

Anthropology 269: Special Topics in Linguistic Anthropology

Language, Culture and Education

W 11.10-1.00

Instructor: Joel Kuipers

CRN: 86294

Monroe 103



This class approaches education ethnographically as a system of cultural reproduction accomplished using largely linguistic resources. We consider the relation between formal schooling and socialization practices in the home; we ask how access to valued verbal resources are regulated across society and distributed among different groups; we will examine ethnographically and in detail the speaking and literacy practices of specific groups and how these practices function in their social and cultural context. After a brief survey of the history of analytical approaches to the relation between language, culture and education, we will focus on a number of contemporary issues in the field: race, economic development, bilingualism, gender and science.

1) Introduction and Course Organization: September 1

2) Early Approaches to Culture and Education:
September 8

Read:

- a) Levinson "The Symbolic Animal"*
- b) Geertz "Impact of the concept of culture"*
- c) Williams "Culture is Ordinary"*
- d) Mead "Education of the Samoan Child"*
- e) Basso "Stalking with Stories"*
- f) Durkheim "The Nature of Education"*
- g) Cohen "The Shaping of Men's Minds"*

- = in Levinson Schooling the Symbolic Animal.

3) Human Development: September 15

Read: Barbara Rogoff Cultural Nature of Human Development

4) Situated Learning: September 22

Read: Lave and Wenger Situated Learning

Paper due September 29: Based on the readings from the past three weeks, choose three theories of learning, describe and compare them. What role does language play in the learning process in the theories you've chosen? 5-10 pages.

5) Ethnography of Communication: September 29

Read: Heath Ways with Words

6) Ethnography of communication: October 6

Read: Heath Ways with Wordsb

7) Classrooms: October 13

Read: Cazden Classroom Discourse

8) Science classrooms October 20

Read: Lemke Talking Science

Paper due: Select a brief section of video to analyze (approximately 3-10 minutes) from the video data in the discourse lab. Arrange to visit the lab during the hours posted by the lab assistant (call 994-3784; Phillips 215). Drawing on some of the ideas in Heath, Cazden, and Lemke, examine the transcript closely and provide an analysis. Draw conclusions about the classroom discourse based on your observations. 5-10 pages. Preliminary paper due October 27.

9) Schooling and Modernity October 27

Read:

- a) Rival "Formal Schooling"

- b) Flinn “Transmitting Traditional values”
- c) Bledsoe “Cultural Transformation of Western Education”
- d) Ochs and Duranti “Literacy Instruction in a Samoan Village” *
- e) Kuipers “From Miracles to Classrooms”*

10) Depicting Diversity November 3

Read:

- a) Mehan “Beneath the skin and Between the ears”
- b) Ogbu “Understanding cultural diversity and learning”
- c) Fordham “those loud black girls”
- d) Eder “Ability grouping”

11) Depicting diversity November 10

Read: Selected portions of Pollock Colormute

12) December 1 Presentations due: Power point presentation (15 minutes) and revised version of your paper

13) December 8 Presentations

Required books

Levinson Schooling the Symbolic Animal
Rogoff Cultural Nature of Human development
Lave and Wenger Situated Learning
Cazden Classroom Discourse
Heath Ways with Words
Lemke Talking Science

Class participation: 25% of grade

Paper 1: 25%

Paper 2: 25%

Paper 3 and PPT: 25%

Read all material before the day of class and come prepared to discuss the readings.