The mission of The College of Education at Northern Arizona University is to prepare education professionals to create the schools of tomorrow.

Northern Arizona University
College of Education

EDR 612: Ethnographic Research in Education

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Course Prerequisites: EDR 610 or instructor's permission

COURSE DESCRIPTION

This course focuses on the use of ethnographic research in the study of learning and teaching. Ethnography has been utilized to investigate "formalized systems of education and the enculturation of the child" (Eddy 1985) since at least 1925, and educational anthropology itself has been a formalized field of inquiry since the Stanford Conference on Education and Anthropology of 1954. Over the past 40 years, educational ethnographers have studied cultural transmission, communicative competence, and the discrepancy between home and school cultures, and have examined relationships between education and culture, cognition and culture, school and the labor market, and school and the larger society.

During the semester, students will focus on the ways in which ethnographic research has been utilized to examine the social organization and culture of educational settings. Using clearly articulated criteria, they will both read reports of ethnographic research and be introduced to and practice methods of data collection and analysis. Students will also develop an ethnographic research proposal based upon their specific research interests.

The course is intended both for those who plan to do educational research from an ethnographic perspective and for those who hope to gain a general familiarity with the theoretical assumptions, procedures, and standards of rigor and quality involved in ethnographic research. It provides a foundation for more advanced study of interpretive methods in the study of education. It introduces essential concepts and methods but will not provide for mastery of ethnographic knowledge and skill. For that, further study and experience is necessary. Students who plan to conduct ethnographic research are encouraged to follow this course with *Anthropology 569: Ethnographic Research Methods*, which provides more specific training in ethnographic methodology and methods.

COURSE OBJECTIVES

In this course we will:
- explore social organization and culture as objects of study in research on learning and teaching;
- examine ethnographic research methodology as it has been and is applied in educational settings;
- discuss issues around ethical concerns and reflect upon the role of educational ethnographer in the field;
- practice a range of data collection and analytic methods for ethnographic research in educational settings;
- develop individual ethnographic research proposals
- explore contemporary uses of ethnography in teacher and practitioner research, educational evaluation, collaborative research, and by critical theorists in the study of learning and teaching.

COURSE STRUCTURE

The class will be a combination of lectures, discussions, and exercises, with expectations of increasing student participation and performance.

REQUIRED TEXTS

LeCompte, M. D., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). San Diego, CA: Academic Press.   (EQD)

Mead, M. (1928). *Coming of age in Samoa.* New York: Morrow.

Peshkin. A. (1986). *God's choice: The total world of a Fundamentalist Christian school.* University of Chicago Press.

Fine, M. (1991). *Framing dropouts: Notes on the politics of an urban public high school.* Albany, NY: State University of New York Press.

Wolcott, H. F. (2003). *Sneaky Kid and its aftermath: Ethics and intimacy in fieldwork.* Walnut Creek, CA: AltaMira Press.

An important journal for articles on educational anthropology is *Anthropology and Education Quarterly*, published by Council on Anthropology and Education. Once you have selected a field site or research topic, check through the table of contents of AEQ for related articles.

COURSE POLICIES

Regular attendance is expected. If you are absent from class, it is your responsibility to obtain handouts and class notes from a colleague.

Participation in a learning community involves regular, thoughtful contributions to class discussions and activities, respect for colleagues, and willingness to encourage and support others in their efforts. These behaviors reflect appropriate conduct for a professional educator and cannot be accomplished if you are absent or silent in class. Active class participation is essential.

In order to be an active participant in the learning community, you must complete text selections as indicated for each topic in advance of each class and be prepared to discuss what you have learned in class. For a class of this kind there should be no shortage of opinions. Reading assignments will not be duplicated by class lectures.

All class papers should be completed on a word processor. Inadequately edited work inhibits your ability to communicate ideas to a reader, and will consequently result in a lowered grade. Use APA style for all written papers.

Academic dishonesty, including plagiarism, cheating, fabrication, or fraud, cannot be knowingly permitted in a university course. If an individual engages in any one of these activity, the instructor has the right to apply the policy on academic dishonesty as outlined in the NAU Student Handbook, possibly resulting in a penalty ranging from extra course work to a failing grade in the course.

TOPICS

Course overview
Social Organization, Culture, and Research on Learning and Teaching

A Review of Ethnographic Research in Education
EQD Chapter 1
Review two ethnographic articles from any recent issue of Anthropology and Education Quarterly. Type and bring a one page paper that addresses the following:
- What are the questions that guide the research projects?
- How was data collected?
- What are the authors' findings?

Studying Child Rearing in Traditional Societies
Margaret Mead *Coming Of Age In Samoa*

Designing and evaluating an Ethnography of Education
EQD Chapters 2 and 9
Come to class ready to discuss a possible research topic and to generate research questions.

How Educational Ethnographers Select And Sample
EQD Chapter 3
Site selection discussion and exercise

Enculturation and Socialization in Industrialized and Industrializing Societies
Alan Peshkin *God's choice: The total world of a Fundamentalist Christian school*

The Role and Experience of the Educational Ethnographer
EQD Chapter 4
Review information on IRB guidelines and application kit
http://www2.nau.edu/ovprg/igp.htm
Observation discussed and practiced.

Data Collection Strategies in Educational Ethnographies
EQD Chapter 6
Interviewing discussed and practiced.

The Researcher and the Researched
Harry Wolcott, *Sneaky Kid and its aftermath*

Artifacts and Archives
EQD Chapter 6
Bring to class a list of 10 potential and actual archival sources on your research topic
(including web based sources, primary source documents, reports, records).

Analysis of Ethnographic Data
EQD Chapters 7 and 8
Bring three sets of notes from your observation and interview exercises. The notes should
include field notes and the typed write-up of your notes

The Role of Theory in Ethnographic Writing
Review EQD Chapter 5 and Chapter 7, pages 267-278
On line: Richardson, "Writing: A method of inquiry"
Bring completed theme/coding chart and emerging patterns diagram

Critical Analysis of School and Society
Michelle Fine *Framing dropouts: Notes on the politics of an urban public high school*
New ethnography: Critical, Post modern, Feminist, Post-structural influences
On line: Marcus, What Comes (Just) After "Post"? The Case of Ethnography"
        Lincoln and Denzin, "The Fifth Moment"
        Kaomea, "Dilemmas of an Indigenous Academic: A Native Hawaiian story"
Bring draft of your completed IRB applications

Discuss and Submit Ethnographic Research Proposals

ASSIGNMENTS

Ethnography Text Review

Prepare for classes in which the four ethnographic texts will be discussed by addressing the following:
- What is the author's thesis?
- What questions does the text address?
- What does the analysis tell us about learning and teaching?
- What role does social organization and culture play?
- What questions do the text and readings engender?

Each student will submit a short (1-2 pages) review of each ethnographic text that addresses the above questions. Each student will also act as co-facilitator for one of the sessions (i.e. September 20, October 1, November 1, November 29) devoted to a discussion of an ethnographic text.

When you read, also attend to:
Texture of description as the pattern of variation in narrative detail throughout the texts. Ask yourself, What aspects of the setting and of everyday life are portrayed in specific detail through narrative vignettes and direct quotation from informants, and what aspects are described more generally (synoptically)?

The roles and activities of the researcher involve the access of the researcher to information available in the setting. Where was the ethnographer in terms of time and space? How did she or he relate to those studied in order to obtain the information reported in the text? Where might the researcher have gone to observe that he or she did not, and what might have been asked that wasn't?

Adequacy of evidence reported refers to the range and amounts of evidence that supported the main assertions about culture and social organization in each setting. What are the substantive points made and what kinds of evidence provide support across different data sources (observation and field notes, interviews, review of site documents, demographic information, videotapes of everyday life etc.)?

Texture of authorial voice in the report involves the diversity (in number and instance) of narrator and commentator voices that appear in the text. Is the author the only narrator? If so, is narrative description done in present or past tense? Does the narrator write in first person? Does the narrator comment on his or her judgments and conclusions and on the uses of evidence to support them? Were competing interpretive conclusions entertained? Are there narrators in addition to the author? Do their voices appear in interview quotes? Did they write commentary that appears in the text? Do they agree or disagree with the main narrator? How does the author handle issues of authority and authorial voice in the text?

Ethnographic Research in Education Proposal
This proposal assignment has been developed to help you examine the ways in which a research topic can be examined using ethnographic methods. This final assignment involves seven main steps:
1. An introduction of the topic and its significance
2. A sketch of the literature review
3. The research questions
4. A description of the research methods
5. The anticipated data analysis
6. A reference list
7. A completed IRB application

Specific instructions (overall length, 15 to 20 pages, double spaced, typed)
1. The topic and its significance (one to two pages)
What do you plan to study and why?

2. A sketch of the literature review (two pages, four citations)
Identify at least one controversy in your field to which this study will speak.

3. Research questions (a page)
"Ethnography all begins with the same general problem: What are the cultural meanings people are using to organize their behavior and interpret their experience?" (Spradley, 1979). Narrow your questions to reflect your research interests and develop two major, initial questions, with one or two subsidiary questions nested within each major question

3. Methods (five to six pages)
Describe the proposed setting. Discuss ethical issues involved in beginning the study and how you will deal with such issues as informed consent. Show how you will collect evidence to answer your questions. Identify the range of kinds of evidence you will use and show how the different kinds of evidence bear on your questions. Plan to use observation, interviews, and at least one other method for data collection.
  Discuss data collection in terms of a time line. Be most specific about data collection in the first third of your study. What will you do first, next, and why. Discuss alternative first steps and why you have chosen not to use those steps. Then discuss the middle third of your study. Show how your initial questions may change, and how you would change your data collection strategies. You can be least specific about data collection strategies in the last third of your study, since those will depend upon the changes that resulted from any mid-course correction(s).
  Conclude the data collection section with a time line chart for the data collection phase of your study. Show the relative amounts of different kinds of data you plan to collect, in the order you plan to collect them, and in the amounts of time you plan to spend.

4. Anticipated data analysis (two pages)
Briefly discuss (and illustrate by examples) how you will analyze the kinds of data you collected. Show how you will use analytic induction and triangulation to consider the range and relative frequency of evidence, and how you will choose typical and discrepant (atypical) instances to report in rich detail.

5. Reference list
Include full bibliographic information for all references cited.

6. Completed IRB application

EVALUATION PROCEDURES

Attendance/Participation (2 point per class)	30 points
AEQ article review	10 points

Ethnography Text Review
Four written papers (10 points each)	40 points
Facilitation of book talk	6 points

Class exercises (2 points each)   14 points
- research topic and questions
- site selection
- observation
- interviews
- archival research
- analysis
- themes

These are not graded but must be completed and submitted on time to receive full credit. Class exercises can only be made up if the student has a legitimate reason for missing class.

Ethnographic Research Proposal	30 points
Oral report to class on ethnographic term proposal	5 points

Points will be assigned to papers based upon the Evaluation Criteria on page 8. The course grade will be based upon the following points:

A = 121 - 135 points
B = 108 – 120 points
C = 94 – 107 points
D = 81 – 93 points
F = below 81

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<u>Evaluation Criteria for Student Work</u>

Critical discussion, reflection, and exploration of ideas, theories, actions and practices are necessary and integral parts of one's learning and educational development, both on an individual basis and as part of a group effort. From a professional viewpoint, the concern arises as to the correlation between the nature of the evaluation and the quality of performance. Thus the question, "How am I going to be graded on this?" is a natural one to ask. The following list is an attempt to explain some of the criteria for student work.

<u>Focal Point/Clarity</u>

_____ Insightful; develops clear, concise, accurate points in addressing issues

_____ Clear; presents clear, concise and accurate points in addressing issues

_____ General observation evident; addresses one or more points with too many or too few words

_____ Vague, or difficult to grasp; includes unclear, inaccurate, or inappropriately overextended points

<u>Specificity/Evidence from Original Source</u>

_____ Effectively substantiates point; develops and uses details that demonstrate an understanding of the material in addressing main issue under concern

_____ Defines or illustrates point; presents details that demonstrate a good understanding of the material by supporting the majority of points and conclusions

_____ Generally relates to point; relies on generalizations to support the majority of the points and conclusions

_____ Relationship to point uncertain; includes unclear, inaccurate, or inappropriately overextended comments that do not support the issue under study

<u>Text Integration/Evidence from other Sources</u>

_____ Illuminates point effectively; includes specific and accurate references to illustrate and explicate findings, points, connections and conclusions

_____ Substantiates point; includes specific and accurate text references to illustrate findings, points, connections, and conclusions

_____ Supports point in a general way; refers to some general findings, points, connections and conclusions in the text to illustrate the narrative

_____ Contributes little, or detracts from point; uses text references inappropriately

RECOMMENDED SOURCES FOR FOLLOW-UP READING
Texts on Ethnographic Research in Education

Carspecken, F. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York: Routledge.

Fetterman, D.M., & Pitman, M.A. (1986). *Educational evaluation: Ethnography in theory, practice, and politics*. Beverly Hills, CA: Sage Publications.

Fetterman, D.M. (1988). *Qualitative approaches to evaluation in education: The silent scientific revolution*. New York: Praeger.

Kimball, S.T. (1974). *Culture and the educative process: An anthropological perspective*. NY: Teachers College Press.

LeCompte, M. D., Millroy, W. L., & Preissle, J. (1992). *The handbook of qualitative research in education* . San Diego CA: Academic Press.

Noblit, G. (1999). *Particularities: Collected essays on ethnography and education* . New York: Peter Lang Publishing Inc.

Noblit, G., & Hare, R.D. (1988) *Meta-ethnography: Synthesizing qualitative studies*. Newbury Park, CA: Sage Publications

Spindler, G. (1987). *Education and cultural process* . Prospect Heights, IL: Waveland Press, Inc.

Spindler, G., & Spindler, L. (1987). *Interpretive ethnography of education: At home and abroad* . Hillsdale NJ: Lawrence Erlbaum Associates.

Spindler, G. (1982). *Doing the ethnography of schooling: Educational anthropology in action* . Prospect Heights, IL: Waveland Press, Inc.

Wolcott, H. F. (1999). *Ethnography: A way of seeing*. Walnut Creek, CA: Alta Mira Press.

Wolcott, H. F. (2003). Sneaky Kid and its aftermath: Ethics and intimacy in fieldwork. Walnut Creek, CA: AltaMira Press

General Methodological Texts

Agar, M. (1996). *The professional stranger: An informal introduction to ethnography* (2nd ed.). New York: Academic Press.

Clifford, J., & Marcus, G. E. (1986). *Writing culture: The poetics and politics of ethnography* . Berkeley CA: University of California Press.

Denzin, N. K., & Lincoln, Y.S. (1998). *The landscape of qualitative research: Theories and issues* . Thousand Oaks, CA: Sage Publications.

Denzin N. K. (1997). *Interpretive ethnography: Ethnographic practices for the 21st century*. Thousand Oaks CA: Sage Publications.

Ellen, R.F. (1984). *Ethnographic research: A guide to general conduct* . London: Academic Press.

Erickson, F. (1990). Qualitative Methods. In Linn, R. L. & F. Erickson, *Quantitative methods/qualitative methods* . New York: Macmillan Publishing Company.

Fetterman, D. M. (1989). Ethnography step by step. *Applied social research methods series* , 17. Newbury Park, NJ: Sage Publications.

Grills, S. (1998). *Doing ethnographic research: Fieldwork settings* . Thousand Oaks CA: Sage Publications.

Hammersley, M. (1992). *What's wrong with ethnography?: Methodological explorations*. New York: Routledge.

Hammersley, M., & Atkinson, P. (1983). *Ethnography: principles in practice* . New York: Routledge.

Lareau, A., & Shultz, J. (1998). *Journeys through ethnography: Realistic accounts of fieldwork* . Boulder CO: Westview Press.

Marcus, G. (1999). *Ethnography through thick and thin* . Princeton, NJ: Princeton University Press.

Sanjek, R. (1990) *Fieldnotes: The makings of anthropology* . Ithaca NY: Cornell University Press.

Spradley, J. (1980). *Participant observation* . New York: Holt, Rinehart and Winston.
Spradley, J. (1979). *The ethnographic interview* . New York: Holt, Rinehart and Winston.
Turner, V., & Bruner, E.M. (1986). *The anthropology of experience* . Urbana IL: University of Illinois Press.
Willis, P. (2000). *The ethnographic imagination*. Cambridge: Polity Press.
Wolcott, H.F. (1999). *Ethnography: A way of seeing*. Walnut Creek, CA: Altamira Press.

Ethnographies on Learning and Teaching
Child Rearing in Traditional Societies

Briggs, J. (1998). *Inuit morality play: The emotional education of a three-year-old*. New Haven: Yale University Press.
Deng, F.M. (1972). *The Dinka of the Sudan*. NY: Holt, Rinehart, and Winston.
Erchak, G.M. (1977). *Full respect: Kpelle children in adaptation*. New Haven, CT: Human Relations Area Files Press.
Granqvist, H. (1947). *Birth and childhood among the Arabs: Studies in a Muhammadan village in Palestine*. Helsingfors: Soderstrom.
Grindal, B.T. (1972). *Growing up in two worlds: Education and transition among the Sisala of Northern Ghana*. NY: Holt, Rinehart, and Winston.
Honigmann, J.J., & Honigmann, I. (1965). *Eskimo townsmen*. Ottawa, Canada: Canadian Research Center for Anthropology, University of Ottawa.
Howard, A. (1970). *Learning to be Rotuman: Enculturation in the South Pacific*. NY: Teachers College Press.
Jocano, F.L. (1969). *Growing up in a Philippine barrio*. NY: Holt, Rinehart, and Winston.
Kawharu, I.H. (1975). *Orakei: A Ngati Whatua community*. Wellington, New Zealand: New Zealand Council for Educational Research.
Kaye, B. (1962). *Bringing up children in Ghana: An impressionist survey*. London: Allen & Unwin.
Landy, D. (1959). *Tropical childhood: Cultural transmission and learning in a rural Puerto Rican village*. Chapel Hill, NC: University of North Carolina Press.
Laye, C. (1959). *The African child*. (translated by J. Kirkup). London: Fontana Books.
Leis, P.E. (1972). *Enculturation and socialization in Ijaw village*. NY: Holt, Rinehart, and Winston.
Moore, G.A., Jr. (1973). *Life cycles in Atchalan: The diverse careers of certain Guatemalans*. NY: Teachers College Press.
Murray, A.V. (1929). *The school in the bush: A critical study of the theory and practice of native education in Africa*. London: Longmans, Green.
Peshkin, A. (1972). *Kanuri schoolchildren: Education and social mobilization in Nigeria*. New York: Holt, Rinehart, and Winston.
Read, M.H. (1959). *Children of their fathers: Growing up among the Ngoni of Nyasaland*. New Haven, CT: Yale University Press.
Williams, T.R. (1969). *A Boreno childhood: Enculturation in Dusun society*. NY: Holt, Rinehart, and Winston.
Wyndham, H.A. (1933). *Native education: Ceylon, Java, Formosa, Philippines, French Indo-China, and British Malaya*. London: Oxford University Press.

Culture and Cognition
Gay, J., & Cole, M. (1967). *The new mathematics and an old culture: A study of learning among the Kpelle of Liberia*. New York: Holt, Rinehart, and Winston.
Kleinfeld, J.S. (1979). *Eskimo school on the Andreafsky: A study of effective bicultural education*. New York: Praeger.
Tharp, R.G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context.*. Cambridge: Cambridge University Press.

Worth, S., & Adair, J. (1972). *Through Navajo eyes: An exploration in film communication and anthropology.* Bloomington, IN: Indiana University Press.

The Culture of Home and School
Lareau, A. (1989). *Home advantage: Social class and parental intervention in elementary education.* Philadelphia: Flamer Press.
Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools, an ethnographic portrait.* New York: Teachers College Press.

Education in Subcultural and Ethnic Enclaves
Brameld, T. (1959). *The remaking of a culture: Life and education in Puerto Rico.* NY: Harper.
Collier J. Jr. (1973). *Alaskan Eskimo education: A film analysis of cultural confrontation in the schools.* New York: Holt, Rinehart, and Winston.
Fox, L.K. (1948). *The rural community and its school.* NY: King's Crown Press.
Gallimore, R., Boggs, J.W., & Jordan, C. (1974). *Culture, behavior, and education: A study of Hawaiian-Americans.* Beverly Hills, CA: Sage Publications.
Hendricks, G. (1974). *The Dominican diaspora: From the Dominican Republic to New York City–Villagers in transition.* NY: Teachers College Press.
Hostetler, J.A., & Huntington, G.E. (1971). *Children in Amish society: Socialization and community education.* New York: Holt, Rinehart, and Winston.
King, A.R. (1967) *The school at Mopass: A problem of identity.* NY: Holt Rinehart, and Winston.
Lewis, C. (1970). *Indian families of the northwest coast: the impact of change.* Chicago: University of Chicago Press.
Modiano, N. (1973). *Indian education in the Chiapas highlands.* NY: Holt, Rinehart, and Winston.
Parmee, E.A. (1968). *Formal education and culture change: A modern Apache Indian community and government education programs.* Tucson, AZ: University of Arizona Press.
Shimahara, N.K. (1971). *Burakumin: A Japanese minority and education.* The Hague: Martinus Nijhoff.
Smith-Hefner, N. J. (1999). *Khmer American: identity and moral education in a diaspora community.* Berkeley: University of California Press.
Ward, M.C. (1971). *Them children: A study in language learning.* NY: Holt, Rinehart, and Winston.
Wax, R.H. (1971). *Doing fieldwork: Warnings and advice.* Chicago: University of Chicago Press.
Wolcott, H.F. (1967). *A Kwakiutl village and school.* NY: Holt, Rinehart, and Winston.

Enculturation and Socialization in Industrialized and Industrializing Societies
Adler, P.A., & Adler, P. (1991). *Backboards and blackboards: College athletes and role engulfment.* NY: Columbia University Press.
Brameld, T. (1968). *Japan: Culture, education, and change in two communities.* NY: Holt, Rinehart, and Winston.
Dore, R.P. (1965). *Education in Tokugawa Japan.* Berkeley, CA: University of California Press.
Eckerd, P. (1988). *Jocks and burnouts: Social categories and identity in the high school.* NY: Teachers College Press.
Goodman, M.E. (1970). *The culture of childhood: Child's eye views of society and culture.* NY: Teachers College Press.
Leemon, T.A. (1972). *The rites of passage in a student culture: A study of the dynamics of transition.* NY: Teachers College Press.

Lesko, N. (1988) *Symbolizing society: Stories, rites and structure in a Catholic high school*. NY: Falmer Press.

Lubeck, S. (1985). *Sandbox society: Early education in black and white America*. Philadelphia: Falmer Press

Peshkin, A. (1978). *Growing up American.: Schooling and the Survival of Community* Prospect Heights, Ill: Waveland Press.

Peshkin, A. (1986). *God's choice: The total world of a Christian fundamentalist school*. Chicago: University of Chicago Press.

Spinder, G.D., & Spindler, L. (1971). *Dreamers without power: The Menomimi Indians*. NY: Holt, Rinehart, and Winston.

Spindler, G. (1973). *Burgbach: Urbanization and identity in a German village*. New York: Holt, Rinehart, and Winston.

Thorne, B. (1993).*Gender Play: Girls and Boys in School*. New Brunswick, NJ: Rutgers University Press.

Whiting, B.B., & Whiting, J.W.M. (1975). *Children of six cultures: A psycho-cultural analysis*. Cambridge, MA: Harvard University Press.

Ethnographic Evaluation

Fetterman, D. M. (1988). *Excellence and equality: A qualitatively different perspective on gifted and talented education*. Albany: State University of New York Press.

Hess, G.A. (1991). *School reform Chicago style*. Newbury Park, CA: Corwin Press.

Smith, L.M., & Keith, P.M. (1971). *Anatomy of educational innovation: An organizational analysis of an elementary school*. NY: Wiley.

Patterns of Language Use

Erickson, F., & Shultz, J. (1982). *The counselor as gatekeeper: Social interaction in interviews*. New York: Academic Press.

Knobel, M. (1999). *Everyday literacies: Students, discourse, and social practice*. New York: Peter Lang Publishing, Inc.

Philips, S. U. (1983). *The invisible culture: Communication in classroom and community on the Warm Springs Indian reservation*. Prospect Heights, IL: Waveland Press.

Practitioner Research and Collaborative Research on Schooling

Bishop, R. (1996). *Collaborative research stories: Whakawhanaungatanga*. Palmerston North, New Zealand: Dunmore Press.

School and the Labor Market

Aisenberg, N., & Harrington, M. (1988). *Women of academe: Outsiders in the sacred grove*. Amherst: University of Massachusetts Press.

Eddy, E.M. (1969). *Becoming a teacher: The passage to professional status*. NY: Teachers College Press.

Fuchs, E. (1966). *Pickets at the gate*. New York: Free Press.

Harper, I.S. (1979). *From student to nurse: A longitudinal study of socialization*. NY: Cambridge University Press.

Hoffman, N. (1981). *Women's 'true' profession: Voices from the history of teaching*. NY: McGraw-Hill.

Holland, D., & Eisenhart, M. (1990). *Educated in Romance: Women, Achievement, and College Culture*. Chicago: University of Chicago Press.

MacLeod, J. (1995). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview Press.

Riemer, F.J. (2001). *Working at the margins: Moving off welfare in America*. Albany NY: SUNY Press.

Valli, L. (1986). *Becoming clerical workers*. Boston: Routledge & Kegan-Paul.

Weis, L. (1990). *Working class without work: High school students in a de-industrializing Economy*. New York: Routledge.

Willis, P. (1977). *Learning to labor*.: *How working class kids get working class jobs*. London: Routledge & Kegan Paul (U.S. edition New York: University of Columbia Press, 1981).

School as Social Organization

Becker, H.S., Geer, B., Hughes, E.C. & Strauss, A.L. (1961). *Boys in white: Student culture in medical school*. Chicago: University of Chicago Press.

Becker, H.S., Geer, B., & Hughes, E.C. (1968). *Making the grade: The academic side of college life*. NY: Wiley

Carew, J.V., & Lightfoot, S.L. (1979). *Beyond bias: perspectives on classrooms*. Cambridge, MA: Harvard University Press.

Chang, H. (1991). *American high school life and ethos: An ethnography*. NY: Falmer Press.

Fuchs, E. (1969). *Teachers talk: Views from inside city schools*. NY: Doubleday.

Hargreaves, A., & Woods, P. (1984). *Classrooms and staffrooms*. Milton Keynes, England: The Open University Press.

Lacey, C. (1970). *Hightown Grammar: The school as a social system*. Manchester, England: Manchester University Press.

Leacock, E.B. (1969). *Teaching and learning in city schools: A comparative study*. NY: Basic Books.

Lightfoot, S. L. (1983). *The good high school*. New York: Basic Books.

McCarty, T. (2002). *A place to be Navajo: Rough Rock and the struggle for self-determination in indigenous schooling*. Mahway, NJ: Lawrence Erlbaum Publishers.

Mehan, H. (1979). *Learning lessons: Social organization in the classroom*. Cambridge, MA: Harvard University Press.

Metz, M.H. (1978) *Classrooms and corridors: the crisis of authority in desegregated secondary schools*.   Berkeley, CA: University of California Press.

Moore, G.A. Jr. (1967). *Realities of the urban classroom: Observations in elementary schools*. Garden City, NY: Doubleday.

Ogbu, J. (1978). *Minority education and caste: The American system in cross-cultural perspective*. NY: Academic Press.

Rist, R.C. (1973). *The urban school: A factory for failure–A study of education in American society*. Cambridge, MA: MIT Press.

Rist, R.C. (1978). *The invisible children: School integration in American society*. Cambridge, MA: Harvard University Press.

Rogers, D. (1968). *110 Livingston Street: Politics and bureaucracy in the New York City school system*. NY: Random House.

Rosenfeld, G. (1971). *"Shut those thick lips!": A study of slum school failure*. NY: Holt, Rinehart, and Winston.

Schofield, J.W. (1982). *Black and white in school: Trust, tolerance, or tokenism?* NY: Praeger.

Wincek, J. (1995). *Negotiating the maze of school reform: How netaphor shapes culture in a new magnet school*. New York: Teachers College Press.

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Schooling outside the US

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Course policies
http://jan.ucc.nau.edu/~dgs2/Policy%20Statements.htm
Safe Environment, Students with Disabilities, Institutional Review Board, Academic Integrity

Course evaluation system (accessible via your Dana account)
http://www.nau.edu/course_evals/