

Educational Studies 320: Anthropology and Education  
Trinity College  
Fall 2023



"Classroom" by Jonathan Guy-Gladding

**Professor:** Jia-Hui Stefanie Wong, [stefanie.wong@trincoll.edu](mailto:stefanie.wong@trincoll.edu), 860-297-2626, McCook 312  
*I aim to reply to emails within 24 hours (excluding weekends). I generally am only able to respond to emails between 9-5 on Mondays-Fridays.*

**Course Schedule:** Mondays and Wednesdays, 10-11:15 AM, Life Sciences Center 132

**Office Hours:** Wednesdays, 2:30-4:30 PM  
Or by appointment: <https://calendly.com/stefaniewong/>

### Course Description

The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and academic achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education—both classic and contemporary—in order to understand the unique contributions anthropology makes to the study of education, and in particular, to the study of marginalized groups in education. We will explore topics such as race, gender, class, and language in education and how they have been addressed by anthropologists. Students will read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. As a class, we will also engage in our own anthropological study of an educational issue. By both reviewing these studies and conducting our own, we will

explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography—anthropology’s signature method—offer into teaching, learning, schools, and key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system?

Over the course of the semester, you will be able to:

- Describe, evaluate, and put into practice the methods of educational anthropology
- Identify and analyze how educational anthropology informs our understandings of teaching, learning, and schools
- Explore and imagine how educational anthropology can contribute to creating more equitable and just schools
- Contribute to the body of literature on educational anthropology

### Course Readings

As a class, we will read two books this semester. They are available at the bookstore or online, as well as on reserve at the library. While you are required to read both books, you are not required to purchase them.

Paul Willis. (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Claudia G. Cervantes-Soon. (2017). *Juárez Girls Rising: Transformative Education in Times of Dystopia*. Minneapolis, MN: University of Minnesota Press.

All other readings will be available on Moodle. I strongly encourage you to print hard copies of course readings so that you can annotate them and have them easily accessible during class discussion. Remember that all Trinity students have access to a set amount of printing credit on campus. If you run out of printing credit, please let Professor Wong know. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. Readings may be subject to change.

### Course Evaluation

#### Class Participation

2 x 10 = 20 points

Because this is a discussion-based seminar, your attendance and participation are essential, both for your learning and that of your classmates. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in your overall learning experience. Class begins on time and you are required to attend all classes from start to finish. More than two absences will affect your grade, except in cases of illness, religious observances, or family emergencies. Absences for these reasons may be made up through an alternative assignment. Email me to receive permission to complete a makeup assignment. I encourage you to reserve your allowed absences for cases of illness. Every two late arrivals, early departures, and/or instances of leaving class will count as an absence.

Effective attendance and participation means more than just being present. Read and reflect on all the assigned readings before class on the date they are listed on the syllabus. Come to class prepared to engage with the class in discussing the readings and relevant themes. Your class participation will be evaluated based on your participation and contributions to learning

in class. Outstanding participation involves not only making thoughtful contributions, but also leaving space for your classmates to share their opinions and perspectives and being a reflective listener.

Participation will be graded at mid-semester (for the first half of the semester) and at the end of the semester (for the second half of the semester). You will self-evaluate your participation at each point, to reflect on your strengths and on how you can improve. I will take your self-evaluations into account when determining your grade, and I will discuss with you individually if my assessment significantly differs from yours.

### Critical Reading Responses

2x10 = 20 points

Twice during the course, you will submit critical reading responses based on one unit of course reading (for Units 2-5). Critical reading response assignments will be determined after the first class meeting, when students will be able to express preferences for their reading response units. More information about this assignment will be distributed in class. Critical reading responses are due as follows:

Unit 2: Sunday, October 15 at 11:59 PM

Unit 3: Sunday, October 22 at 11:59 PM

Unit 4: Sunday, November 12 at 11:59 PM

Unit 5: Sunday, December 3 at 11:59 PM

### Anthropological Research Project

Over the course of the semester, we will engage in an anthropological research project to analyze an educational issue at Trinity. Your work on the project will include various components which you will submit for evaluation, including your final paper.

In groups formed based on interest (3-4 students each), you will develop a research question that can be explored anthropologically. All students will collect and analyze ethnographic data. The project will culminate in a small group presentation and individually written papers.

### Ethics Training

= 3 points

You must complete a Trinity IRB approved Ethics Training and upload evidence of your completion to Moodle. Visit this link and complete Option A:

<http://commons.trincoll.edu/irb/ethics-training/>. – due Sunday, September 24 at 11:59 PM

### Research Plan

= 10 points

As a small group, you will develop a research plan (3-4 pages) to explore your sub-question. The plan should articulate your group's research question, explain its significance to educational studies, describe the data collection you will complete, and detail how this data collection will enable you to explore your research question. Each group member must complete at least 1-2 hours of fieldwork per week for at least 8 weeks of the semester, on average. Fieldwork must include participant observation, and can also include interviews or other forms of data collection. The research plan will be written collectively by your small group, and all group members will receive the same grade, except in extenuating circumstances. – due Sunday, October 1 at 11:59 PM

**One Set of Fieldnotes** = 5 points

You will individually write detailed fieldnotes after each fieldwork session. You must submit a set of fieldnotes (at least 2-3 pages) so that I can provide feedback on them. – due Sunday, October 15 at 11:59 PM

Note: Fieldnotes can sometimes be personal, sensitive, and/or difficult to share. If there is a portion of your fieldnotes that you are uncomfortable sharing with me, you may redact or rewrite/summarize that portion. If you do this, please just indicate that you have done so when you submit your fieldnotes (e.g. replace redacted text with “2 paragraphs redacted”).

**All Other Fieldnotes** = 5 points

All fieldnotes should be submitted at the end of the semester. You should also share fieldnotes with your research team as you complete them. – due Sunday, December 3 at 11:59 PM

**Annotated Bibliography Entry** = 5 points

Individually, you will read and complete an annotated bibliography entry of a scholarly work related to your group’s research project. Each group member should select a different work to review. Each entry should be about 1-2 paragraphs long. More information about this assignment will be distributed in class. – due Sunday, October 22 at 11:59 PM

**Analytic Memos** 2x10 = 20 points

Twice during the semester, you will individually analyze your own fieldnotes or other data (e.g. interview transcripts, artifacts/documents collected) and write a memo (2-3 pages) outlining at least one emerging theme you see in the data. You should connect your analysis to at least one academic, anthropological text (can be a course reading, but does not need to be) in your memo. – due Sunday, October 29 and Sunday, November 19 at 11:59 PM

**Research Plan Update/Progress Report** = 5 points

Because ethnographic research often evolves as data collection proceeds, your group will submit an update/progress report of your research (1-2 pages). In it, you will explain if, how, and why any of your research questions have changed and/or been refined (or why they have not changed), detail the progress you have made in your data collection, and describe and justify any changes you have made for future data collection plans. – due Sunday, November 5 at 11:59 PM

**Research Project Oral Presentation (evaluated by guest evaluator) = 10 points**

As a small group, you will present an overview of your small group’s findings and conclusions to the rest of the class in a 10 minute oral presentation, plus 5 minutes for questions and answers. All group members will receive the same grade on the presentation, except in extenuating circumstances. Presentations will occur in class on December 4 and 6. The exact schedule will be determined later in the semester.

**Presentation Draft** = 2 points

A draft of your group's presentation is due at the beginning of class on Wednesday, November 29.

### Research Project Collaboration Evaluation = 2 points

You will individually complete a form that evaluates your group's collaboration efforts. – due Sunday, December 10 at 11:59 PM.

### Final Paper = 20 points

You will individually write a final paper (8-10 pages) that analyzes your small group's research question. To do this, you will draw on data that you and other group members collected (i.e. fieldnotes, interview transcripts where applicable). Your group can opt to approach your final papers in one of two ways:

- 1) Each person individually analyzes the same research question. Different researchers may have different lenses and approaches to data analysis, and so you and your group members may have different focuses and/or interpretations of the same data.
- 2) Your group divides your research question into even sub-questions questions, with each group member analyzing a different sub-question.

Your paper should include the following elements: problem/issue statement, thesis statement, reflection on researcher positionality, literature review, methods, findings, discussion, and implications for policy, practice, and future research. You may use all or part of your analytic memos within the paper, although you will likely find that you will need to edit or add to your earlier analyses. The final paper is due on Tuesday, December 19 at 11:59 PM.

### Grading Scale

The grading scale is as follows:

90 to 100% = A (outstanding work)

80 to 89% = B (good work)

70 to 79 % = C (adequate work)

Below 70% = D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

## Academic Policies

### Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing [SARC@trincoll.edu](mailto:SARC@trincoll.edu).

### Face Mask Requirement

As of September 5, 2023, I am not requiring that students mask in class. However, I reserve the right to require masks in future classes, depending on factors such as the number of COVID cases on campus and/or in our community. If such a policy is implemented, I will notify you the day before class that you must bring and wear a mask during class. When masks are required, you may not remove your mask to eat or drink during class; therefore, please plan ahead.

If you are unwell, please do not attend class. If you are recovering from an illness but feel well enough to attend class (e.g. a lingering cough or runny nose), and/or are within days 5-10 of a COVID infection, please wear a mask for the safety of your classmates; your mentors and I will do the same.

### Accommodations for Students in Isolation or Quarantine

If more than half of the class must isolate or quarantine, our entire class will meet virtually via Zoom, and I will distribute a Zoom meeting link in advance. If we meet via Zoom, please leave your video on whenever you can. I know that we are all tired of Zoom and having the camera on can be exhausting. But I hope that being able to see each other will help us feel more connected and build a community, even if we can't be together in person. I understand that we may all need to sometimes turn off our video, and that's okay. But when you can, please make an effort to turn on your camera.

If fewer than half of the class must isolate or quarantine, absent students may either apply one of their two excused absences, or email me to request permission to complete a make-up assignment. Additional accommodations may be made on a case-by-case basis with documentation.

You must follow the [CDC guidelines for isolation and precautions for people with COVID-19](#), including:

- end isolation after day 5 only if symptoms are improving and you are fever-free for 24 hours with no fever-reducing medications
- wear a well-fitting mask until day 11

### Intellectual Honesty and Plagiarism

According to Trinity College policy, intellectual honesty "assumes that students do their own work and that they credit properly those upon whose work and thought they draw" (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited. You are required to appropriately cite works in all assignments for this course, whether you quote them directly or draw on their ideas. You may use any citation style (e.g. APA, MLA, Chicago), as long as you use it consistently.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences. If you are unsure about how to use another scholar's work to support your own ideas without plagiarizing, please ask me.



### Use of Generative AI (e.g. ChatGPT)

You have likely heard about publicly available artificial intelligence (AI) tools like ChatGPT that produce writing when given human input or prompts. Many educators are concerned about the possibility of students using AI to write assignments for them. It is certainly possible that AI may be useful tools for learning and writing, especially as it becomes more sophisticated. However, any attempt to pass off AI writing as your own is intellectually and academically dishonest, is a form of plagiarism, and constitutes a violation of Trinity College policy. In this course, you are not permitted to use AI in any way (including for assistance on structure or editing) for any of your assignments.

If you use AI in part of your learning, please keep in mind the following:

- AI is not consistently accurate, which makes it risky to use. It sometimes fabricates information, lacks context to fully answer questions, and does not consistently or correctly cite sources. Do not assume that the responses that AI provides are factually accurate.
- AI does not replace your own learning. Even if AI may be useful in some ways, it is also essential for you to learn to do the tasks that AI might do, such as summarizing the main arguments of readings, synthesizing ideas, and strengthening your writing. Learning these skills will make you a better reader, writer, thinker, and community member.

### Use of Electronics

You may bring a laptop to class (and I will request that you do so for some classes), but only to access electronic copies of course readings, take notes, and participate in collaborative activities. Please be honest with yourself as to whether using a laptop will support your learning more than distract from it in class. When possible, I encourage you to put your electronic devices away, bring hard copies of readings, and take notes in hard copy. You may not use your laptop or phone for non-class-related purposes. Please let me know if you need to borrow a laptop.

### Late Assignments

Please make every effort to submit assignments on their scheduled due dates. Submitting assignments late can quickly put you behind on subsequent assignments. For assignments completed individually, you are each entitled to two 48-hour extensions on individual assignments, no questions asked. When you submit the assignment on Moodle, please note in the comment box that you are using the extension.

In order to respect your group members' time, you may not apply an extension to a group assignment or a presentation. Late group or presentation assignments will be penalized with a 10% deduction for every 24-hour period beyond the deadline, with exceptions granted only for medical and family emergencies. Other extenuating circumstances should be discussed with Prof. Wong and will be handled on an individual basis.

### Re-Writes and Extra Credit

If Professor Wong determines that a re-write of an assignment is appropriate, you will meet with me to self-assess errors and review grading comments. The paper will be resubmitted on an agreed timeline for up to 90% of the assignment point value.

Extra credit assignments may be offered at my discretion. An example of an extra credit assignment might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

You may also earn extra credit (0.5 points) on any assignment worth at least 10 points by receiving support from the Writing Center.

## Course Schedule

*All readings should be completed BEFORE class on the date they are listed.*

### Unit 1: Introduction to Anthropology and Education

What is educational anthropology? What types of questions do educational anthropologists ask and answer? How do they answer these questions? What does it mean to do anthropological research in educational contexts?

Wed 9/6      Course Introduction

Mon 9/11      Introduction to Educational Anthropology

McDermott, Ray. & Varenne, Herve. (2006). Reconstructing culture in educational research. In G. Spindler & L. Hammond (Eds.), *Innovations in educational ethnography: Theories, methods, and results* (3-31). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kirkland, David. (2014). Why I study culture, and why it matters: Humanizing ethnographies in social science research. In Django Paris & Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 179-200).

Wed 9/13      What is Ethnography?

Heath, Shirley Brice. (1982). Ethnography in education: Defining the essentials. In P. Gilmore & A.A. Glatthorn (Eds.), *Children in and out of school: Ethnography and education* (pp. 33-55). Washington, DC: Center for Applied Linguistics.

Spindler, George & Spindler, Louise. (1985). Ethnography: An anthropological view. *Educational Horizons*, 63(4), 154-57.

Erickson, Frederick. (1984). What makes school ethnography 'ethnographic'?. *Anthropology & Education Quarterly*, 15(1), 51-66.

Mon 9/18      Doing Ethnography

Bernard, H. Russell. *Research methods in anthropology: Qualitative and quantitative approaches*. Lanham, MD: Altamira Press. Excerpt of Chapter 3, "Preparing for Research" (pp. 69-74).

Dewalt, Kathleen M. & DeWalt, Billie R. (2011). *Participant observation: A guide for fieldworkers* (2<sup>nd</sup> Ed.). Lanham, MD: Rowman & Littlefield. Excerpts from Chapter 1, "What is Participant Observation?" (pp. 1-5, 10-17) and Chapter 2, "Learning to be a Participant Observer" (pp. 19-28).



Agar, Michael. (1996). *The professional stranger: An informal introduction to ethnography, second edition*. Excerpt from Chapter 6, "Beginning Fieldwork" (pp. 139-166).

Wed 9/20 Research Ethics and Institutional Review Boards

Bernard, H. Russell. *Research methods in anthropology: Qualitative and quantitative approaches*. Lanham, MD: Altamira Press. Excerpt of Chapter 3, "Preparing for Research" (pp. 74-78).

American Anthropological Association Principles of Professional Responsibility:

<http://ethics.americananthro.org/category/statement/>

Trinity College Institutional Review Board Policy Manual, p. 1-5

Trinity College Institutional Review Board Definitions:

<http://commons.trincoll.edu/irb/definitions/>

**\*\* Ethics Training due on Sunday, September 24 at 11:59 PM \*\***

Mon 9/25 Ethics, Researcher Positionality, and "Insider"/"Outsider" Research

Fine, Michelle. (1994). Working the hyphens: Reinventing self and other in qualitative research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 70-82). Thousand Oaks, CA: Sage.

Choose one of the following two pieces:

Villenas, Sofia. (2010). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 345-362).

Green, Keisha. (2014). Doing double dutch methodology: Playing with the practice of participant observer. In Django Paris & Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 147-160).

Optional: Shirazi, Roozbeh. (2017). How much of this is new? Thoughts on how we got here, solidarity, and research in the current moment. *Anthropology & Education Quarterly*, 48, 354-361.

### Unit 2: Ethnographies of Class Inequality

How does anthropological research help us better understand how class inequality plays out in educational contexts?

Wed 9/27 Class Identities and Logics

Demerath, Peter, Lynch, Jill, Milner, Richard Peters, April, & Davidson, Mario. (2010). Decoding Success: A Middle-Class Logic of Individual Advancement in a US Suburb and High School. *Teachers College Record*, 112(12), 2935-2987.

Bettie, Julie. (2000). Women without class: Chicas, cholas, trash, and the presence/absence of class identity. *Signs: Journal of Women in Culture and Society*, 26(1), 1-35.

**\*\* Research Plan due by Sunday, October 1 at 11:59 PM \*\***

Mon 10/2 Class and Resistance, Part 1

Willis, Paul. (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press. Chapters 1-3 (pp. 1-85).

Wed 10/4 Class and Resistance, Part 2

Willis, Paul. (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press. Chapters 5-8 (pp. 119-184).

Mon 10/9 NO CLASS – Trinity Days

### Unit 3: Ethnographies of Race, Ethnicity, and Inequality

How can we more deeply understand how racism and white supremacy are embedded in schools and other educational spaces? How can ethnographic research also help us understand how to challenge racism?

Wed 10/11 Explaining Racial Disparities in Education

Ogbu, John. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly*, 18(4), 312-334.

Erickson, Frederick. (1987). Transformation and school success: The politics and culture of educational achievement. *Anthropology & Education Quarterly*, 18(4), 335-356.

**\*\* One Set of Fieldnotes due on Sunday, October 15 at 11:59 PM \*\***

Mon 10/16 Understanding Race and Racism in Education

Castagno, Angelina. (2008). "I Don't Want to Hear That!": Legitimizing Whiteness through Silence in Schools, *Anthropology & Education Quarterly*, 39(3), 314-333.

Shange, Savannah. (2019). "Why Can't We Learn African?" Academic Pathways, Coalition Pedagogy, and the Demands of Abolition (Chapter 3, pp. 44-65). *Progressive Dystopia: Abolition, Antiracism, and Schooling in San Francisco*. Duke University Press.

Optional: Vaught, Sabina. (2009). The color of money: School funding and the commodification of Black children. *Urban Education*, 44(5), 545-570.

Optional: Rodriguez, S. (2020). "I Was Born at the Border, Like the 'Wrong' Side of It": Undocumented Latinx Youth Experiences of Racialization in the US South. *Anthropology & Education Quarterly*, 51(4), 496-526.

Wed 10/18 Challenging Racism In Education

Lee, Tiffany S. & McCarty, Teresa L. (2017). Upholding Indigenous Sovereignty Through Critical Culturally Sustaining/Revitalizing Pedagogy. In Paris, Django & Alim, H. Samy (Eds.), *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World* (pp. 61-82). New York, NY: Teachers College Press.

Lee, Stacey. J., Xiong, Choua. P., Pheng, Linda. M., & Vang, Mai Neng. (2020). "Asians for Black Lives, Not Asians for Asians": Building Southeast Asian American and Black Solidarity. *Anthropology & Education Quarterly*, 51(4), 405-421.

**\*\* Annotated Bibliography Entry due on Sunday, October 22 at 11:59 PM \*\***

Mon 10/23 Research Project Literature Review Reading

#### Unit 4: Ethnographies of Gender and Sexuality

How does anthropological research help uncover the ways that ideas about gender and sexuality shape educational experiences?

Wed 10/25 Gender in U.S. Contexts

Galman, Sally Campbell, & Mallozzi, Christine. (2015). There are no girl pirate captains: Boys, girls and the "boy crisis" in preschool. *Boyhood Studies*, 8(1), 34-59.

Duncan, Garrett Albert. (2002). Beyond love: A critical race ethnography of the schooling of adolescent Black males. *Equity & Excellence in Education*, 35(2), 131-143.

**\*\* Analytic Memo 1 due on Sunday, October 29 at 11:59 PM \*\***

Mon 10/30 Gender and Justice in International Context, Part 1

Cervantes-Soon, Claudia G. (2017). *Juárez Girls Rising: Transformative Education in Times of Dystopia*. Minneapolis, MN: University of Minnesota Press. Preface-Chapter 2 (pp. vii-130).

Wed 11/1 Gender and Justice in International Context, Part 2

Cervantes-Soon, Claudia G. (2017). *Juárez Girls Rising: Transformative Education in Times of Dystopia*. Minneapolis, MN: University of Minnesota Press. Chapters 3-Epilogue (pp. 131-280)

**\*\* Research Plan Update/Progress Report due on Sunday, November 5 at 11:59 PM \*\***

Mon 11/6 Queer Students, Teachers, and Issues in Schools

C.J. Pascoe. (2007). *Dude, you're a fag: Masculinity and sexuality in high school*. Berkeley, CA: University of California Press. Chapter 3, "Dude, You're a Fag: Adolescent Male Homophobia" (pp. 52-83).

Woolley, Susan. (2012). "The Silence Itself Is Enough of a Statement": The Day of Silence and LGBTQ Awareness Raising. *Anthropology & Education Quarterly*, 43(3), 271-288.

Optional: Ngo, Bic. (2003). Citing discourses: Making sense of homophobia and heteronormativity at Dynamic High School. *Equity & Excellence in Education*, 36(2), 115-124.

#### Unit 5: Ethnographies of Immigration, Nationalism, and Schooling

What does anthropological research tell us about the roles that schools play in national identity and the incorporation of immigrants?

Wed 11/8 Immigrant Students Making Sense of Schools

Park, J. Y. (2021). Contexts of Reception as Figured Worlds: Recent-Arrival Immigrant Youth in High School ESL and Content-Area Classrooms. *Anthropology & Education Quarterly*, 52(3), 254-273.

Lee, Stacey. (2002). Learning 'America': Hmong American High School Students. *Education and Urban Society*, 34(2), 233-246.

Mon 11/13 Schools Making Sense of Immigrant Students

Ngo, Bic. (2008). Beyond "culture clash" understandings of immigrant experiences. *Theory into Practice*, 47(1), 4-11.

Abu El-Haj, Thea. R., Ríos-Rojas, Anne., & Jaffe-Walter, Reva. (2017). Whose race problem? Tracking patterns of racial denial in US and European educational discourses on Muslim youth. *Curriculum Inquiry*, 47(3), 310-335.

Wed 11/15 NO CLASS – Professor Wong at American Anthropological Association Annual Meeting

No scheduled class this week, but your group must meet with me by November 21 to discuss your plans for your final presentation and papers.

**\*\* Analytic Memo 2 due on Sunday, November 19 at 11:59 PM \*\***

Mon 11/20 Schooling and the Construction of Citizens in International Contexts

Rival, Laura. (1996). Formal Schooling and the Production of Modern Citizens in the Ecuadorian Amazon. In Levinson, B., Foley, D. and Holland, D. (Eds.), *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (pp. 153-167). Albany, NY: State University of New York Press.

Luykx, Aurolyn (1996). Formal Schooling and the Production of Modern Citizens in the Ecuadorian Amazon. In Levinson, B., Foley, D. and Holland, D. (Eds.), *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice* (pp. 239-272). Albany, NY: State University of New York Press.

Wed 11/22 NO CLASS – Thanksgiving Vacation

### Unit 6: Anthropology for Change: Anthropological Research and Activism

What role do educational anthropology and educational anthropologists play in working for change and justice? What is the relationship between research and activism?

Mon 11/27 (Youth) Participatory Action Research

Cammarota, Julio & Fine, Michelle. (2008). Youth participatory action research: A pedagogy for transformational resistance. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 1-11). New York: Routledge.

Choose one of the following two articles:

Irizarry, Jason & Brown, Tara. (2014). Humanizing research in dehumanizing spaces: The challenges and opportunities of conducting participatory action research with youth in schools.

In Django Paris & Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 63-80).

Dyrness, Andrea. (2008). Research for change versus research as change: Lessons from a mujerista participatory research team. *Anthropology & Education Quarterly*, 39(1), 23-44.

**\*\* Final Presentation Draft due at the beginning of class on Wednesday, November 29 \*\***

Wed 11/29 Anthropology and Activism

Foley, Douglas & Angela Valenzuela. (2005). Critical Ethnography: The Politics of Collaboration. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research: 3<sup>rd</sup> Edition*. Thousand Oaks: Sage Publications (pp. 217-234).

McCarty, Teresa, Wyman, Leisy, & Nicholas, Sheilah. (2014). Activist ethnography with indigenous youth: Lessons from humanizing research on language an education. In Django Paris & Maisha Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 81-103).

O'Connor, Brendan. H., & Mangual Figueroa, Ariana. (2017). A Time to Keep Silence and a Time to Speak. *Anthropology & Education Quarterly*, 48, 411-419.

**\*\* All Fieldnotes due Sunday, December 3 at 11:59 PM \*\***

Mon 12/4 Final Presentations

Wed 12/6 Final Presentations

**\*\* Research Project Collaboration Evaluation due Sunday, December 10 at 11:59 PM \*\***

Mon 12/11 Course Wrap Up

**\*\* Final Paper due Tuesday, December 19 at 11:59 PM \*\***

### [Helpful Campus Resources](#)

(Adapted with thanks to Drs. Elise Castillo and Eve Ewing)

#### [Student Emergency and Equity Fund](#)

From [the Student Emergency and Equity Fund website](#): The fund provides students with financial assistance for significant, unforeseen, unavoidable emergencies and unexpected expenses. Emergencies or unexpected expenses can include but are not limited to illness, food insecurity, travel costs for a family emergency, or loss of essential personal belongings due to theft or natural disaster. Visit the [website](#) for details on how to apply for funding.

#### [Free Microsoft Software](#)

All Trinity students can download and install Microsoft software (Word, PowerPoint, Excel, etc.) for free. See directions at this [website](#).

#### [Trinity College Writing Center](#)

At the [Trinity College Writing Center](#), specially trained peer tutors (called [Writing Associates](#)) will help you improve your writing—no matter your skill level. Writers are welcome at all stages of the writing process, from the moment you receive an assignment, to when you’ve produced a draft, to when you’re polishing up your final version. Most appointments are in-person at 115 Vernon Street room 109, but there are also some asynchronous eTutoring appointments. [Visit the Writing Center web page](#) for further information and procedures.

You are required to visit the Writing Center prior to submitting one of your Reaction Papers. You may also earn extra credit (0.5 points) on any assignment worth at least 10 points by receiving support from the Writing Center.

### Peer Tutoring NetWork

[Trinity’s Peer Tutoring NetWork](#) is a free resource for all Trinity students. Tutoring occurs in one-on-one and small group sessions. To help us make the best possible match, students must [complete and submit a request for a tutor](#).

### Trinity College Library

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. You can make an appointment with any librarian, including Rosie Beranis ([rose.beranis@trincoll.edu](mailto:rose.beranis@trincoll.edu)), who will visit our class at the beginning of the semester.

### Student Technology Assistants

The Student Technology Assistants (STA) work with Trinity’s Research, Instruction, and Technology (RIT) staff to provide remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at [sta-help@trincoll.edu](mailto:sta-help@trincoll.edu), drop by their help desk (Level 1 of the library), or read more on their [website](#).

### SensusAccess File Converter

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity’s RIT website includes additional details on the [SensusAccess File Converter](#).

### Title IX Resources and Mandated Reporting

As a faculty member, I am considered a “Responsible Employee.” This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity’s Title IX Coordinator or Deputy Coordinator. See Trinity’s [Title IX website](#) for more information.

If you need to talk to someone who will maintain confidentiality, you can reach out to “Privileged Employees” at the following places:

*Spiritual and Religious Life*, Trinity College Chapel, (860) 297-2013

*Counseling Center*, 135 Allen Street, (860) 297-2415 [After business hours, call to receive an available counselor’s phone number]

In addition, “Confidential Employees” at the following places are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals’ identities, unless there is imminent harm to the campus or person/s disclosing.



*The Health Center: Wheaton Hall 1<sup>st</sup> Floor, (860) 297-2018*  
*Women & Gender Resource Action Center (WGRAC), Mather Hall, 2<sup>nd</sup> Floor, (860) 297-2408*  
*Queer Resource Center (QRC), 114 Crescent Street, (860) 987-6273*

### Mental Health

Many of us face mental health challenges over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#), or call (860) 297-2415. These services are free and confidential.

### Learning During the Pandemic

We are still navigating numerous uncertainties and challenges amid the COVID-19 pandemic. My goal is to support you in doing the best work you can in light of these challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this or any other class. If you are finding it difficult to balance your health and wellness with your class work, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

### [Acknowledgements](#)

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