



FIFTY YEARS OF
ANTHROPOLOGY
AND EDUCATION
1950–2000

A Spindler Anthology

George and Louise Spindler

Edited by
George Spindler

Fifty Years Of Anthropology And Education 1950 2000 A Spindler Anthology

Patrick Alexander



Fifty Years Of Anthropology And Education 1950 2000 A Spindler Anthology:

Fifty Years of Anthropology and Education 1950-2000 George and Loui Spindler, 2000-06 Brings together seminal articles by the Spindlers widely regarded as the founders of educational anthropology and binds them together with a master commentary by George Spindler Presents a unified view of the Spindlers work development of the field **Ethnography and Language Policy** Teresa L. McCarty, 2014-04-04 Illuminating through ethnographic inquiry how individual agents make language policy in everyday social practice this volume advances the growing field of language planning and policy using a critical sociocultural approach From this perspective language policy is conceptualized not only as official acts and documents but as language regulating modes of human interaction negotiation and production mediated by relations of power Using this conceptual framework the volume addresses the impacts of globalization diaspora and transmigration on language practices and policies language endangerment revitalization and maintenance medium of instruction policies literacy and biliteracy language and ethnic national identity and the ethical tensions in conducting critical ethnographic language policy research These issues are contextualized in case studies and reflective commentaries by leading scholars in the field Ethnography and Language Policy extends previous work in the field tapping into leading edge interdisciplinary scholarship and charting new directions Recognizing that language policy is not merely or even primarily about language per se but rather about power relations that structure social linguistic hierarchies the authors seek to expand policy discourses in ways that foster social justice for all **Handbook of Qualitative Research in Education** Sara Delamont, 2012-01-01 The Handbook of Qualitative Research in Education offers both basic and advanced discussions of data collection analysis and representation of all the best qualitative methods used in educational research It contains four comprehensive yet concise sections on perspectives settings data collection and data analysis and representation Authors from North America Europe Australia and New Zealand contribute to a wide ranging and provocative Handbook that will inspire novice researchers and re invigorate experienced scholars Its 44 well documented chapters will serve academics and graduate students in educational research across all sectors of education from pre school to graduate school and all settings from formal to non formal **Handbook of Research in the Social Foundations of Education** Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often misunderstood and increasingly important field of study **A Companion to the Anthropology of Education** Bradley A. Levinson, Mica Pollock, 2016-01-19 A Companion to the Anthropology of Education presents a comprehensive and state of the art overview of the field exploring the social and cultural dimension of educational processes in both formal and nonformal settings Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world in both formal and non formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of

scholarship including China the United States Africa the Middle East Colombia Mexico India the United Kingdom and Denmark Examines the consequences of history cultural diversity language policies governmental mandates inequality and literacy for everyday educational processes **Ethnography and Schools** Yali Zou, Enrique T. Trueba, 2002-06-25 The ethnographic experience is an indelible venture that continuously redefines one's life Bringing together important cross currents in the national debate on education this book introduces the student or practitioner to the challenges resources and skills informing ethnographic research today From the first chapter describing the cultural foundations of ethnographic research by George Spindler the book traces both traditional and new approaches to the study of schools and their communities Emphasis on discourse critical pedagogy and ethnicity are among the many aspects of methodology and educational change emphasized by the contributors **Critical Readings on Latinos and Education** Enrique G Murillo Jr, 2019-01-14 This critical anthology showcases an interdisciplinary forum of scholars sharing a common interest in the analysis discussion critique and dissemination of educational issues impacting Latinos Drawing on the best of the past 20 years of the Journal of Latinos and Education the collection highlights work that has been seminal in addressing complex educational issues affecting and influencing the growing Latina and Latino population Chapters discuss the production and application of wisdom and knowledge to real world problems while engaging and collaborating with the interests of key stakeholders in other sectors outside the traditional academy Organized thematically around issues related to policy research practice and creative and literary works the collection is sure to extend and encourage novel ways of thinking about the ongoing and emerging questions around the unifying thread of Latinos and education Critical Approaches to Comparative Education F. Vavrus, L. Bartlett, 2009-12-07 This book unites a dynamic group of scholars who examine linkages among local national and international levels of educational policy and practice Utilizing multi-sited ethnographic approaches the essays explore vertical interactions across diverse levels of policy and practice while prompting horizontal comparisons across twelve sites in Africa Europe the Middle East and the Americas The vertical case studies focus on a range of topics including participatory development the politics of culture and language neoliberal educational reforms and education in post-conflict settings Editors Vavrus and Bartlett contribute to comparative theory and practice by demonstrating the advantages of thinking vertically The Politics of Survival in Academia Lila Jacobs, José Cintrón, Cecil E. Canton, 2002 This volume presents the personal accounts of African American Asian American and Latino faculty who describe in their narratives of struggles the challenges they faced in order to become bona fide members of the United States Academy These narratives show how survival and success require a sophisticated knowledge of the politics of academia insider knowledge of the requirements of legitimacy in scholarly efforts and a resourceful approach to facing dilemmas between cultural values traditional racist practices and academic resilience The book also explores the empowerment process of these individuals who have created a new self without rejecting their enduring self the self strongly connected to their ethno-racial cultures

and groups Within the process of self redefinition this new faculty confronted racism sexism rejection the clash of cultural values and structural indifference to cultural diversity The faculty recounts how they ultimately learned the skillful accommodation to all of these issues It is through the analysis of survival and self definition that faculty of color and women will establish a powerful foothold in the new academy of the twenty first century **Conceptions of Culture** Thomas E. Wren,2012-07-16 The concept of culture stands clearly but unsteadily at the heart of multicultural education This book provides a systematic in depth understanding of the role that culture plays in the massive literature of multicultural education as multiple and antithetical definitions of culture exist The book also shows multicultural educators how to discern the definition used in any particular book or article Thomas Wren deploys methods and concepts from philosophy and the social sciences to provide an analytic framework within which the history and current state of culture theory can be understood both for its own sake and for its educational significance Although the book is full of theory it is not a theoretical book in the usual sense It is a road map accompanied by the related theoretical information and tools that graduate students and faculty need to 1 navigate the complex terrain of multicultural education literature 2 apply the book s analytical framework to that literature and to their own future practice and 3 anticipate the social changes and accompanying conceptual changes in our notions of culture that are now occurring as part of the cultural hybridity of today s students

The Wiley Handbook of Ethnography of Education Dennis Beach,Carl Bagley,Sofia Marques da Silva,2018-05-01 A state of the art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state of the art review of and critical reflection on educational ethnography as it is being theorized and practiced today from rural and remote settings to virtual and visual posts It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice Engaging in equal measure with the history of ethnography its current state of play as well as its prospects The Wiley Handbook of Ethnography of Education covers a range of traditional and contemporary subjects foundational aims and principles what constitutes good ethnographic practice the role of theory global and multi sited ethnographic methods in education research ethnography s many forms visual virtual auto and online networked ethnography and internet resources and virtual and place based ethnographic fieldwork Makes a return to fundamental principles of ethnographic inquiry and describes and analyzes the many modalities of ethnography existing today Edited by highly regarded authorities of the subject with contributions from well known experts in ethnography Reviews both classic ideas in the ethnography of education such as grounded theory triangulation and thick description along with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field The Wiley Handbook of Ethnography of Education is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology **The New Americans** Enrique T. Trueba,2004

American society is changing in front of our eyes with the presence of new Americans immigrants and transnationals whose experiences have prepared them to play key leadership roles in our country The paradox of having the poorest of the new Americans rising to important social economic and academic roles is explained in these pages **Doing Fieldwork** W. Fife, 2005-12-01 Making use of his own research experiences in Papua New Guinea Southern Ontario and Newfoundland Wayne Fife teaches students and new researchers how to prepare for research conduct a study analyze the material e g create new social and cultural theory and write academic or policy oriented books articles or reports The reader is taught how to combine historic and contemporary documents e g archives newspapers government reports with fieldwork methods e g participant observation interviews and self reporting to create ethnographic studies of disadvantaged populations Anthropologists Sociologists Folklorists and Educational researchers will equally benefit from this critical approach to research Inside Japanese Classrooms Nancy Sato, 2003-12-16 This detailed ethnographic study of fifth and sixth grade classrooms offers new insights into Japanese culture as many aspects of daily social life are embedded in the educational system Additionally this book provides new perspectives on educational reform in the U S since many current issues and programs focus on notions of community collaboration and systemic reform all of which are central to understanding Japanese teaching learning processes in schools *Education in the New Latino Diaspora* Stanton E.F. Wortham, Enrique G. Murillo Jr., Edmund T. Hamann, 2001-11-30 The authors describe a new demographic phenomenon the settlement of Latino families in areas of the United States where previously there has been little Latino presence This New Latino Diaspora places pressures on host communities both to develop conceptualizations of Latino newcomers and to provide needed services These pressures are particularly felt in schools in some New Latino Diaspora locations the percentage of Latino students in local public schools has risen from zero to 30 or even 50 percent in less than a decade Latino newcomers of course bring their own language and their own cultural conceptions of parenting education inter ethnic relations and the like Through case studies of Latino Diaspora communities in Georgia North Carolina Maine Colorado Illinois and Indiana the eleven chapters in this volume describe what happens when host community conceptions of and policies toward newcomer Latinos meet Latinos own conceptions The chapters focus particularly on the processes of educational policy formation and implementation processes through which host communities and newcomer Latinos struggle to define themselves and to meet the educational needs and opportunities brought by new Latino students Most schools in the New Latino Diaspora are unsure about what to do with Latino children and their emergent responses are alternately cruel uninformed contradictory and inspirational By describing how the challenges of accommodating the New Latino Diaspora are shared across many sites the authors hope to inspire others to develop more sensitive ways of serving Latino Diaspora children and families

Schooling and Social Identity Patrick Alexander, 2020-01-30 This book examines the nature of age as an aspect of social identity and its relationship to experiences of formal education Providing a new and critical approach to debates about

age and social identity the author explores why age remains such an important aspect of self making in contemporary society Through an ethnographic account of a secondary school in the south east of England the author poses three principal questions Why are schools in English organised according to age How do pupils and teachers learn to act their age while at school Ultimately why does age remain such an important and complex organising concept for modern society Cutting across lines of class and gender this timely book will be of interest to students and scholars of self making and identity in educational contexts and others interested in how schooling socialises young people into categories of age as the foundational building blocks of modern society Culturally Responsive Mathematics Education Brian Greer, Swapna Mukhopadhyay, Arthur B. Powell, Sharon Nelson-Barber, 2009-05-20 This critical new collection presents mathematics education from a culturally responsive perspective and offers a broad perspective of mathematics as a significant liberating intellectual force in our society Reviewing Qualitative Research in the Social Sciences Audrey A. Trainor, Elizabeth Graue, 2013-03-05 Foundational characteristics of qualitative research include flexibility variation in application critique and innovation all of which derive from its subjective roots in interpretivism and constructivism While the scholars who design qualitative research projects envision these qualities as strengths such a breadth of practices and the assumptions that undergird them may present challenges during the peer review process As a result those who review and consume qualitative research often have important and difficult to answer questions about the project s design strategies tools and analysis with few guidelines for gauging the merit of the work The mission of this book is to provide a useful guide for researchers reviewers and consumers who are charged with judging the quality of qualitative studies In order to embrace the challenges and controversies that accompany this goal the editors have solicited experts representing multiple disciplines and methods of qualitative inquiry Their contributions represent the rich diversity in the field while simultaneously producing a pragmatic and useful guide While it is neither possible nor desirable to compartmentalize qualitative approaches and issues into neatly organized categories the construct of method has been chosen as a common organizing device The introductory chapter explains the need for such a book and underscores the foundational strengths of qualitative research flexibility variation critique and innovation The remaining chapters review the principal approaches to qualitative research with care taken not to standardize rigidly define or oversimplify any approach For ease of use all methodological chapters are organized around the following elements of inquiry which reviewers tend to examine definition sampling data collection data analysis representation and congruency **Living the Stories We Create** Ellen McCabe, 2018-08-14 This work explores the potential of digital media to rectify the disparity between formal learning contexts and contemporary perceptions and expectations of narrative How can education systems respond to the changing technological landscape thus preparing students to become active participants in society as well as to realise the extent of their own potential This book explores such concepts in the classroom environment through direct engagement with students and teachers with the case of

Shakespeare's Macbeth Written in approximately 1606 Macbeth has its roots in a culture of orality and yet has sustained through centuries of print dominance Indeed as both text and performance the work itself embodies both the literary and the oral Yet as a staple of many second level curricula increasingly Macbeth is perceived as an educational text Macbeth reflects its cultural moment an age of ambiguity where much like today notions of selfhood privacy societal structures media and economy were being called into question Thus Macbeth can be understood as a microcosm of the challenges existing in contemporary education in both content and form This book examines Macbeth as a case study in seeking to explore the implications of digital media for learning as well as its possible potential to constructively facilitate in realigning formal learning contexts to contemporary experiences of narrative

Anthropology Christoph Wulf, 2013-04-08 Originally published in German Christoph Wulf's Anthropology sets its sights on a topic as ambitious as its title suggests anthropology itself Arguing for an interdisciplinary and intercultural approach to anthropology that incorporates science philosophy history and many other disciplines Wulf examines with breathtaking scope all the ways that anthropology has been understood and practiced around the globe and through the years Seeking a central way to understand anthropology in the midst of many different approaches to the discipline Wulf concentrates on the human body An emblem of society culture and time the body is also the result of many mimetic processes the active acquisition of cultural knowledge By examining the role of the body in the performance of rituals gestures language and other forms of imagination he offers a bold new look at how culture is produced handed down and transformed Drawing such examinations into a comprehensive and sophisticated assessment of the discipline as a whole Anthropology looks squarely at the mystery of humankind and the ways we have attempted to understand it

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