ANTHROPOLOGY 136H: ARCHAEOLOGY AND EDUCATION - PRACTICE IN A 4TH AND 6TH GRADE AFTER-SCHOOL PROGRAMS

Instructor: Dr. Charles Underwood Office hours: 8-9 & 11-11:30 a.m. Tuesdays or by appointment 642-7503 email: underwood@berkeley.edu	**Graduate Student Instructor:** TBA Office hours: email:
After-School Program Director & Manzanita Program Manager: Tamara Sturak 653-8387 (h), 701-8646 (cell) tamara@manybits.net	**Expedition Program Manager:** Mike Way 707-853-0800 Mikeway@berkeley.edu
Teaching Team mailing list: anthro136h_tt@lists.berkeley.edu	**Students & Instructors mailing list:** expedition-s08@lists.berkeley.edu

Meeting Times and Locations:
Class meets weekly at 2251 College, Room 101, on Tuesdays from 9-11 AM. Field work at the after school programs is held at Roosevelt Middle School or Manzanita Elementary School in the San Antonio neighborhood of Oakland. You must choose one of three options for attending the after-school program: Wednesdays 1:30 – 5:00 p.m., Thursdays 2:45 – 6:00 p.m., or Fridays 2:45 – 6:00 p.m. Directions to both schools and carpool options will be discussed in class.

Course Description:
This course focuses on the following topics: ethnographic fieldwork, public archaeology, the anthropology of teaching and learning, the anthropology of technology, and representations of cultures. The course is designed to provide an opportunity for undergraduates to work with middle-school children in exploring the worlds of archaeology, history, and computer-based technologies. Students enrolled in Anthropology 136H are expected (1) to mentor and interact with children in Expedition, an after-school program at Roosevelt Middle School in Oakland and its sister program for 4th graders at Manzanita Elementary School, both in the San Antonio District of Oakland and (2) to observe and write about the children's experiences in the program. This course provides an opportunity to learn and use a variety of ethnographic skills; it fulfills the field methods requirement for Anthropology majors. The focus of the course this semester is on the multicultural meanings of material culture and places expressed through the telling of stories.

Both after-school programs are designed to bring the archaeological experience to middle-school children through facilitated play with a variety of media, including: computer games, web browsing, hands-on exploration of real artifacts, multimedia creation, and digital storytelling. This program is voluntary for the children, and is being carried out in cooperation with the

Roosevelt Village Center Collaborative at Roosevelt Middle School, which provides a variety of services and after-school activities for the community.

This course is a collaborative effort. All participants (instructors, undergraduates, middle-school students, and community members) contribute unique skills and experience that can enhance understanding and learning for all involved. *As a student enrolled in this class, you are considered to be a responsible, competent adult. Your insights are valuable, and you are expected and encouraged to be an active contributor to the learning process.* You have the power to make this an exciting, vibrant experience for everyone involved.

This course and the after-school programs are sponsored and funded by the Archaeological Research Facility of UC Berkeley, Dept. of Anthropology, UC Berkeley, the Oakland Unified School District, and the Roosevelt Village Collaborative, and the UC Links program. *This course satisfies the methods requirement for the Anthropology major, and it can be repeated for credit.*

Prerequisites:
An introductory course in Anthropology (preferably Anthro 2) is highly recommended.
You must have access to and know how to use email and the Internet.

Course websites and other communication formats
The course has a website on BSpace. All registered students are automatically given access to the website. You will need to login through the BSpace portal with your Calnet ID at https://bspace.berkeley.edu/portal . Please let one of the instructors know immediately if you have a problem with access.
A substantial amount of course information will be disseminated via email and the BSpace course website. **Check your email daily** for announcements, information, and updates about the class and visit the BSpace course website. You are responsible for managing your email account. If your yahoo or hotmail account goes over your quota, you may not receive important email from the teaching team. We recommend email accounts on calmail.berkeley.edu. These accounts are free, accessible via the web, and offer a large 100-megabyte quota.

Course Field Notes and Website:
Each week, you will **post your field notes via email to the teaching team list anthro136h_tt@lists.berkeley.edu** and to the online database on the web **http://128.32.93.103/fmi/iwp/res/iwp_home.html**, At this site click on "journals". We will provide you with the user name and password in class. The field notes will be searchable and readable to all class participants on the web. Further instructions on field note submission will be given in class and on the course website as the course progresses.

Course Requirements:
Contact one of your instructors if you have any questions or concerns as soon as you can. *Read your syllabus; all the assignments contribute significantly to your grade.* Pay attention to due dates and assignments. Be proactive in getting the assistance you need or in straightening out errors. Check the course website and your email frequently. The number following each course requirement indicates its percentage of your final grade.

After-School Program Attendance and Performance *(25%)*
After-school program attendance is very important. The children will grow very attached to you and notice if you are not there. Please don't disrupt their experiences through irregular attendance. In addition, *you will be graded on your participation and performance in the after-school program*. This grade is based on your responsible behavior, completion of assigned duties, degree of effort demonstrated, enthusiasm, and heartfelt respect for the children.

Class Attendance, Preparation, and Active Participation *(20%)*
Class attendance and participation is mandatory. A lot of material will be covered in class – don't be late. Roll will be taken at the beginning of each class. If you miss roll call, be sure to speak to the GSI before you leave class, to ensure that your attendance has been noted. In this small seminar setting, discussion comprises a major component of the class. Complete your readings **before** class on the day they are due. *You will be asked to address a couple of questions about the readings in a brief paragraph and bring this with you to class*. You will be expected to engage in discussion about the readings in small groups. The points raised in these small discussions will then be discussed with the rest of the class. You will find what you have written to be very useful for your field notes and research paper. Reading assignments are listed in the week-by-week course outline below. With the exception of the book by Jonathan Kozol and a couple of readings that will be available in digital format on BSpace, all are available in the course reader.

Required Texts (on reserve in the Anthropology Library, Kroeber Hall):
- Course Reader (will be available at Copy Central, 2560 Bancroft Avenue, just west of Bowditch)
- Kozol, Jonathan. Ordinary Resurrections: Children in the Years of Hope. New York: HarperCollins Publishers, 2001. (Available for sale at ASUC bookstore)

Recommended Texts
- Delpit, Lisa D. Other People's Children: Cultural Conflict in the Classroom. New York: New Press/WW Norton, 1995.
- Lambert, Joseph: Digital Storytelling: Capturing Lives, Creating Community. Digital Diner Press. 2002

Recommended texts may also be discussed in class. Selected chapters are included in the course reader. We recommend these books for further reading and as background for your research papers.

Field Notes *(20%)*
Since this is an anthropology field methods course, *your field notes are extremely important, and for this reason, they are graded*. You will record your observations of the after-school program in field note format each week. You are required to email your field notes to instructors and post your field notes to the course website *within 24 hours of your field work session*. After that time, your grade will suffer penalties that increase with the lateness of your posting. Any fieldnotes posted after 6:00 p.m. on Saturday will not be accepted without explanation. If you are having problems with posting, contact one of your instructors immediately. More detailed information and discussion on how to take field notes will be given in class.

Group Project   *(15%)*
Throughout the semester, the class will work in small groups (about 5 per group) on a project that involves collaboration with the 6th graders. This assignment will be discussed in class. Each group will choose a different format that is assigned during the class. In week 4 (Feb 12), the topic (content) of the project will be chosen, after which the project will be developed in more detail. A short class discussion of the projects will be held on Feb 19 (week 5). The theoretical rationale and the process of your project, as well as its results will be presented and discussed in class late in the semester. Your projects, like the final research paper, should draw on the readings, as well as the focused ethnographic field notes in the after-school program and outside reading to place the project in a context of your theme and the format that you have chosen.

Final Research Paper (20%)
The final requirement of the course is *a research paper (10-15 pages) based on the class readings and your fieldnotes and observations of the after-school program*. More detailed instructions on this assignment will be given in class. We will provide some topics, but you are not limited to these topics. A prospectus of the sources and theme of your paper must be handed in or emailed to the teaching team by **March 18.** You will have several chances to discuss your final research papers in class. **The research paper is due on May 6.**

In lieu of a final exam, you will be asked to participate in the after-school program during final exam week.

Course Policies:
Absences
Attendance both at class and the after-school program is essential and mandatory. The only excused absences are if you are sick, or there is a death in your immediate family. In order for your absence to be considered excused, you must contact your GSI as soon as you know you cannot make it, but no later than the morning of the day you will be absent.   In addition, you must contact Tamara and Mike on the day of your absence from the after-school program. Be sure to contact them **before the start time** of the after-school program. If three consecutive class/after-school sessions are missed due to illness, you must submit a note from the Tang Center or your physician.

Documented Learning Disability
If you have a documented learning disability and are authorized to have special arrangements for assignments and tests, please let the GSI know IN WRITING by the second week of class.

Grading, Late Assignments and Plagiarism
If you have concerns about a grade, please talk first with the GSI, then Professor Tringham. Professor Tringham retains final decision in the grading process. Late assignments will not be accepted, unless you have made arrangements with the instructors ahead of time. Plagiarism will not be tolerated, and will result in a failing grade for the course. See the University Student Code of Conduct for information about plagiarism.

Weekly Class Schedule
Below is the expected class schedule for this semester. There may be changes to this, in response to guest speaker availability, to include additional or alternative reading assignments, or to allow for more flexibility in presentations and discussions.

Week One (1/22) Introduction – Course Overview
Syllabus and reading materials distributed in class. Introduction to UC Links, the Expedition after-school program, and archaeology & education.

Handout: Why we use archaeology as the medium for Expedition, the after-school program.

(1/23, 1/24, 1/25) Required Lab Section – About the Expedition after-school program, digital storytelling, community collaboration, and history

Meet at the MACTiA (the 2224 Piedmont Ave building) on the day and time you would normally attend the after-school program (Wednesdays 1:30 – 5:00 p.m., Thursdays 2:45 – 6:00 p.m., or Fridays 2:45 – 6:00 p.m.)

Week Two (1/29) The Sociocultural Context of Learning
Readings to be discussed:
Kozol, Jonathan
2000 "To the Reader," "Introduction," and "A Narrow Lens." In <u>Ordinary Resurrections: Children in the Years of Hope</u>. HarperCollins Publishers, New York. pp. ix-22.

Cole, Michael et al.
2006 "Introduction" and "The Intellectual Foundations of the Fifth Dimension." In <u>The Fifth Dimension: An After-School Program Built on Diversity</u>. Russell Sage Foundation, New York. pp. 1-33.

Underwood, Charles, Jelani Mahiri, Cecilia Toloza, and Dirce Pranzetti
2000 "Beyond the Mask of Technology: Educational Equity and the Pedagogy of Hope." In *The Kroeber Anthropological Society Papers No. 89/90*, edited by Katherine C. MacKinnon. University of California Press, Berkeley. pp. 132-145.

Vygotsky, Lev Semenovich
1978 "Interaction between Learning and Development." <u>Mind in Society: The Development of Higher Psychological Processes</u>. Harvard University Press, Cambridge. pp. 79- 91.

Freire, Paulo.
1993 [1970] <u>Pedagogy of the Oppressed</u>. Continuum Publishing, New York. pp. 52-67.

(1/30, 1/31, 2/1) After-School programs begin at Roosevelt Middle School and Manzanita Elementary School: Arrive at the sites via your carpools by 1:20 p.m. Wednesday, or 2:35 p.m. Thursday and Friday.

Week Three (2/5)   Participant Observation and Field Notes
Readings to be discussed:
Steinbeck, John
1980 "Breakfast: A Short Story." Anchor and Acorn Press.

Berreman, Gerald D.
1962 "Behind Many Masks: Ethnography and Impression Management in a Himalayan Village." In *Society for Applied Anthropology* (Monograph No. 4). New York. pp. 4-24.

Emerson, Robert
2001 "Four Ways to Improve the Craft of Fieldwork." In Ethnography, Volume II. Sage Publications, London. pp. 35-49.

Emerson, Robert
1995 "Fieldnotes in Ethnographic Research." In Writing Ethnographic Fieldnotes. R.M. Emerson, R. Fretz, and L. Shaw (eds.). University of Chicago Press, Chicago. pp. 1-16.

Freire, Paulo
1998 "Seventh Letter: From Talking to Learners to Talking to Them and with Them; From Listening to Learners to Being Heard by Them." In Teachers as Cultural Workers: Letters to Those Who Dare Teach. Westview Press, Boulder. Pp. 63-68.

Week Four (2/12)   Literacy, Technology, and Storytelling
Readings to be discussed:
Kozol, Jonathan
2000 "Opportunities for Silence." In Ordinary Resurrections: Children in the Years of Hope. HarperCollins Publishers, New York. pp. 109-120.

Freire, Paulo
1998 "First Letter: Reading the World/ Reading the Word." In Teachers as Cultural Workers: Letters to Those Who Dare Teach. Westview Press, Boulder. pp 17-26.

Gee, James P.
2001 "What Is Literacy". In Becoming Political, Too: New Readings and Writings on the Politics of Literacy Education, edited by P. Shannon. Heinemann, Portsmouth. pp. 1-9.

Scribner, Sylvia
1997 "Literacy in Three Metaphors." In Mind and Social Practice: Selected Writings of Sylvia Scribner. Cambridge University Press, Cambridge. pp. 206-214.

Tyner, K. and D. Leveranz
The Media Literacy Resource Guide. Excerpts (pdf in the "Resources" area of the BSpace website) pages 2-5 of pdf

Lambert, Joe.
2002 "Stories in Our Lives." In Digital Storytelling: Capturing Lives, Creating Community. Digital Diner Press, Berkeley. pp. 21-31.

Week Five (2/19)   Anthropology and Education: the cultural context of learning.
Readings to be discussed:
Kozol, Jonathan
2000 "Ordinary Resurrections." In Ordinary Resurrections: Children in the Years of Hope. HarperCollins, New York. pp. 97-108.

DeMarrais, Kathleen Bennett, Patricia A. Nelson, and Jill H. Baker
1992 "Meaning in Mud: Yup'ik Eskimo Girls at Play." In *Anthropology and Education Quarterly* 23(**2**): 120-144.

Lillehammer, Grete
2000 "The World of Children." In Children and Material Culture, edited by J. Derevensky. Routledge, London. pp. 17-26.

Rogoff, Barbara
1995 "Observing sociocultural activity on three planes: Participatory Appropriation, Guided Participation, and Apprenticeship." In Sociocultural Studies of Mind. Cambridge University Press, Cambridge. pp. 139-164.

Thorne, Barrie
2001 "Learning from Kids." Contemporary Field Research Perspectives and Formulations. Waveland Press, Prospect Heights. pp. 224-237.

Freire, Paulo
1998 "Tenth Letter: Once More the Question of Discipline." In Teachers as Cultural Workers: Letters to Those Who Dare Teach. Westview Press, Boulder. Pp. 87-90.

Week Six (2/26) Archaeology, Culture, and Education
Readings to be discussed:
Meskell, Lynn
2005 "Introduction: Object Orientations." In Archaeologies of Materiality. Blackwell Publishing, Malden. pp. 1-3.

Miller, Daniel
1996 "Artefacts and the Meaning of Things." In Companion Encyclopedia of
     Anthropology: Humanity, Culture and Social Life. Routledge, London. pp. 396-419.

Wilkie, Laurie
2000 "Not Merely Child's Play.*"* In Children and Material Culture, edited by J. Derevensky. Routledge, London. pp. 100-113.

Mouritsen, Flemming
2002 "Child Culture – Play Culture." In Childhood and Children's Culture. University
     Press of Southern Denmark. pp. 14-42.

Cole, Michael
1997 "Putting Culture in the Middle." In <u>Cultural Psychology: A Once and Future</u>
<u>Discipline</u>. Belknap Press, Cambridge. pp. 116-145.

Week Seven (3/4)   Learning as Dialogue.
Readings to be discussed:
Kozol, Jonathan
2000 "Kindness to Strangers." In <u>Ordinary Resurrections: Children in the Years of Hope</u>.
HarperCollins Publishers, New York. pp. 137-147.

Freire, Paulo
1998 "Sixth Letter: On the Relationship Between the Educator and the Learners." In
<u>Teachers as Cultural Workers: Letters to Those Who Dare Teach</u>. Westview Press, Boulder.
pp 55-62.

Nieto, Sonia
1999 "Critical Pedagogy, Empowerment and Learning." In <u>The Light in their Eyes:</u>
<u>Creating Multicultural Learning Communities</u>. Teachers College Press, New York.
pp.103-129.

Hull, Glenda and Katherine Schultz
2002   "Connecting Schools with Out-of-School Worlds: Insights from Recent Research on
Literacy in Non-School Settings." In <u>School's Out</u>. Teachers College Press, New York. pp.
32-57.

Conkey, Margaret W. and Ruth E. Tringham
1995 Cultivating Thinking/Challenging Authority: Some Experiments in Feminist Pedagogy
in Archaeology." In <u>Gender and Archaeology</u>, edited by R. P. Wright. University of
Pennsylvania Press, Philadelphia. pp. 224-250.

Freire, Paulo
1993 [1970] <u>Pedagogy of the Oppressed</u>. Continuum Publishing, New York**.** pp. 69-105.

Week Eight (3/11)   Literacy as Dialogue
Readings to be discussed:
Lindsay, Shawn
1995   "Hand Drumming: An Essay in Practical Knowledge." In <u>Things As They Are:</u>
<u>New Directions in Phenomenological Anthropology</u>, edited by M. Jackson. Indiana
University Press, Bloomington. pp. 196-212.

Scribner, Sylvia
1997 "The Practice of Literacy: Where Mind and Society Meet." In <u>Mind and Social</u>
<u>Practice: Selected Writings of Sylvia Scribner</u>. Cambridge University Press, Cambridge.
pp. 190-205.

Fichtner, Bernd
1999 "Metaphor and learning activity." In <u>Perspectives on Activity Theory</u>.
Cambridge University Press, Cambridge. pp. 314-324.

Kozol, Jonathan
2000 "Saying Goodbye." In <u>Ordinary Resurrections: Children in the Years of Hope</u>.
     HarperCollins Publishers, New York. pp. 297-313.

Tyner, K.
1998 *Literacy in a Digital Age*. Lawrence Erlbaum Publishers, Mahwah, NJ. (pdf in
the "Resources" area of the BSpace website) pp18(9)-24(15) (numbers in parentheses
refer to the page number in the pdf)

Week Nine (3/18) The Sociocultural Context of Learning, Part 2. *Paper Prospectus is due*
    Readings to be discussed:
Kozol, Jonathan
2000 "Opportunities for Silence." In <u>Ordinary Resurrections: Children in the Years of
Hope</u>. HarperCollins Publishers, New York. pp. 109-120.

Hutchins, Edwin
1996 "Learning to Navigate." In <u>Understanding Practice: Perspectives on Activity and
Context</u>. Cambridge University Press, Cambridge. pp. 35-63.

Bruner, Jerome
1990 "Entry into Meaning." In <u>Acts of Meaning</u>. Harvard University Press, Cambridge.
    pp. 81-97.

Vásquez, Olga A.
2003 "Reconceptualizing Educational Activities into Social Action," and "A New
Identity and New Possibilities: An Innovation of the Fifth Dimension." In <u>La Clase
Mágica: Imagining Optimal Possibilities in a Bilingual Community of Learners.</u>
Lawrence Erlbaum Associates, Mahwah. pp. 16-62.

* * * March 23 – 28 Spring Recess for UCB and OUSD * * *

Week Ten (4/1) Field Work and Participant Observation
    Readings to be discussed:
Kozol, Jonathan
2000 "A Turbulent Intelligence," and "Imaginary Music." In <u>Ordinary Resurrections:
Children in the Years of Hope</u>. HarperCollins Publishers, New York. pp. 261-284.

Nieto, Sonia
1999 "Culture and Learning." In <u>The Light in Their Eyes: Creating Multicultural
Learning Communities</u>. Teachers College Press, New York. pp. 47-71.

Cole, Michael
1995 "Sociocultural-historical-psychology: Some General Remarks and a Proposal for
a New Kind of Cultural-Genetic Methodology." In <u>Sociocultural Studies of Mind</u>.
Cambridge University Press, Cambridge. pp. 187-214.

Wolcott, Harry F.
1995 "The Art of Fieldwork." In <u>The Art of Fieldwork</u>. Altamira Press, Walnut Creek.
     pp. 241-252.

Week Eleven (4/8) Discussion of Research Topics and Paper – using readings to craft a thematic narrative

Week Twelve (4/15) Group Project Presentations

Week Thirteen (4/22) Research Paper Workshop – using field notes and readings to craft an ethnographic narrative

Week Fourteen (4/29) Research Paper Workshop – using field notes and readings to craft an ethnographic narrative

Week Fifteen (5/6) Last Day of Class – Research Papers Due!

Finals week – 5/14, 5/15, 5/16 – No Class. Required participation in After-School programs