

THE ETHNOGRAPHY OF AN ANTHROPOLOGY DEPARTMENT (1959-1979)

AN ACADEMIC VILLAGE

BY MELVIN WILLIAMS



The Ethnography Of An Anthropology Department 1959 1979 An Academic Village

Edith Sue Kohner Burford



The Ethnography Of An Anthropology Department 1959 1979 An Academic Village:

An Academic Village Melvin D. Williams,1996-03-01 **The Ethnography of an Anthropology Department (1959-1979)** Melvin D. Williams,2002 The Ethnography of an Anthropology Department (1959-1979) Melvin D. Williams,2002 This volume traces the history and development of the anthropology department at Pillar University It documents the era and the general University priorities that led to the rise of the department describes the people who made the decisions and why who executed them and who were affected by them It examines the behavioral dynamics of contemporary American society and especially the cultural dialogue between race class and gender **The Japanese Professor** Gregory S. Poole,2010-01-01 This monograph is a substantial contribution to our knowledge of the internal workings of a Japanese university focussing on the world view of the professor In this anthropological case study of a private university in urban Tokyo conducted through extended participant observation Gregory Poole at once both an insider and outsider tells an ethnographic story that explicates a professoriate s working world The author addresses one basic problem how do Japanese professors configure their working world In answering this research question he demonstrates how the present climate of competition and restructuring means that faculty members in Japan are faced with the challenge of culturally translating largely western concepts of the university while steadfastly preserving their own local culture of higher education *The Emotions* Helena Wulff,2024-11-01 Emotions are a loaded topic From love and hate to grief fear and envy emotions are increasingly understood as driving forces in social life The Emotions A Cultural Reader applies a cross cultural perspective on emotions It examines the fact that emotions are socially and culturally constructed while highlighting problems of comparison and translation of local terms and emotional experiences Are emotions cultural or universal To what extent are there culturally distinct emotions The Emotions closes the traditional Western gap where emotions are separated from rationality and thought the heart versus mind debate By presenting both classic essays and new cutting edge chapters from anthropology sociology and psychology with important contributions from philosophy and neuroscience the volume connects a rich range of cross cultural studies to form a thriving interdisciplinary debate on emotions **The Concept of Academic Freedom** Kevin McGuinness,2002 Academic freedom comprises two inter related rights one belonging to educational institutions particularly universities and the other to the scholars whom they employ This work surveys a variety of approaches taken toward academic freedom related issues around the world though concentrating mainly on the UK including control over hiring promotion tenure course content assessment student evaluation of the faculty deviation from orthodox methodology and revisionism *Lives in Context* Ardra L. Cole,Gary J. Knowles,2001-07-30 The reflexive turn in qualitative research has transformed the process of doing life history research No longer are research subjects examined through the lens of the all knowing but supposedly invisible researcher As Ardra Cole and Gary Knowles point out in this fresh introduction to conducting life history research the process is now one of mutuality empathy sensitivity and caring The

authors carry the novice researcher through the steps of conducting life history research from conceptualizing the project to the various means of presenting results with an eye toward understanding the complex relationship between participant and researcher and how that shapes the project In addition to examples from their own research Cole and Knowles bring in the work of a dozen novice researchers who explain the challenges they faced in developing their own life history projects in a wide variety of settings Well written interesting and pedagogically sound *Lives in Context* is the ideal text for teaching life history research to students and an important reference for the bookshelf of all qualitative researchers *Practicing Anthropology*, 2001

Investigating the Reasons University Students in the South Central United States Have to Retake First-year English Composition Edith Sue Kohner Burford, 2004 The university Burford studies is in the southern tip of Texas and is called a Mexican university because it is in the Lower Rio Grande Valley Most of the students are Hispanic and most of the faculty is of Anglo Saxon European heritage The school has a history of a high rate of students repeating first year composition either because they did

A Case Study Approach to a Multi-cultural Mosaic in Education James J. Van Patten, Timothy J. Bergen, 2003 Table of contents *The British National Bibliography* Arthur James Wells, 2005

The Role of Students in the History of Composition Jeffrey L. Hoogeveen, 2003 In this work Jeffrey L Hoogeveen reveals how student desires and voice are sometimes overwritten by academic discourses demonstrating how these discourses constitute and perpetuate existing power structures The classroom discussion is an important teaching and learning tool in composition and Hoogeveen offers the composition teacher some enlightening food for thought opening a dialogue in the recent history of composition His disruption to that totalizing narrative is a challenge to the status quo specifically to those power structures that dislocate student desire and subsume the fundamental aspect of the person that distinguishes good writing the voice of change

An Organizational, Social-psychological, and Ethical Analysis of School Administrators' Use of Deception Daniel J. Mahoney, 2003 Annotation This book makes a major contribution to the scholarship of organizational analysis and leadership It describes the imperfect world of school organizations as navigated by flesh and blood human beings the leaders in this study are real people in real situations It illuminates the ethical reasoning articulated by school principals in response to candid questions why they chose to ignore bend or break rules why they chose not to disclose factual information or why they lied Current administrators will find affirmation and validation in its theoretical grounding Professors in graduate educational leadership programs will find integrity of scholarship authentic descriptions of the realities of professional practice and a means for promoting lively discussions Scholars of organizational analysis and leadership studies will find a gold mine of data and future research suggestions

Pursuing Academic Freedom Paul Bidwell, L. M. Findlay, 2001 Academic freedom suggests the ability to investigate and openly discuss all topics and ideas even those which may seem irrelevant controversial or even dangerous However academic freedom often means something quite different in practice This collection of essays explores this discrepancy between theory and reality in a wide range of examples and analyses

including a detailed examination of the history of academic freedom the complexities of its practice in different institutional settings and some of challenges it currently faces

The Freinet Movements of France, Italy, and Germany, 1920-2000 Nicholas Beattie,2002

Learning how Children Process Mathematical Problems Ana Maria Klein,2003
This book is the result of three years of qualitative research observation conducted in a classroom Grade five students were observed during their extended mathematics problem solving class Data was audio taped video recorded and analyzed to isolate the language of problem solving The children work with multi step mathematical problems that are well designed Insights gleaned from the analysis showed the different ways that children interpret what they understand in mathematics It also shows how they explain their problem solving strategies to each other The study shows teachers and teacher educators positive ways of assisting the problem solving process Through multiple examples of hands on instruction manipulatives based learning environments and well designed classroom settings teachers and teacher educators can help build positive mathematical experiences for young children The data also shows that students work in a space that requires high concentration and abstraction and it brings out the fact that youngsters need to communicate about what they re learning

The Impact of Teacher's Perceptions and Pedagogical Practices on the Educational Experiences of Immigrant Students from the Commonwealth Caribbean Wendy P. Hope,2005 This book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students During the 1960 s the United States immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the United States as immigrants One of the by products of such a change in the laws was the increased numbers of persons entering the United States from the Caribbean Within this category a significant number of persons originated from the British Commonwealth Islands of Guyana Jamaica Trinidad and Tobago and Barbados among others Upon entrance into American schools these newly arrived immigrants have been often treated in the same manner as African American students There have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they speak and that used in American schools as well as the cultural differences between the culture of home and school American This mishandling and incorrect assessment of immigrants from the British Commonwealth Islands is most likely due to false assumptions made about the language they speak Since English is the official language of these islands the population of persons originating from them is assumed to consist of English speakers Such assumptions do not reflect an understanding regarding the linguistic situation of the British West Indies In these nations English is most likely reserved for official domains in government and education while a patois is most likely the language of home church and friends The linguistic situation is further complicated by the many varieties of dialect that exist These language varieties range from those that are not mutually intelligible by English speakers to other varieties with a linguistic distance closer to

the English spoken in countries where English is the native language for a significant segment of the population students is a by product of the degree and quality of the education that they have received in their homeland However many have not attended school on a regular basis or have attended schools that are not well equipped or staffed resulting in their not acquiring the necessary skills to do academic work in English as required in American schools It is this population of students in a school located in Brooklyn New York that the study of teachers beliefs perceptions and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the Commonwealth Caribbean focuses upon This is an insightful and thought provoking examination of middle school students in the Buxton Intermediate School The purpose of this study as stated by the author is to examine teachers practices in working with immigrant students from the Commonwealth Caribbean in New York City public schools Nonetheless the study goes beyond its goal informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the British West Indies or is teaching in a linguistically diverse environment To reach its goal Dr Wendy Hope studied a class of newly arrived students from Jamaica Guyana Trinidad and Tobago and Barbados as well as other Caribbean islands It was part of a transitional program This was a self contained class taught for most of the day by one teacher who was also a Caribbean native Ms Jackson Nonetheless students also went to other classes such as mathematics gym music and careers taught by other teachers By examining the teaching practices of these educators who work with Caribbean students within this transitional program issues of race power pedagogy hegemony cultural conflict language and more emerged to reveal that oftentimes well intended and hard working teachers employ approaches that are counterproductive to their goals namely the education of their students two frameworks one drawn from Henry Giroux s 1993 theory of Border Crossings and a second Jim Cummins 1993 theoretical framework for intervention Empowering Minority Students were employed Both paradigms although distinctively different consider issues of power between students and teachers schools and the minority community and institutional structures impacting negatively on students Furthermore pedagogical issues stemming from a dominant subordinate relationship that include use of the minority students language s and culture are addressed study is beyond the purview of this introduction a few of the questions addressed include what is the role of the students language and culture in the classroom is the culture and language of the students used as a vehicle to teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their children s education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily schedules do teachers feel that different approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a

transitional program and their level of English competency was substandard Furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility In addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program Furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher Ms Jackson the teacher in the self contained class who had these students for a significant segment of the day These findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of their students in mind While examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education In addition in reviewing the mission statements of five schools of education within the City University of New York issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents Nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom Thus other questions emerge regarding why such a divide exists between what is being taught and the actual practice of teaching Could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach While these issues are beyond the purview of this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

The Impact of High-stakes Testing on the Academic Futures of Non-mainstream Students Gail Singleton Taylor, 2004 This book is about the impact of testing on the academic futures of students

The Chief Purpose of Universities William Milton Bowen, Michael Schwartz, 2005 Civil societies around the world today are arguably facing existential crises in political economic scientific technological religious moral and environmental spheres many of which leave them politically divided and torn asunder by conflict This book makes and elucidates the assumption that universities have a primary role in shaping collective efforts at responding to this situation

Language Practices in School Mathematics Anne P. Chapman, 2003 With a view to contributing to understanding the nature and role of language in mathematics education this book examines spoken language practices The book demonstrates that learning mathematics is very much a matter of learning to speak properly There is a pervasive and continual requirement often hidden in everyday classroom practices to shift towards increasingly mathematical language The outcomes of the research reported here affirm the value of viewing language and mathematics learning from a social semiotic perspective and help further our understandings about the construction of a social semiotic theory of classroom education both in school mathematics and across the curriculum

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