The first course in anthropology at Teachers College may have been taught in 1935 by Lyman Bryson. By the late 1940s Margaret Mead started a long association that lasted until the time of her death. She taught one or two classes a year, sponsored dissertations and was instrumental in the formal institutionalization of the discipline when, in the 1960s, the College reorganized its foundation division along disciplinary lines. During that time Mead also helped constitute the subfield of Anthropology and Education which took root in all major schools of education.

Mead, with Solon Kimball, Dell Hymes, George Spindler, and many others in the United States, successfully argued that anthropology had something to contribute to “education” whether one thought about it mostly as a matter of schooling reform and policy or, broadly, as a fundamental process for all human activity. This argument was so successful that, at its heyday in the mid 1970s, Teachers College had up to eight faculty members with doctorates in anthropology. They could be found not only in the Foundations division, but also in many departments, including Educational Administration, International Education, and Family and Community Education.

This sketch hints at a complex conversation among all involved about the place of anthropology in a school of education even as the discipline evolved, as did the field of education itself. What is it, exactly, that anthropology might contribute to education?

Our goal is to continue these conversations in the new contexts within which anthropologists find themselves, given new challenges. To give a better sense of what we aim to accomplish, several faculty and students have written short position papers which, we hope, will guide our conversations this October.

Schedule: www.tc.columbia.edu/its/anthro/conference.asp
Plenary Session 1
Where we have been: Struggles and successes
Friday, October 18th - 10:00-12:00 (Milbank Chapel)

It is often said that our sub-discipline started with the 1955 conference organized by George Spindler. While much earlier anthropological work had addressed education, and while the 1955 conference might not have taken place without the active support of senior anthropologists of the time, it remains that it is only in the subsequent two decades that programs in anthropology and education staffed by disciplinary anthropologists started appearing in graduate schools of education. Thinking about this moment may help us understand where we are now, and what routes we may want to follow in the future.

Moderator: Hervé Varenne (Professor, Teachers College, Columbia University)

10:00 - Introduction

Greetings by:
President Susan Fuhrman
Provost Thomas James
Gita Steiner Khamsi (Professor and Department Chair, International and Transcultural Studies, Teachers College, Columbia University)

Opening remarks:
Hervé Varenne

10:30-12:00 - Keynote addresses & panel discussion

Edmund Gordon (Professor Emeritus, Yale University; Teachers College, Columbia University)
Dr. Gordon received his Ed.D. in Child Development and Guidance from Teachers College and is widely known for his research on the education of low status populations, particularly regarding the academic achievement of students coming from African American, Latino, and Native American families. His distinguished career has included appointments at several of the nation’s leading universities and membership of various prestigious associations.

Michael Scroggins (Teachers College, Columbia University) & Hervé Varenne
Michael Scroggins is a PhD student in Anthropology and Education at Teachers College, Columbia University. Theoretically, he is interested in the productive elements of ignorance, bricolage, and the disinterested study of educational phenomena. Practically, he is interested in how middens serve as a resource for the production of new forms of social life.

Dr. Varenne received his Ph.D. in Anthropology from the University of Chicago and has taught at Teachers College since 1972. His research areas include culture theory and structural semiotics, anthropology and education, discourse and conversational analysis, ethnomethodology, American culture in the US and globally, and education in families and communities, with a particular interest in “everyday education.”

Frederick Erickson (Professor Emeritus, UCLA)

Dr. Erickson is the emeritus George F. Kneller Professor of Anthropology of Education and received his Ph.D. in Anthropology of Education from Northwestern University. He is known for his innovation in video-based analysis of face-to-face interaction, sociolinguistics discourse analysis, and contemporary ethnography theory and methods.
Lawrence Cremin's untimely death left unfinished and unattended an avenue of educational inquiry first instantiated by Bernard Bailyn in 1954. Among the open questions, as both McClintock (2009) and Varenne (2007) have argued, is the relation of educative activity to cultural production. This panel re-engages and extends Cremin's project by addressing two interrelated questions. First, it addresses the descriptive question of which institutions are educative today. Second, it demonstrates the process of cultural production as refracted through instructive activity. This perspective requires that we change the frame of inquiry from focusing on what is retained by individuals in a prescribed learning environment to focusing on the poetics of instructive action.

**Chair:** Bruce Burnside (Teachers College, Columbia University)

**Discussant:** Lesley Bartlett (Associate Professor, Teachers College, Columbia University)

**Presenters:**

Jones, Allison (McGill University)
"Challenging and Creating Citizenship and Community in a Montreal Home-learning Centre"

Nicewonger, Todd (Teachers College, Columbia University)
"Re-imagining Anthropology and Education through Design"

Scroggins, Michael (Teachers College, Columbia University)
"From the Wilderness to Design Thinking: Elective Affinities Along the Road Not Taken"

Tawasih, Amina (Northwestern University)
"Mobaheseh (Argumentation) in Tehran: the Howzevi (Seminarian) Woman's Practice of Seeking Dissensus"

Van Tiem, Jennifer (Teachers College, Columbia University)
"Weighing a Horse with a Likert Scale: Problems Around Assessment in Equine-Assisted Psychotherapy"
Margaret Mead (among many others in the United States) and Meyer Fortes (among many others in England) examined the multiple institutionalized ways people transform children into adult participants. We know that the means and goals of this transformation were always contested, and nowhere more than in the situations of contact, migration, colonization, and global commercial exchanges. Anthropologists continue this work all around the world as they trace the movement of people, ideas, ideologies, practices, and their consequences for particular persons, whether high state officials debating schooling policies, restaurant workers figuring out what languages to learn, or women struggling to raise two or three sets of children in various location across the continents.

**Chair:** Darlene Dubuisson (Teachers College, Columbia University)

**Discussant:** Fida Adely (Georgetown University)

**Presenters:**

Asmi, Rehenuma (Allegheny College)
   "Linguistic Lessons from Qatar: Preventing the Isolation of Anthropology of Education"

Dhillon, Jaskiran (The New School)
   "Adjudicating Truth: Youth, Anthropological Insight, and Competing Stories of the Real World"

Harman, Eva (Princeton University)
   "Schooling, Intergenerational Life, and Desire for Education after War in Liberia"

Khoja-Moolji, Shenila (Teachers College, Columbia University)
   "Affective Assemblages: Everyday Education about Muslim Girls"

Oliveira, Gabrielle (Teachers College, Columbia University)
   "Transnational Research in Education and Schooling"

Velasquez, Karen (Teachers College, Columbia University)
   "Anthropology and Education in the Workplace: Understanding Latino Immigrant Experiences in Koreatown, New York City"

Wu, Yi-Jung (Rutgers University)
   "Unexpected destinations: Exploring the college-preparation experiences of Chinese and Taiwanese immigrant families"
**Plenary Session 2**

**Where we are: Struggles and challenges**

Saturday, October 19th - 10:00-12:00  (Milbank Chapel)

By the late 1960s, anthropologists had started working on an agenda of research and advocacy that addressed many of the concerns of our professional audiences about human development and cognition, classrooms, school organization, etc., both in the United States and abroad. By the 1970s, this research blossomed across the country and the Council on Anthropology and Education became one of the larger sub-associations within the American Anthropological Association. In many schools of education, methods inspired by ethnography and qualitative sociology became the dominant mode of research. We must consider how the field evolved during the following decades, both in relation to its audiences in professional and policy circles, and in relation to major developments in the discipline itself.

**Moderator:** Lesley Bartlett (Associate Professor, Teachers College, Columbia University)

**Speakers:**

Nancy Hornberger (Professor, University of Pennsylvania, GSE)

Dr. Hornberger, who received her Ph.D. in Educational Policy Studies from the University of Wisconsin-Madison, is known for her work in bilingualism and biliteracy, ethnography and language policy, and indigenous language revitalization. At Penn GSE, she directs Educational Linguistics and serves as convener of the annual Ethnography in Education Research Forum. She is the former editor of the *Anthropology and Education Quarterly.*

Kathy Hall (Associate Professor, University of Pennsylvania, GSE)

Dr. Hall received her Ph.D. in Anthropology from the University of Chicago. Her areas of expertise include immigration, race relations, and education; citizenship, cultural politics, and national incorporation; and class, socialization, and social stratification. Dr. Hall is also the former director of the South Asia Center at UPenn and has a secondary appointment in the Department of Anthropology.

Peter Demerath (Associate Professor, University of Minnesota)

Dr. Demerath received his Ed.D. from the University of Massachusetts in Educational Policy, Research, and Administration. His research interests include educational anthropology, comparative study of class culture and education, urban education, and school-university partnerships. He has been particularly interested in the “meanings high school students construct that shape their approach to school and their aspirations.”

Charles Harrington (Professor Emeritus, Teachers College, Columbia University)

Dr. Harrington, who received his Ph.D. from Harvard, is known for his work on psychological anthropology in education, with a particular focus on resiliency, resistance, and success in at-risk populations. His scholarly contributions have influenced the fields of Anthropology and Education, Applied Anthropology, and Psychological Anthropology. He is the former editor of *Anthropology and Education Quarterly.*
Historically, anthropology has offered the field of education research for school reform compelling options for reporting, analyzing, interpreting what is currently done, as well as imagining alternatives. The extensive work of George and Louise Spindler, and that of the students they inspired is exemplary of this contribution of the discipline. This work has often been at odds with schooling policies founded on the measurement of cognitive development as a guarantor of an individual's future stability, with correlative assumptions that schooling is where the cognitive development gaps between individuals are to be equalized, and that exemplary practices, if grounded on data-driven research, should be of universal validity. Anthropologists continue to document that these foundations and assumptions are unhelpful if not dangerous. Through close empirical work they keep documenting details of school and classroom practices that are not quite imaginable without this work.

Chair: Daniel Souleles (Teachers College, Columbia University)
Discussant: Jill Koyama (University of Arizona)

Presenters:
Bathurst, Laura (University of the Pacific)
“Cultural and Intercultural "Competence: Contrasting Approaches to Teaching and Assessing Cross-Cultural Skills"

Chikkatur, Anita (Carleton College)
“Shifting perspectives: How ethnographic research methods can help researchers and teachers"

Rodela, Katherine (Stanford University)
"La Combinación (Im)perfecta / The (Im)perfect Combination: Latina Immigrant Mothers Cultural Crafting in a Preschool Parent Education Program"

Hung, Aaron (University of Washington)
“Video and Conversational Analysis Classroom Ethnography"

Tippett, Stephen (University of Delaware)
“What is 'Transformative' about Study Abroad?"

Maria José Botelho, Margaret Felis, Denise Ives, Kathleen Lazdowski, and Laura (University of Massachusetts)
“Teaching and Learning Ethnography for Social Justice"
Historically, anthropology has insisted that the transformation of children into adults does not simply occur through schools. How it occurs here or then, then or now, must be a matter for investigation. This emphasis on "out of school" or "informal" education or learning, has often placed anthropologists (as well as historians and others convinced of the need to move beyond the problematics of schooling) in a difficult position in relation to policy makers concerned with the reform of schooling for the controlled shaping of new citizens (or workers). Anthropologists must now both demonstrate the reality that education proceeds in many settings and through many methods, and find ways to bring this into the national debates about the making of future citizens.

Chair: Audrey Le (Teachers College, Columbia University)

Discussant: Alex Posecznick (University of Pennsylvania, GSE)

Presenters:
Babson, Andrew (University of Pennsylvania, GSE)
"Learning Regimes"

Doerr, Neriko & Suarez, Richard (Ramapo College of New Jersey)
"Anthropological Co-Investigation as Enhancing ‘Learning the Unintended’: Subversion of ‘Legitimate Knowledge’ in Alternative Break Experiential Learning"

Keenan, Katharine (Teachers College, Columbia University)
"How to make a city act European: regeneration policy and politics in Belfast"

de Wolfe, Juliette (Teachers College, Columbia University)
"Now Hiring Resident Anthropologists"

Wessler, Sarah (Teachers College, Columbia University)
"Solving the Problem of Maria: Girls in Washington Heights Play a Digital Badge Game"

Kabba, Zainab (Oxford University)
"The Education of Young American Muslims: Religious Knowledge and Authority in Islamic Learning Institutions"
Plenary Session 3
Open roads: Renewed possibilities
Saturday, October 19th - 3:30-5:30 (Milbank Chapel)

Many of us have experienced the altogether successful challenge to our ways of knowing that came both from the other social sciences and from our professional audiences. As some of us have been told "you provide anecdotes, we provide evidence." In many of the most prestigious schools of education, anthropology is know a shadow of what it was thirty years ago. Research funds have dried up. What are we to tell our students? What are our students doing that might re-establish our voice among the voices that must be heard?

Moderator: Lesley Bartlett (Associate Professor, Teachers College, Columbia University)

Speakers:

Jill Koyama (Assistant Professor, University of Arizona, College of Education) - "When Things Come Undone: Disrupting and Disassembling an ESL Program"

Dr. Koyama received her Ph.D. from Teachers College, Columbia University. Her research focuses on the intersections of social inequities and educational policy, with a focus on the productive social assemblage of policy; the controversies of globalizing educational policy; and the politics of language policy and immigrant and refugee education.

Fida Adely (Associate Professor, Georgetown University)

Dr. Adely received her Ph.D. in Comparative Education and Anthropology from Teachers College, Columbia University. Her research interests include education in the Middle East and North Africa, as well as development and issues related to women and gender in the Arab world and specifically.

Patricia Baquedano-López (Associate Professor - UC Berkeley), Inmaculada García Sánchez (Assistant Professor - Temple), Kathryn Howard (Associate Professor - California State U., San Bernardino), Leslie C. Moore (Associate Professor - Ohio State U.), Laura Sterponi (Associate Professor - UC Berkeley) - "Exploring the Intersection of Language Socialization Research and the Anthropology of Education"

Dr. Baquedano-López, Dr. Sánchez, Dr. Howard, Dr. Moore and Dr. Sterponi all received their Ph.D.s in Applied Linguistics from UCLA. They share a common research interest in practices of language and literacy socialization.

Thea Abu El-Haj (Associate Professor, Rutgers University) - "Having an identity without a place in the world": Palestinian American youth, education and the "war on terror"

Dr. Abu El-Haj, who received her Ph.D. from Penn GSE, is interested in how inequity and difference are produced, understood, and contested in particular educational settings. Her current research explores issues around transnational migration, globalization and the "war on terror."