STUDYPLAN

Programme: Anthropology of Education and Globalization

Module 1: Educational Anthropology: Core questions and approaches

ECTS: 15

Semester + year: 2017 – Fall semester

Campus: Emdrup

Coordinator and email address: Sally Anderson – contact person - saan@edu.au.dk

Teachers: Sally Anderson, Jamie Wallace, Cathrine Hasse; Group facilitator: Hanne Kirstine Adriansen; Writing workshops: Helle Hvass and Stacey Cozart

Time and date: (cf. course catalogue) Monday and Wednesday: 9:45-12:00; Fridays: 9:15-12:00

Rooms: Please check the timetable: http://autumnschedule.au.dk/dk/default.aspx (See ‘pædagogisk antropologi og globalisering’)

Content and aim (cf. the academic regulations)

https://eddiprod.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=12827&sprog=en

The course, Educational Anthropology: Core questions and approaches, introduces students to central questions, key concepts and approaches intrinsic to the field of educational anthropology. It explores central anthropological questions of learning, knowledge, and self-formation, and critically investigates the relations and authority through which certain content, skills and learning processes are upheld. It also explores how central questions have been treated through shifting styles of inquiry (e.g. culture and personality, cultural production, social reproduction, and critical cultural studies).

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

Knowledge of:
- Key concepts and their historical development in the field of educational anthropology
- Core theoretical and ethnographic approaches employed in the field of educational anthropology

Skills and abilities to:
- Critically evaluate and employ key concepts and theoretical approaches in analyzing questions of education and learning within and beyond educational institutions
- Concisely communicate research-based knowledge in written and oral English
- Discuss and assess applied and theoretical educational issues with peers from diverse cultural, linguistic, and educational backgrounds

Competences to:
- Work independently, both individually and in groups that are culturally, linguistically, and disciplinarily diverse
Language of instruction: English

Teaching and learning approach
- A combination of lectures, group work, student presentations and field exercises.

Supervision and feedback
- There is collective supervision before the exam, and individual feedback afterward.

Course Evaluation
- You will receive an electronic questionnaire at your AU email address. Please answer the questionnaire individually and be prepared for an evaluative discussion during the last session.

Exam: https://eddiprod.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=12827&sprog=en

Exam language:
- English

Exam options:
- Set home assignment – individual submission

Form of co-examination: No co-examination

Assessment form: Pass /fail

Comments:
- The exam consists of one analytical paper and one written take-home essay based on a single exam question chosen from a list of set questions.
- The analytical paper consists of a review of an ethnographic monograph or film.
- The analytical paper must be 2-3 pages; the essay must be 5-7 pages (excl. reference list; one page consists of 2400 characters). The paper and the essay are written and assessed individually.
- In case of re-examination, the same regulations apply as for the regular examination.
**Literature**

Course literature comprises core readings, ethnographic articles and supplementary readings.

**Lecture plan**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Theme</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 35</td>
<td><strong>INTRODUCTION TO EDUCATIONAL ANTHROPOLOGY</strong></td>
<td>Sally Anderson</td>
</tr>
<tr>
<td>1, 2</td>
<td>Producing knowledge ethnographically</td>
<td></td>
</tr>
<tr>
<td>Week 36</td>
<td><strong>ENDURING QUESTIONS AND CONCERNS</strong></td>
<td>Sally Anderson</td>
</tr>
<tr>
<td>3, 4, 5, 6</td>
<td>Study group facilitation</td>
<td>Hanne Adriansen</td>
</tr>
<tr>
<td>Week 37</td>
<td><strong>WAYS OF KNOWING AND KINDS OF KNOWLEDGE</strong></td>
<td>Cathrine Hasse</td>
</tr>
<tr>
<td>7, 8, 9</td>
<td>(Writing workshop)</td>
<td>(Helle Hvass Stacey Cozart)</td>
</tr>
<tr>
<td>Week 38</td>
<td><strong>LEARNING AND MAKING</strong></td>
<td>Jamie Wallace</td>
</tr>
<tr>
<td>10, 11, 12</td>
<td></td>
<td>Cathrine Hasse</td>
</tr>
<tr>
<td>Week 39</td>
<td><strong>GROUNDING EDUCATION IN EVERYDAY LIFE</strong></td>
<td></td>
</tr>
<tr>
<td>13, 14, 15</td>
<td>(Analytical paper: Book and film reviews due.)</td>
<td>Sally Anderson</td>
</tr>
<tr>
<td>Week 40-41</td>
<td><strong>CULTURAL PRODUCTION, SOCIAL REPRODUCTION AND CHANGE</strong></td>
<td></td>
</tr>
<tr>
<td>16, 17, 18, 19</td>
<td></td>
<td>Sally Anderson</td>
</tr>
<tr>
<td>Week 41</td>
<td><strong>ESSAY WRITING, REVIEW, EVALUATION</strong></td>
<td></td>
</tr>
<tr>
<td>20, 21</td>
<td>Writing workshop (collective supervision)</td>
<td>Sally Anderson</td>
</tr>
<tr>
<td>Week 41-42</td>
<td>Take-home exam submission</td>
<td>Helle Hvass Stacey Cozart</td>
</tr>
</tbody>
</table>
WEEK 35: INTRODUCTION TO EDUCATIONAL ANTHROPOLOGY

SESSION 1: ANTHROPOLOGY AND EDUCATION: CORE QUESTIONS

Date: Wednesday, August 30th.
Time: 9:15-12:00
Room: TBA
Teacher: Sally Anderson

Content:
This session introduces students to:
1) The course: readings, group work, supervision and exam.
2) The anthropology of education: key terms, core question and ongoing tensions
3) The idea of culture and cultural encounter (*film*)

Literature:


Supplementary literature:


Preparation and group work:
Read the articles carefully.

- Note the scope, questions and concerns of this subfield of anthropology.
- Identify reoccurring themes.
- Note which themes are related to which geographical areas.
- Discuss how the articles present the connection between anthropology and education.
- Compare/contrast understandings of ‘education’ in these articles with common understandings of ‘education’ in the languages you speak. Be prepared to discuss this in class.
WEEK 35: INTRODUCTION TO EDUCATIONAL ANTHROPOLOGY

SESSION 2: PRODUCING KNOWLEDGE ETHNOGRAPHICALLY

Date: Friday, September 1st
Time: All day excursion
Teacher: Sally Anderson
Place: Odsherred Friskole, Sjælland, Denmark

Content:

The aim of this session is to familiarize students with processes of constructing comparative anthropological knowledge. Through a cross-cultural exercise in observation, descriptive writing and analytical framing, students will work through their own and others’ notions of culture, learning and education with point of departure in a Danish educational setting.

Literature:


Preparation and group work.

Our first field exercise is spending a day at Odsherred Efterskole in Faarevejle. This is a Danish boarding school with an international profile, targeting students in grades 8-10.

- Pair up in groups of 2-4 (with a mix of Danish and international students), and conduct field observation at the ‘efterskole’ (within the parameters set by the school.)
- Write a 2-3 page description of what you observe and share these in your group.
- In your groups, discuss and compare:
  - What did or didn’t catch your attention.
  - Why do you think that particular things caught your attention while others did not.
  - What surprised you; what did not make immediate sense?
  - What cultural understandings you are drawing on to interpret what you see
- Discuss the understandings of ‘culture,’ ‘learning,’ ‘education’ and ‘right and wrong ways of doing things’ that come to the fore in your observations and discussions.

For Monday: September 4th.

Hand in your 2-3 ethnographic descriptions and come prepared to present and discuss the outcome of your group discussions in class.
WEEK 36: ENDURING QUESTIONS AND CONCERNS

SESSION 3: ETHNOGRAPHY ~ ANTHROPOLOGY

Date: Monday, September 4th.
Time: 9:45-12:00
Room: D166
Lecturer: Sally Anderson

Content:
This session will follow up on Friday’s field exercise in constructing cross-cultural, comparative anthropological knowledge. We will reflect on the cultural assumptions that underlie and shape our interpretations of what we observe, and discuss questions of cultural representation. If as Wolcott argues, ethnography is ‘a way of seeing,’ how do we understand and represent what we see and hear? And if as Ingold argues, anthropology is more than ‘just’ ethnography, what is this ‘more’ about?

Literature:


Examples for exercise:


Preparation (groups)
1. Read the first three articles, and use them to reflect on your first ‘field study.’
   a. Which specific insights, arguments and perspectives do Wolcott, Van Maanen, and Ingold bring to your discussion?
   b. Identify the three most important insights you have gained from the readings.
   c. Reflect on how your descriptions represent a ‘Danish efterskole’.
2. Read Mead or Raum’s description of the education of Samoan/Chaga children:
   a. Reflect on the methods used to gain this knowledge.
   b. Discuss what you can know (or not know) about growing up in Samoa/among the Chaga from their descriptions
   c. Discuss the cultural representations embedded in this form of description.
WEEK 36: ENDURING QUESTIONS AND CONCERNS

SESSION 4: WORKING TOGETHER IN FACILITATED STUDY GROUPS USING PEER LEARNING

Date: Monday, September 4th, 2017
Time: 13:15 – 16:00
Room: TBA
Teacher: Hanne Kirstine Adriansen

Aims:
- That the students acquire knowledge and take a critical approach to the use of facilitation in study groups
- To enable students to assess the applicability of facilitation as a tool for managing effective group processes

Content:
This session introduces students to the work in facilitated study groups and to the idea of peer learning. After a brief introduction to facilitation - key concepts and origins - we will look at how to apply facilitation in study groups. We will analyze and discuss the difference between facilitated and non-facilitated groups, the role of the facilitator, and the students will try specific facilitation techniques.

The session will consist of a mix of presentations and facilitated discussions in small groups of the same size as the future study groups. We will discuss different ways to form study groups.

Literature:


Preparation:
Read the articles. It is very important that you have read the article by Adriansen and Madsen, as you will discuss this in groups. It serves as an example of how you can work in the study groups in the future. The text by Justice and Jamieson outlines learning theories and approaches which are used in facilitation.
WEEK 36: ENDURING QUESTIONS AND CONCERNS

SESSION 5: PATTERNS AND PROBLEMS OF CULTURE

Date: Wednesday, September 6th.
Time: 9:45 - 12:00
Room: D170
Teacher: Sally Anderson

Content: This session introduces students to the theoretical concerns of early American cultural anthropologists, whose work preempted the subfields of psychological, cognitive, and educational anthropology. We will explore Ruth Benedict’s and Margaret Mead’s understandings of how collective social and cultural patterning influences processes of human self-making (auto-poiesis). Known as ‘The Culture and Personality School’, this holistic, relativistic, and comparative approach sought to understand how ‘culture’ impacts and shapes human psyches and lives. Their studies of cultural patterning, normative social conduct, acceptable emotional registers and responses open crucial questions of how ‘culture’ impinges on individuals, and how in adjusting to the demands of cultural patterning – individuals - (re)shape culture.

Literature:

Supplementary literature

Preparation and group work:
Read the first three articles and carefully note the ways the authors define and use the concept of culture in their arguments. Search online for critiques and defenses of their work, specifically the understandings of ‘culture’ deployed in the ‘culture and personality’ approach.

Prepare to debate the pros and cons of this approach in class. What does it help us think about? What should we be wary of? Might Geertz and/or Ochs add to our understanding of ‘culture’?
WEEK 36: ENDURING QUESTIONS AND CONCERNS

SESSION 6: CLASSIC ANTHROPOLOGY AND PUBLIC ENLIGHTENMENT
Date: Friday, September 8th.
Time: 9:15-12:00
Room: D166
Teacher: Sally Anderson

Content:
Anthropologists working in the Boasian tradition on questions of self-formation and upbringing in different cultural and natural environments have long addressed what we now consider educational questions. They were also deeply engaged in using anthropological knowledge to educate the public, engaging in the public debates of their times, for example on the misuse of the concept of race (Boas, Weltfish), on child-rearing (Mead), on post-colonial education (Raum and Malinowski) and social inequality (Henry, Kimball). The aim of this session is to 1) familiarize students with the work of these key anthropologists, 2) to reflect on the issues they addressed as ongoing questions and concerns, 3) to reflect on the public ‘educational’ voice of anthropologists.

Literature:
Franz Boas - The Shackles of Tradition

Coming of Age: Margaret Mead

Brotherhood of man: https://www.youtube.com/watch?v=aFZf_QGYCkM

Supplementary literature:

Preparation and group work:
1. Familiarize yourselves with the lives and works of these anthropologists by watching the films and reading/skimming the articles.

2. Choose one of the anthropologists, and search the internet for an article, pamphlet, radio program, or some other media through which s/he has used anthropology (ethnography/theory) to engage in educating the public.

3. Make a brief presentation of these works in class and be prepared to critically discuss the use of anthropological knowledge in public education.

NB: 1) Friday film! 2) Introduce book and film review as first part of the exam. Due week 39
WEEK 37: WAYS OF KNOWING AND KINDS OF KNOWLEDGE

SESSION 7: WESTERN KNOWLEDGE - INDIGENOUS KNOWLEDGE

Date: Monday, September 11th.
Time: 9:45-12:00
Room: D166
Teacher: Cathrine Hasse

Content:
This first session in the theme of knowing and knowledge will introduce you to a classical divide in line with the us-them, civilized-primitive etc.: western knowledge – indigenous or 'local' knowledge. We shall discuss witchcraft and science as forms of knowledge and we will look into the way this divide has formed classical anthropology as well as development theories and practices. From this starting point, we will discuss in class how to define different forms of knowledge and why this is an important discussion to anthropology. Central aspects of the particular anthropological gaze on knowledge are first of all that knowledge is socially embedded, relational and dynamic.

Literature:

Preparation:
Read the texts and prepare a couple of questions or themes of reflection
In class, the texts will be the basis of my presentation. You will also work with the theme in groups and share your questions and reflections in a group session in class.
WEEK 37: WAYS OF KNOWING AND KINDS OF KNOWLEDGE

SESSION 8: THE DAWN OF THE ANTHROPOLOGY OF KNOWLEDGE

Date: Wednesday September 13th.
Time: 9:45-12:00
Room: D170
Teacher: Cathrine Hasse

Content:
In this session we will look into the subdiscipline called anthropology of knowledge. The session will outline the development of the subdiscipline from the field of development into the center of recent anthropology. We will discuss the relevance of placing knowledge as a central analytical theme in anthropology, in relation to different issues of social life.

Literature:

Preparation and group work:
Read the texts and prepare a short presentation of one of them, as well as a couple of questions or themes of reflections in relation to the others. Your questions will form the basis of a group exercise, followed by a class discussion about the idea of ‘anthropology of knowledge’ and its relevance.

NB:
PLEASE NOTE THERE IS A WRITING WORKSHOP IN THE AFTERNOON (SEPTEMBER 13TH, (TO WORK ON ISSUES OF ANALYTICAL WRITING.
EXACT TIME AND PLACE TBA)
WEEK 37: WAYS OF KNOWING AND KINDS OF KNOWLEDGE

SESSION 9: KNOWLEDGE AND LEARNING

Date: Friday, September 15th.
Time: 9:15-12:00
Room: D166
Teacher: Cathrine Hasse

Content:
This session will explore the basic relation between knowledge and learning. First the lecture will present an overview of learning theory in general. Next we explore the anthropological conceptualizations of learning and introduce perspectives on why the notion of learning is important in an anthropological perspective. Finally, we shall explore the diverse concepts of learning in relation to other relevant anthropological conceptualizations of e.g. ‘knowledge’, ‘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 and group work:
Read the texts and prepare a short presentation of one of them, as well as a couple of questions or themes for reflection in relation to the others. Your questions will form the basis of a group exercise, followed by a class discussion about ideas of knowing and learning and their relevance for anthropology.
WEEK 38: LEARNING AND MAKING

SESSION 10: MAKING

Date: Monday, September 18th.
Time: 9:45-12:00
Room: D166
Lecturer: Jamie Wallace, mobile: 21653697, jw@edu.au.dk

Content:
Exploring notions of making as bodily and materially embodied on the one hand and culturally configured on the other. The course will involve an exploration of making through some actual materials and a consideration of how our experiences can be related to ideas of learning with materials and things.

Literature:

Wallace J 2015 Makers not Users: The material shaping of technology through use. Cursio Nr. 16, Institut for Uddannelse og Pædagogik, Århus Universitet

Supplementary Literature:

Tonkinwise, C. 2008. “Knowing by being-there making: Explicating the tacit post-subject in use” In Studies in Material Thinking 1(2).

Preparation:
Read the literature.
WEEK 38: LEARNING AND MAKING

SESSION 11: LEARNING TO MAKE THEORY

Date: Wednesday, September 20th.
Time: 9:45-12:00
Room: D170
Lecturer: Cathrine Hasse

Content:
To make students capable of identifying anthropologists who have made theory in the general field of learning and explore how you make a theory in anthropology that has made a difference for the general field of learning. The theme of this class is the creation of theories of learning and their impacts 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 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 education and anthropological theory.

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


Preparation:
The students will be asked to prepare small plays to be performed at the Friday lesson. Read the texts and prepare a question you would like discussed in class.
WEEK 38: LEARNING AND MAKING

SESSION 12: LEARNING TO LEARN FROM OTHERS

Date: Friday, September 22nd.
Time: 9:15-12:00
Room: D166
Teacher: Cathrine Hasse

Content:
To introduce different ways of studying how we learn from others in an anthropological perspective and some of the questions it raises. The theme of this class it methods and methodologies of studying learning exemplified with some examples taken from US and Liberia. Questions of learning in relation to global perspective 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 together with other students a learning situation to be discussed in class.
Content:
Human social organization, interaction, sociality, and intersubjectivity, are the building blocks of all human institutions, relations, and social forms, writ both large and small. They are also the outcome and medium of learning processes. The aim of this session is to gain insight into different ways of ways of understanding interaction and sociality that we can use to think about human lives, collectivities and how we might understand them.

Literature:

Ethnographic examples:

Preparation:
Read the first three articles carefully, noting the different arguments about basic human capacities, and familiarize yourselves with how Ochs and Salomon use the case of autism to generate basic understandings of human interaction and sociality.

- For each article, discuss examples/cases from your own experience that illustrate the articles main argument.
- Thinking across the articles, discuss how you might frame a study of one or two of these cases using today’s readings.
- Be prepared to present your case in class.
WEEK 39: GROUNDING EDUCATION IN EVERYDAY LIFE

SESSION 14: RELATIONALITY
Date: Wednesday, September 27th
Time: 9:45-12:00
Room: TBA
Teacher: Sally Anderson

Content: This session focuses on the ways humans both find themselves in relationships and work to establish relationships with one another. Whether ascribed or achieved, prescribed or preferred, generalized or restricted, all relationships involve particular kinds of mutuality (obligation, reciprocity), particular domains and times, and all require constant relational work. The aim of this session is to gain insight into anthropological understandings of relatedness and relationality (including separation and disjuncture) in relations of family and kin, neighbors, fellow villagers, schoolmates and friends.

Literature:


Supplementary literature:


Preparation and group work:
Read the articles carefully, noting the different relational forms, their ambiguity, the obligations they entail, and the ‘work’ required to stabilize them. Reflect on the most common/dominant forms of everyday relationships in your culture/society.

• What are they called?
• When, where and how are they mobilized, maintained, and discontinued. Are some more easily discontinued than others?
• How are they learned and sustained?
• What kinds of (mutual) obligation do they entail?

Be prepared to present in class.
WEEK 39: WEEK 39: GROUNDING EDUCATION IN EVERYDAY LIFE

SESSION 15: SOCIAL ORGANIZATION/MORALITY

Date: Friday, September 29th.
Time: 9:15-12:00
Room: D166
Teacher: Sally Anderson

Content:
The aim of this session is to identify and reflect on links between social organization (roles, relationships, age/gender/status hierarchies) and moral learning. It addresses the question of how good/proper behavior is mediated on a daily basis (through story-telling, teasing, reminding, admonishing, showing). It also addresses how children learn to imagine and enact the world as comprised of different kinds of spaces (household, village), relations (relatives, strangers) and domains of activity (school/work/leisure) –as particular spheres of moral personhood in relation to different categories of others.

Literature:


Supplementary literature:

Preparation and group work.
Read the articles carefully, noting the ways adults encourage children to take stock of how to conduct themselves in various situations.

1) What kind of cues and clues are given regarding ways of acting and how do children respond to these?

2) Reflect on the subtle and not so subtle ways in which you were taught to ‘behave’, be ‘good’

NB: FRIDAY FILM! TBA
WEEK 40: CULTURAL PRODUCTION, SOCIAL REPRODUCTION

SESSION 16: CULTURAL PRODUCTION, SOCIAL REPRODUCTION

Date: Monday, October 2nd
Time: 9:45-12:00
Room: D166
Teacher: Sally Anderson

Content: Questions of sociocultural production and reproduction, of continuity and change, are central to anthropology. Attempts to understand continuity and change have led to studies of how language, values, ways of relating, living, and governing are passed on to and acquired by each new generation. Although we are all born into worlds-not-of-our-own-making, basic human interaction, both cooperative and conflicted, generates a world always in-the-making. Production and reproduction are thus two aspects of the same process of world-making.

These basic tenets raise the question of what kinds of human action keep some cosmologies, ritual events, modes of relating and governance in place, while changing others. The question addresses long-term historical change, abrupt shifts in government and policy, as well as the day-to-day life-tinkering in which we all engage. In this session, we juxtapose Rapport’s positional pieces on world-making with more conventional positions on cultural production and social reproduction in the field of education. The aim is to encourage thinking about what we mean by cultural production and social reproduction in relation to education.

Literature: Positional


Ethnographic examples:

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

Supplementary literature:

Preparation and group work:
Read the articles and consider the authors’ arguments on how to view sociocultural production and reproduction. Discuss a case in one of the ethnographic texts in view of arguments in the positional texts.

Come to class prepared to debate; that is to argue for your own/or your group’s stance on how best to understand social and cultural production/reproduction and what is at stake in focusing on the questions and issues to which these concepts refer.
SESSION 17: THE CULTURAL PRODUCTION OF THE EDUCATED PERSON

Date: Wednesday, October 4th.
Time: 9:45-12:00
Room: D170
Teacher: Sally Anderson

Content:
In this session we use cultural production as a conceptual framework for understanding different ways and contexts in which people come to be seen as ‘educated’, and what being seen as educated in a particular way implies for people’s access to jobs, goods, esteem and membership (or not) in ‘modernity’. In relation to this, we will consider what kinds of knowledge, skill, and behavior comprise ‘being educated’ in different settings and contexts.

Literature:


Supplementary literature:

Preparation and group work
Read the articles carefully and familiarize yourselves with the arguments regarding being an educated person.

- Discuss the different ways in which you/people you know are seen as ‘educated.’
- Discuss different understandings of being educated found in public debates on education. What is at stake for the different sides?
- Familiarize yourselves with the notion of ‘hidden’ or ‘unwritten’ curriculum and discuss how this form of disciplining and production of tacit knowledge impacts being seen in different contexts as ‘educated’.

Come prepared to discuss one of your cases in class.
SESSION 15: THE FRENCH CONNECTION: SOCIAL REPRODUCTION, EDUCATION AND ‘SOCIETY’
Date: Friday, October 18th.
Time: 9:15-12:00
Room: D166
Teacher: Sally Anderson

Content: Although both Emile Durkheim and Pierre Bourdieu write about societal or structural reproduction, they do not have the same view of these processes. Whereas Durkheim is concerned with the maintenance of society as an integrated whole, Bourdieu focuses on the reproduction of social class and other hierarchical distinctions through accumulative processes of individual habituation and education. In this session we will explore their understandings of ‘society’, ‘social structure’ and educational social processes that lead to social reproduction. We will also explore ethnographic texts that use Bourdieu’s conceptual framework to analyze processes of education in a variety of settings. One question this raises is whether and how well conceptual frameworks devised to analyze ‘society’ in particular settings ‘work’ in other settings.

Literature: Durkheim and Bourdieu

Ethnographic examples:

Preparation and group work: Come prepared to discuss in class
1. Familiarize yourselves with the work of Durkheim and Bourdieu and discuss the similarities and differences in their understandings of ‘society’, ‘social structure’ and ‘social reproduction’.
   - What issues/problems of continuity and change concern them?
   - How do they understand processes of continuity and change?
2. Read one or two of the ethnographic cases and discuss problems of importing and exporting concepts and conceptual frameworks to the settings we study in different parts of the world.
   - Do Bourdieu’s concepts of habitus and capital or Durkheim’s concept of society as an integrated organic whole make sense in all settings? Do these conceptualizations hinder or help hinder or help our understanding?
NB: Find mock exam questions on BB:
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.’ Cultural Studies (notably Raymond Williams and Stuart Hall) 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. These writers have a resurgent influence on analyzing how people engage with neoliberalism, globalisation and other contemporary forms of governance and power.

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

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. Consider how people manage to 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 mobilize support for alternative ways of conceptualizing and organizing the world.
3. Key question: who is defining what for whom, with what material effects?
4. Consider how such approaches are (or are not) useful for studies you might have in mind.
WEEK 41: ESSAY WRITING, REVIEW, EVALUATION

SESSION 20: WRITING WORKSHOP: MOCK EXAM: QUESTIONS AND OUTLINES

Date: Monday, October 9th.
Time: TBA (ca. 4 hours)
Room: TBA
Teacher: Helle Hvass, Stacey Cozart, (Sally Anderson)

Content:
The aim of this writing workshop is to demystify the essay writing process and ensure that all have a grasp of the essay form common to Danish education and to anthropology. We will address important aspects of academic writing: composition, analytical framing, logical progression, and how anthropologists construct arguments by interweaving theoretical perspectives and ethnographic cases. We will also address language use, conceptual clarity, and the plague of plagiarizing. Finally, we will run through various exercises in peer review.

Literature:
All texts in the compendium.
AAA Style Guide (see AAA website)
Others: TBA

Preparation and group work: TBA: Helle and Stacey

- Search online for writing centers, 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 of grammar, composition and argument. Share these in and across groups.
WEEK 41: ESSAY WRITING, REVIEW, EVALUATION

SESSION 21: COURSE SUMMARY AND EVALUATION

Date: Wednesday, October 11th.
Time: 9:45-12:00
Room: D166
Teacher: Sally Anderson

Content:
You have been introduced to variety of topics and themes (culture, relationality, learning, making knowing, cultural production, social reproduction and transformation) of importance to the anthropology of education in a global perspective. The aim of this session is to review the course and create an overview of the themes, their progression and the texts presented.

Your participation is crucial in order to clear up any questions, difficulties, understandings that have arisen along the way.

Literature: All course texts.

Preparation and group work:
To work on getting the larger picture – on an overview of course concepts, themes and texts:
1. Run through the compendium and make an annotated* overview of the articles.*Annotate= short overview of focus, content, key concepts, and main argument (2-4 sentences)
2. Share your overview with group members.
3. Prepare questions – to specific texts and to the connections and links between them.

Evaluation:
Fill in the evaluation form (online) and come prepared to discuss in class.