week 42 - Summary, evaluation, writing and supervision

SESSION 19 - COURSE SUMMARY, EVALUATION
Time and date: 10:00-12:15, Monday, October 12
Location: A210. The room is available for group work from 9.00
Teacher: Sally Anderson

Aims:
To review the course and create an overview of the themes and their progression.

Themes/content:
You have been presented with a variety of topics and themes (culture, relationality, learning, cultural production, social reproduction and social transformation) of importance to an anthropology of education in a global perspective.

Literature:
All course texts.

Preparation:
Run through the compendium and review all texts. Work on getting the larger picture – on an overview of course concepts, themes and texts.

Prepare questions – not to specific texts – but to the connections and links between them.

Fill in the evaluation form and be prepared to discuss in class.
Semester plan

Week 42 - Summary, evaluation, writing and supervision

SESSION 20 - ANTHROPOLOGICAL ESSAY WRITING AS GENRE
Time and date: 10:00-12:15, Tuesday, October 13
Location: TBA - The room should be available for group work from 9.00
Teacher(s): Sally Anderson

Aims:
To prepare students for writing a critical anthropological essay.

Themes/content:
We will talk about important aspects of academic writing; composition, argument, and
discussion of analytical and empirical material. We will also address questions of clarity, logical
flow and the plague of plagiarization.

Literature:
AAA Style Guide

Preparation:
Search online for ‘writing centers, writing courses and texts on essay writing. It is important
that you know where to look for help – with simple things like verbs and prepositions as well as
more complex issues such as composition and argument.

Prepare a page with links to centers and courses and texts to share with fellow students.

Preparation for Wednesday: work in groups on essay outlines (dispositions) for one or more of
the mock questions posted on blackboard.
Semester plan

**Week 42 – Summary, evaluation, writing and supervision**

**SESSION 21 – MOCK EXAM QUESTIONS**
Time and date: 9:15-12:00, Wednesday, October 14
Location: D 170.
Teacher(s): Sally Anderson

**Aims:**
To answer student questions and run through mock exam questions.

**Themes/content:**
We will work on composition and on how to frame a logical argument, and a clear discussion across texts.

**Literature:**
Find literature in the compendium that you find relevant for discussing at least one of the mock exam questions posted on blackboard.

**Preparation:**
Prepare an outline for one or two of the mock exam questions, drawing on 4-5 of the course texts. Be prepared to defend your outline, the progression of the argument and the relevance of the texts chosen.