

SA3010 - Anthropology of Education and Learning

Claire Dungey

View Online



-
1.
Bruner, J. S. The culture of education. (Harvard University Press, 1996).

 2.
Lancy, D. F., Bock, J. C. & Gaskins, S. The anthropology of learning in childhood. (AltaMira Press, 2010).

 3.
Lave, J. & Wenger, E. Situated learning: legitimate peripheral participation. vol. Learning in doing: social, cognitive, and computational perspectives (Cambridge University Press, 1991).

 4.
Piaget, J. Play, dreams and imitation in childhood. (Routledge & Kegan Paul, 1962).

 5.
Schieffelin, B. B. The give and take of everyday life: language socialization of Kaluli children. vol. Studies in the social and cultural foundations of language (Cambridge University Press, 1990).

 6.
Schwartzman, H. B. Transformations: the anthropology of children's play. (Plenum Press, 1978).

7.

Shore, B. Culture in mind: cognition, culture, and the problem of meaning. (Oxford University Press, 1996).

8.

Stafford, C. The roads of Chinese childhood: learning and identification in Angang. vol. Cambridge studies in social and cultural anthropology (Cambridge University Press, 1995).

9.

Toren, C. Mind, materiality, and history: essays in Fijian ethnography. (Routledge, 1999).

10.

Vygotskiæi, L. S. & Cole, M. Mind in society: the development of higher psychological processes. (Harvard University Press, 1978).

11.

Willis, P. E. Learning to labor: how working class kids get working class jobs. (Columbia University Press, 1981).

12.

Anderson-Levitt, K. M. Anthropologies of education: a global guide to ethnographic studies of learning and schooling. (Berghahn Books, 2012).

13.

Bourdieu, P. & Passeron, J.-C. Reproduction in education, society and culture. vol. Theory, culture and society (Sage, 1990).

14.

Eggleston, J. & ProQuest (Firm). Contemporary research in the sociology of education: a selection of contemporary research papers together with some of the formative writings of the recent past. Volume 173. vol. v. 173 (Routledge, 2012).

15.

Hansen, J. F. Sociocultural perspectives on human learning: an introduction to educational anthropology. (Prentice-Hall, 1979).

16.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. (State University of New York Press, 1996).

17.

Levinson, B. A. Schooling the symbolic animal: social and cultural dimensions of education. (Rowman & Littlefield Publishers, 2000).

18.

A companion to the anthropology of education. vol. 18 (Wiley-Blackwell, 2011).

19.

Middleton, J. From child to adult: studies in the anthropology of education. vol. Texas Press sourcebooks in anthropology (University of Texas Press, 1976).

20.

Anthropology and Education Quarterly.

21.

The journal of educational research.

22.

Journal of studies in international education.

23.

Comparative education review.

24.

Ethnography and education.

25.

European journal of development research.

26.

Contemporary Education Dialogue.

27.

Compare.

28.

Jarvis, P. & Watts, M. H. The Routledge international handbook of learning. (Routledge, 2012).

29.

Boli, J., Ramirez, F. O. & Meyer, J. W. Explaining the origins and expansion of mass education. *Comparative Education Review* **29**, 145–170 (1985).

30.

Gaskins, S. Children's engagement in the world: sociocultural perspectives. in Children's engagement in the world: sociocultural perspectives (ed. Goncu, A.) 25–61 (Cambridge University Press, 1999).

31.

Ainsworth, J. & ProQuest (Firm). Sociology of education: an A-to-Z guide. (Sage Reference, 2013).

32.

Delamont, S. & Atkinson, P. The two traditions in educational ethnography: sociology and anthropology compared. *British journal of sociology of education* **1**, (1980).

33.

Bourgois, P. Confronting anthropology, education, and inner-city apartheid. *American anthropologist* **98**, (1996).

34.

Bruner, J. S. *The culture of education*. (Harvard University Press, 1996).

35.

Comitas, L. & Dolgin, J. On anthropology and education: retrospect and prospect. *Anthropology & Education Quarterly* **9**, 165–180 (1978).

36.

Demaine, J. *Sociology of education today*. (Palgrave, 2001).

37.

Demaine, J. *Contemporary theories in the sociology of education*. (Macmillan Press, 1981).

38.

Hansen, J. F. Sociocultural perspectives on human learning: an introduction to educational anthropology. (Prentice-Hall, 1979).

39.

Levinson, B. A. Resituating the place of educational discourse in anthropology. *American anthropologist* **101**, 594-604 (1999).

40.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. (State University of New York Press, 1996).

41.

Levinson, B. A. Schooling the symbolic animal: social and cultural dimensions of education. (Rowman & Littlefield Publishers, 2000).

42.

Middleton, J. From child to adult: studies in the anthropology of education. vol. Texas Press sourcebooks in anthropology (University of Texas Press, 1976).

43.

Ogbu, J. U. School ethnography: a multilevel approach. *Anthropology & education quarterly* **12**, (1981).

44.

Spindler, G. Education and cultural process: anthropological approaches. (Waveland Press, 1987).

45.

Wolcott, H. F. The anthropology of learning. *Anthropology & Education Quarterly* **13**, 83–108 (1982).

46.

Benedict, R. *Patterns of culture*. (Houghton Mifflin, 1989).

47.

Bourdieu, P. & Nice, R. *Outline of a theory of practice*. vol. 16 (Cambridge University Press, 1977).

48.

Daniels, H. *An introduction to Vygotsky*. (Routledge, 2005).

49.

Jordan, D. K., Swartz, M. J. & Spiro, M. E. Culture and Personality: A False Dichotomy. in *Personality and the cultural construction of society: papers in honor of Melford E. Spiro* 145–160 (University of Alabama Press, 1990).

50.

Lave, J. Cognitive consequences of traditional apprenticeship training in West Africa. *Anthropology & Education Quarterly* **8**, 177–180 (1977).

51.

Lave, J. A comparative approach to educational forms and learning processes. *Anthropology & Education Quarterly* **13**, 181–187 (1982).

52.

Lave, J. Teaching and learning in practice. *Mind, culture, and activity* **3**, 149–164 (1996).

53.

Mead, M. *Coming of age in Samoa: a study of adolescence and sex in primitive societies.* vol. Pelican books (Penguin, 1943).

54.

Mead, M. *Growing up in New Guinea: a comparative study of primitive education.* (Morrow Quill, 1975).

55.

Pelissier, C. *The anthropology of teaching and learning.* *Annual review of anthropology* **20**, (1991).

56.

Piaget, J. & Mays, W. *The principles of genetic epistemology.* (Routledge and K. Paul, 1972).

57.

Mayer, P. & Association of Social Anthropologists of the Commonwealth. *Socialization: the approach from social anthropology.* in *Socialization: the approach from social anthropology* vol. A.S.A. monographs 1-32 (Tavistock, 1970).

58.

Sapir, E. & Mandelbaum, D. G. *Selected Writings in Language, Culture, and Personality.* in *Selected writings of Edward Sapir in language, culture and personality* 544-559 (University of California Press, 1949).

59.

Sapir, E. & Mandelbaum, D. G. *Selected writings of Edward Sapir in language, culture and personality.* in *Selected writings of Edward Sapir in language, culture and personality* 590-597 (University of California Press, 1949).

60.

Schieffelin, B. B. & Ochs, E. Language socialization. *Annual review of anthropology* **15**, (1986).

61.

Scribner, S. & Cole, M. Cognitive consequences of formal and informal education. *Science* **182**, 553–559 (1973).

62.

Strauss, C. Beyond 'formal' versus 'informal' education: uses of psychological theory in anthropological research. *Ethos* **12**, 195–222 (1984).

63.

Toren, C. *Mind, materiality and history: explorations in Fijian ethnography*. vol. *Material cultures* (Routledge, 1999).

64.

Toren, C. Making history: the significance of childhood cognition for a comparative anthropology of mind. *Man* **28**, (1993).

65.

Jahoda, G. & Lewis, I. M. Acquiring culture: cross cultural studies in child development. in *Acquiring culture: cross cultural studies in child development* 37–90 (Routledge, 1989).

66.

Vygotsky, L. S. & Cole, M. *Mind in society: the development of higher psychological processes*. (Harvard University Press, 1978).

67.

Wertsch, J. V. Vygotsky and the social formation of mind. (Harvard University, 1985).

68.

Wolcott, H. F. The anthropology of learning. *Anthropology & education quarterly* **13**, (1982).

69.

Amit, V. & Wulff, H. Youth cultures: a cross-cultural perspective. in *Youth cultures: a cross-cultural perspective* 144–165 (Routledge, 1995).

70.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. vol. SUNY series, power, social identity, and education (State University of New York Press, 1996).

71.

Sedano, L. J. On the irrelevance of ethnicity in children's organization of their social world. *Childhood* **19**, 375–388 (2012).

72.

Youth cultures in the age of global media. (Palgrave Macmillan, 2014).

73.

Astuti, R. People of the sea: identity and descent among the Vezo of Madagascar. vol. *Cambridge studies in social and cultural anthropology* (Cambridge University Press, 1995).

74.

Barth, F. Ethnic groups and boundaries: social organization of culture difference. in *Ethnic groups and boundaries: social organization of culture difference* 9–38 (Universitetsforlaget, 1969).

75.

Duranti, A. Linguistic anthropology: a reader. vol. Blackwell anthologies in social and cultural anthropology (Wiley-Blackwell, 2009).

76.

Baumann, G. Contesting culture: discourses of identity in multi-ethnic London. vol. Cambridge studies in social and cultural anthropology (Cambridge University Press, 1996).

77.

Bourdieu, P. The social space and the genesis of groups. *Theory and society* **14**, (1985).

78.

Coles, R. The political life of children. (*Atlantic Monthly*, 1986).

79.

Gaskins, S. Children's engagement in the world: sociocultural perspectives. in *Children's engagement in the world: sociocultural perspectives* (ed. Goncu, A.) 25-61 (Cambridge University Press, 1999).

80.

Eriksen, T. H. Ethnicity and nationalism: anthropological perspectives. vol. *Anthropology, culture, and society* (Pluto Press, 2010).

81.

Hengst, H. Negotiating 'us' and 'them': children's constructions of collective identity. *Childhood* **4**, 43-62 (1997).

82.

Hirschfeld, L. A. On acquiring social categories: cognitive development and anthropological wisdom. *Man* **23**, 611–638 (1988).

83.

Huber, V. P. & Spyrou, S. Introduction: children's interethnic relations in everyday life - beyond institutional contexts. *Childhood* **19**, 291–301 (2012).

84.

James, A. *Childhood identities: self and social relationships in the experience of the child*. (Edinburgh University Press, 1993).

85.

James, A. *Childhood identities: self and social relationships in the experience of the child*. in *Childhood identities: self and social relationships in the experience of the child* 201–234 (Edinburgh University Press, 1993).

86.

McDonald, M. *'We are not French!': language, culture and identity in Brittany*. (Routledge, 1989).

87.

Morrow, V. Understanding gender differences in context: implications for young children's everyday lives. *Children & society* **20**, 92–104 (2006).

88.

Lee, H. M. *Becoming Tongan: an ethnography of childhood*. (University of Hawai'i Press, 1996).

89.

Myers, F. R. *Pintupi country, Pintupi self: sentiment, place and politics among Western Desert Aborigines*. (University of California Press, 1991).

90.

Narrowe, J. Under one roof: on becoming a Turk in Sweden. vol. Stockholm studies in social anthropology (Department of Social Anthropology, Stockholm University, 1998).

91.

Schwartz, G. & Merten, D. Social identity and expressive symbols: the meaning of an initiation ritual. *American anthropologist* **70**, (1968).

92.

Stafford, C. The roads of Chinese childhood: learning and identification in Angang. vol. Cambridge studies in social and cultural anthropology (Cambridge University Press, 1995).

93.

Toren, C. Making sense of hierarchy: cognition as social process in Fiji. vol. no.61 (Athlone, 1990).

94.

Spencer, P. Anthropology and the riddle of the Sphinx: paradoxes of change in the life course. in *Anthropology and the riddle of the Sphinx: paradoxes of change in the life course* vol. A.S.A. monographs 76-88 (Routledge, 1990).

95.

Albright, J. & Luke, A. *Pierre Bourdieu and literacy education*. (Routledge, 2008).

96.

Rita Astuti. Questions of anthropology. in *Questions of anthropology* 227-247 (Berg).

97.

Hirschfeld, L. The conceptual politics of race: lessons from our children. *Ethos* **25**, 63–92 (1997).

98.

Astuti, R. Are we all natural dualists? A cognitive developmental approach. *The journal of the Royal Anthropological Institute* **7**, (2001).

99.

Astuti, R., Solomon, G. E. A., Carey, S., Ingold, T. & Miller, P. H. Constraints on conceptual development: a case study of the acquisition of folkbiological and folksociological knowledge in Madagascar. *Monographs of the Society for Research in Child Development* **69**, (2004).

100.

Astuti, R. & Harris, P. Understanding mortality and the life of the ancestors in rural Madagascar. *Cognitive science: a multidisciplinary journal* **32**, 713–740 (2008).

101.

Boyer, P. Functional origins of religious concepts: ontological and strategic Selection in evolved minds. *Journal of the Royal Anthropological Institute* **6**, (2000).

102.

Boyer, P. Anthropological theory today. in *Anthropological theory today* 206–233 (Polity Press, 1999).

103.

Boyer, P. *Religion explained: the human instincts that fashion gods, spirits and ancestors.* (Vintage Books, 2002).

104.

Bloch, M. How we think they think: anthropological approaches to cognition, memory, and

literacy. (Westview Press, 1998).

105.

Bloch, M. Essays on cultural transmission. in Essays on cultural transmission vol. London School of Economics monographs on social anthropology 21–38 (Berg, 2005).

106.

Bloch, M. Essays on cultural transmission. vol. London School of Economics monographs on social anthropology (Berg, 2005).

107.

Bloch, M. Why religion is nothing special but is central. Philosophical Transactions of the Royal Society B: Biological Sciences **363**, 2055–2061 (2008).

108.

Cohen, E. Anthropology of knowledge. Journal of the Royal Anthropological Institute **16**, S193–S202 (2010).

109.

D'Andrade, R. G. The development of cognitive anthropology. (Cambridge University Press, 1995).

110.

Geertz, C. The interpretation of cultures: selected essays. in The interpretation of cultures: selected essays 55–83 (Fontana Press, 1993).

111.

Hirschfield, L. A. Review: The inside story. American Anthropologist **102**, 620–629 (2000).

112.

Hirschfeld, L. On acquiring social categories: cognitive development and anthropological wisdom. *Man* **23**, (1988).

113.

Hutchins, E. *Cognition in the wild*. (MIT Press, 1995).

114.

Ingold, T. The debated mind: evolutionary psychology versus ethnography. in *The debated mind: evolutionary psychology versus ethnography* 113–153 (Berg, 2001).

115.

Lave, J. *Cognition in practice: mind, mathematics and culture in everyday life*. (Cambridge University Press, 1988).

116.

Sperber, D. Anthropology and psychology: towards an epidemiology of representations. *Man* **20**, 73–89 (1985).

117.

Sperber, D. *Explaining culture: a naturalistic approach*. (Blackwell, 1996).

118.

Strauss, C., Quinn, N., & American Anthropological Association. *A cognitive theory of cultural meaning*. vol. Publications of the Society for Psychological Anthropology (Cambridge University Press, 1997).

119.

Toren, C. *Mind, materiality, and history: essays in Fijian ethnography*. (Routledge, 1999).

120.

Whitehouse, H. Jungles and computers: neuronal group selection and the epidemiology of representations. *The Journal of the Royal Anthropological Institute* **2**, 99–116 (1996).

121.

Whitehouse, H. *The debated mind: evolutionary psychology versus ethnography*. (Berg, 2001).

122.

Whitehouse, H. *Modes of religiosity: a cognitive theory of religious transmission*. vol. *Cognitive science of religion series* (AltaMira Press, 2004).

123.

Bloch, M. How we think they think: anthropological approaches to cognition, memory, and literacy. in *How we think they think: anthropological approaches to cognition, memory, and literacy* 22–38 (Westview Press, 1998).

124.

Portisch, A. O. Techniques as a window onto learning: Kazakh women's domestic textile production in Western Mongolia. *Journal of material culture* **14**, 471–493 (2009).

125.

Barth, F. The guru and the conjurer: transactions in knowledge and the shaping of culture in Southeast Asia and Melanesia. *Man* **25**, (1990).

126.

Barth, F. The Sidney W. Mintz lecture for 2000: An anthropology of knowledge. *Current anthropology* **43**, 1–18 (2002).

127.

Bloch, M. Language, anthropology and cognitive science. *Man* **26**, (1991).

128.

Bloch, M. Essays on cultural transmission. vol. London School of Economics monographs on social anthropology (Berg, 2005).

129.

Duranti, A. Linguistic anthropology: a reader. vol. Blackwell anthologies in social and cultural anthropology (Wiley-Blackwell, 2009).

130.

Gatewood, J. B. Directions in cognitive anthropology. in Directions in cognitive anthropology (ed. Dougherty, J. W.) 199–219 (University of Illinois Press).

131.

Ingold, T. The perception of the environment: essays on livelihood, dwelling and skill. (Routledge, 2000).

132.

Ingold, T. The perception of the environment: essays on livelihood, dwelling and skill. in The perception of the environment: essays on livelihood, dwelling and skill 392–405 (Routledge, 2000).

133.

Jackson, M. Knowledge of the body. *Man* **18**, (1983).

134.

Lakoff, G. & Johnson, M. Metaphors we live by. (University of Chicago Press, 1980).

135.

Levinson, S. C. Roots of Human Sociality. in *Roots of Human Sociality* (ed. Enfield, N. J.) 39–69 (Berg Publishers).

136.

Ogden, C. K., Richards, I. A., Malinowski, B. & Crookshank, F. G. The meaning of meaning: a study of the influence of language upon thought and of the science of symbolism. in *The meaning of meaning: a study of the influence of language upon thought and of the science of symbolism* 296–336 (Routledge & Kegan Paul, 1949).

137.

Pottier, J., Bicker, A. & Sillitoe, P. Negotiating local knowledge: power and identity in development. in *Negotiating local knowledge: power and identity in development* vol. *Anthropology, culture and society* 30–50 (Pluto Press, 2003).

138.

Harris, M. Ways of knowing: anthropological approaches to crafting experience and knowledge. in *Ways of knowing: anthropological approaches to crafting experience and knowledge* vol. *Methodology and history in anthropology* 181–202 (Berghahn Books, 2007).

139.

Polanyi, M. Personal knowledge: towards a post-critical philosophy. in *Personal knowledge: towards a post-critical philosophy* 49–65 (Routledge & K. Paul, 1958).

140.

Collected papers [of] Gilbert Ryle: Volume 2: Collected essays, 1929-1968. in *Collected papers [of] Gilbert Ryle: Volume 2: Collected essays, 1929-1968* 212–225 (Hutchinson, 1971).

141.

Weddle, A. B. & Hollan, J. D. Professional perception and expert action: scaffolding embodied practices in professional education. *Mind, Culture, and Activity* **17**, 119–148 (2010).

142.

Whorf, B. L., Carroll, J. B., Levinson, S. C. & Lee, P. *Language, thought, and reality*. (MIT Press, 2012).

143.

Zlatev, J. Embodiment, language, and mimesis. in *Body, language, and mind: Vol. 1: Embodiment* 297–337 (Mouton de Gruyter, 2007).

144.

Chea, L. & Huijsmans, R. Rural youth and urban-based vocational training: gender, space and aspiring to 'become someone'. *Children's Geographies* **16**, 39–52 (2018).

145.

Marchand, T. H. J. Muscles, morals and mind: craft apprenticeship and the formation of person. *British Journal of Educational Studies* **56**, 245–271 (2008).

146.

Hill, J. F. & Plath, D. W. Learning in likely places: varieties of apprenticeship in Japan. in *Learning in likely places: varieties of apprenticeship in Japan* (ed. Singleton, J. C.) vol. Learning in doing 211–225 (Cambridge University Press, 1998).

147.

Argenti, N. People of the Chisel: apprenticeship, youth, and elites in Oku (Cameroon). *American Ethnologist* **29**, 497–533 (2002).

148.

Billett, S. Constructing vocational knowledge: situations and other social sources. *Journal of*

Education and Work **11**, 255–273 (1998).

149.

Chaiklin, S. & Lave, J. Understanding practice: perspectives on activity and context. vol. Learning in doing (Cambridge University Press, 1996).

150.

Coy, M. W. Apprenticeship: from theory to method and back again. vol. SUNY series in the anthropology of work (State University of New York Press, 1989).

151.

Fuller, A. & Unwin, L. Reconceptualising apprenticeship: exploring the relationship between work and learning. *Journal of Vocational Education & Training* **50**, 153–173 (1998).

152.

Goody, E. N. From craft to industry: the ethnography of proto-industrial cloth production. vol. Cambridge papers in social anthropology (Cambridge University Press, 2009).

153.

Billett, S. *International Handbook on Research into professional and practice-based learning*. (Springer, 2013).

154.

Herzfeld, M. *The body impolitic: artisans and artifice in the global hierarchy of value*. (The University of Chicago Press, 2004).

155.

Kondo, D. Japanese sense of self. in *Japanese sense of self* vol. Publications of the Society for Psychological Anthropology 40--66 (Cambridge University Press, 1992).

156.

Kondo, D. K. *Crafting selves: power, gender, and discourses of identity in a Japanese workplace*. (University of Chicago Press, 1990).

157.

Lancy, D. F. *Becoming a blacksmith in Gbarngasuakwelle*. *Anthropology & Education Quarterly* **11**, 266-274 (1980).

158.

Lave, J. *Cognitive consequences of traditional apprenticeship training in West Africa*. *Anthropology & education quarterly* **8**, (1977).

159.

Lave, J. *A comparative approach to educational forms and learning processes*. *Anthropology & education quarterly* **13**, (1982).

160.

Lave, J. & Wenger, E. *Situated learning: legitimate peripheral participation*. vol. *Learning in doing: social, cognitive, and computational perspectives* (Cambridge University Press, 1991).

161.

Lave, J. & Wenger, E. *Situated learning: legitimate peripheral participation*. in *Situated learning: legitimate peripheral participation* vol. *Learning in doing: social, cognitive, and computational perspectives* 45-58 (Cambridge University Press, 1991).

162.

Lave, J. *Apprenticeship in critical ethnographic practice*. vol. 1993 (University of Chicago Press, 2011).

163.

Marchand, T. H. J. Minaret building and apprenticeship in Yemen. (Routledge, Taylor & Francis Group, 2012).

164.

Marchand, T. H. J. Vocational migrants and a tradition of longing: traditional dwellings and settlements Review. *Traditional Dwellings and Settlements Review* **19**, 23–40 (2007).

165.

Naji, M. Learning to weave the threads of honor: understanding the value of female schooling in southern Morocco. *Anthropology & Education Quarterly* **43**, 372–384 (2012).

166.

Pálsson, G. & Helgason, A. Schooling and skipperhood: the development of dexterity. *American Anthropologist* **100**, 908–923 (1998).

167.

Prentice, R. Knowledge, skill, and the inculcation of the anthropologist: reflections on learning to sew in the field. *Anthropology of Work Review* **29**, 54–61 (2008).

168.

Sigaut, F. Learning, teaching, and apprenticeship. *New Literary History* **24**, 105–114 (1993).

169.

Simpson, E. Apprenticeship in Western India. *The Journal of the Royal Anthropological Institute* **12**, (2006).

170.

Singleton, J. C. Learning in likely places: varieties of apprenticeship in Japan. vol. Learning in doing (Cambridge University Press, 1998).

171.

Strauss, C. Beyond 'formal' versus 'informal' education: uses of psychological theory in anthropological research. *Ethos* **12**, 195–222 (1984).

172.

Venkatesan, S. Learning to weave; weaving to learn ... what? *Journal of the Royal Anthropological Institute* **16**, S158–S175 (2010).

173.

Niyi Akinnaso, F. Schooling, language, and knowledge in literate and nonliterate societies. *Comparative studies in society and history* **34**, (1992).

174.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. vol. SUNY series, power, social identity, and education (State University of New York Press, 1996).

175.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. vol. SUNY series, power, social identity, and education (State University of New York Press, 1996).

176.

Anderson-Levitt, K. M. The schoolyard gate: schooling and childhood in global perspective. *Journal of Social History* **38**, 987–1006 (2005).

177.

Bledsoe, C. The cultural transformation of Western education in Sierra Leone. *Africa: journal of the International African Institute* **62**, (1992).

178.

Bloch, M. How we think they think: anthropological approaches to cognition, memory, and literacy. in *How we think they think: anthropological approaches to cognition, memory, and literacy* 171–192 (Westview Press, 1998).

179.

Boli, J., Ramirez, F. O. & Meyer, J. W. Explaining the origins and expansion of mass education. *Comparative Education Review* **29**, 145–170 (1985).

180.

Bourdieu, P. & Passeron, J.-C. *Reproduction in education, society and culture*. vol. Theory, culture and society (Sage, 1990).

181.

Eickelman, D. F. Mass higher education and the religious imagination in contemporary Arab societies. *American ethnologist* **19**, (1992).

182.

Evans, G. *Educational failure and working class white children in Britain*. (Palgrave Macmillan, 2006).

183.

Duranti, A. Linguistic anthropology: a reader. in *Linguistic anthropology: a reader* vol. Blackwell anthologies in social and cultural anthropology 343–363 (Wiley-Blackwell, 2009).

184.

Levinson, B. A. *Schooling the symbolic animal: social and cultural dimensions of education*. (Rowman & Littlefield Publishers, 2000).

185.

Maddox, R. Culture, schooling, and the politics of class Identity in an Andalusian town. *Comparative education review* **38**, (1994).

186.

Meyer, J. W., Ramirez, F. O. & Soysal, Y. N. World expansion of mass education, 1870-1980. *Sociology of Education* **65**, 128-149 (1992).

187.

Olwig, K. F. & Gull2v, E. *Children's places: cross-cultural perspectives*. (Routledge, 2003).

188.

Watson-Gegeo, K. A. & Welchman Gegeo, D. Schooling, knowledge, and power: social transformation in the Solomon Islands. *Anthropology & education quarterly* **23**, (1992).

189.

Willis, P. E. *Learning to labor: how working class kids get working class jobs*. (Columbia University Press, 1981).

190.

Goody, J. & Watt, I. The consequences of literacy. *Comparative studies in society and history* **5**, (1963).

191.

Bruner, J. S., Olver, R. R., Greenfield, P. M., & Harvard University. *Studies in cognitive growth: a collaboration at the Center for Cognitive Studies*. (Wiley, 1966).

192.

El-Or, T. 'Are they like their grandmothers?' A paradox of literacy in the life of ultraorthodox Jewish women. *Anthropology & education quarterly* **24**, (1993).

193.

Halverson, J. Goody and the implosion of the literacy thesis. *Man* **27**, (1992).

194.

Kulick, D. & Stroud, C. Cross-cultural approaches to literacy. in *Cross-cultural approaches to literacy vol. Cambridge studies in oral and literate culture* 30–61 (Cambridge University Press, 1993).

195.

Lasway, R. B. The impact of post-literacy: a Tanzanian case study. *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education* **35**, 479–489 (1989).

196.

Maddox, B. Assessing the impact of women's literacies in Bangladesh: an ethnographic inquiry. *International Journal of Educational Development* **25**, 123–132 (2005).

197.

Harvard University. Faculty of Education, Scribner, S. & Cole, M. Literacy without schooling: testing for intellectual effects. *Harvard educational review* **48**, (1978).

198.

Scribner, S. & Cole, M. *The psychology of literacy*. (Harvard University Press, 1981).

199.

Street, B. V. *Literacy in theory and practice*. vol. *Cambridge studies in oral and literate culture* (Cambridge University Press, 1984).

200.

Wogan, P. Magical literacy: encountering a witch's book in Ecuador. *Anthropological Quarterly* **71**, 186–202 (1998).

201.

Keith H. Basso. *Wisdom sits in places*. in *Wisdom sits in places* 37–70 (University of New Mexico Press, 1996).

202.

Bolin, I. Growing up in a culture of respect: child rearing in highland Peru. in *Growing up in a culture of respect: child rearing in highland Peru* 82–108 (University of Texas Press, 2006).

203.

Borofsky, R. Making history: Pukapukan and anthropological constructions of knowledge. in *Making history: Pukapukan and anthropological constructions of knowledge* 74–105 (Cambridge University Press, 1987).

204.

Firth, R. *We, the Tikopia: a sociological study of kinship in primitive Polynesia*. (Stanford University Press, 1983).

205.

Gèoncèu, A. *Children's engagement in the world: sociocultural perspectives*. (Cambridge University Press, 1999).

206.

Gèoncèu, A. *Children's engagement in the world: sociocultural perspectives*. (Cambridge University Press, 1999).

207.

Lave, J. *A comparative approach to educational forms and learning processes*.

Anthropology & Education Quarterly **13**, 181–187 (1982).

208.

Lave, J. Cognitive consequences of traditional apprenticeship training in West Africa. Anthropology & Education Quarterly **8**, 177–180 (1977).

209.

Levinson, B. A. Schooling the symbolic animal: social and cultural dimensions of education. (Rowman & Littlefield Publishers, 2000).

210.

Lee, H. M. Becoming Tongan: an ethnography of childhood. in Becoming Tongan: an ethnography of childhood 70–121 (University of Hawai'i Press, 1996).

211.

Lee, H. M. Becoming Tongan: an ethnography of childhood. (University of Hawai'i Press, 1996).

212.

Middleton, J. From child to adult: studies in the anthropology of education. vol. Texas Press sourcebooks in anthropology (University of Texas Press, 1976).

213.

Scribner, S. & Cole, M. Cognitive consequences of formal and informal education. Science **182**, 553–559 (1973).

214.

Stafford, C. The roads of Chinese childhood: learning and identification in Angang. vol. Cambridge studies in social and cultural anthropology (Cambridge University Press, 1995).

215.

Froerer, P. Education, inequality and social mobility in Central India. *The European journal of development research* **23**, 695--711.

216.

Mills, C. Reproduction and transformation of inequalities in schooling: the transformative potential of the theoretical constructs of Bourdieu. *British Journal of Sociology of Education* **29**, 79-89 (2008).

217.

Reay, D. 'They employ cleaners to do that': habitus in the primary classroom. *British journal of sociology of education* **16**, (1995).

218.

Halsey, A. H. (Albert H. Education: culture, economy and society. (Oxford University Press, 1997).

219.

Béteille, A. The idea of natural inequality and other essays. in *The idea of natural inequality and other essays* 7-32 (Oxford University Press, 1983).

220.

Halsey, A. H. (Albert H. Education: culture, economy and society. (Oxford University Press, 1997).

221.

Bourdieu, P. & Passeron, J. C. *Reproduction in education, society and culture*. (Sage, 1990).

222.

Bourdieu, P. & Nice, R. *Distinction: a social critique of the judgement of taste*. (Routledge & Kegan Paul, 1984).

223.

Bourdieu, P. Contemporary research in the sociology of education. in *Contemporary research in the sociology of education* 32-46 (Methuen, 1974).

224.

Bourdieu, P. & Clough, L. C. *The state nobility: elite schools in the field of power*. (Polity Press, 1996).

225.

Corbett, M. J. *Learning to leave: the irony of schooling in a coastal community*. (Fernwood Pub, 2007).

226.

Evans, G. *Educational failure and working class white children in Britain*. (Palgrave Macmillan, 2006).

227.

Jeffrey, C., Jeffery, P. & Jeffery, R. Reproducing difference? Schooling, jobs, and empowerment in Uttar Pradesh, India. *World development* **33**, 2085-2101 (2005).

228.

Chopra, R., Jeffery, P., Reifeld, H., Konrad-Adenauer-Stiftung (New Delhi, India), & Economic and Social Research Council (Great Britain). *Educational regimes in contemporary India*. (Sage Pub, 2005).

229.

Maxwell, J. D. & Maxwell, M. P. The reproduction of class in Canada's elite independent schools. *British journal of sociology of education* **16**, (1995).

230.

Nash, R. Bourdieu, 'habitus', and educational research: is it all worth the candle? *British journal of sociology of education* **20**, (1999).

231.

O'Hanlon, C. Whose education? The inclusion of Gypsy/Travellers: continuing culture and tradition through the right to choose educational opportunities to support their social and economic mobility. *Compare: A Journal of Comparative and International Education* **40**, 239-254 (2010).

232.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. vol. SUNY series, power, social identity, and education (State University of New York Press, 1996).

233.

Willis, P. E. *Learning to labor: how working class kids get working class jobs*. (Columbia University Press, 1981).

234.

MacLeod, J. & ProQuest (Firm). *Ain't no makin' it: aspirations & attainment in a low-income neighborhood*. (Westview Press, 2009).

235.

Zipin, L., Sellar, S., Brennan, M. & Gale, T. Educating for Futures in Marginalized Regions: A sociological framework for rethinking and researching aspirations. *Educational Philosophy and Theory* **47**, 227-246 (2015).

236.

Harker, R. K., Mahar, C. & Wilkes, C. An introduction to the work of Pierre Bourdieu: the practice of theory. in An introduction to the work of Pierre Bourdieu: the practice of theory 86–108 (Macmillan, 1990).

237.

Bourdieu, P., Calhoun, C. J., LiPuma, E. & Postone, M. Bourdieu: critical perspectives. (Polity Press, 1993).

238.

Grenfell, M. Pierre Bourdieu: key concepts. in Pierre Bourdieu: key concepts 48–64 (Acumen, 2012).

239.

Grenfell, M. Pierre Bourdieu: key concepts. (Acumen, 2012).

240.

Grenfell, M. & James, D. Bourdieu and education: acts of practical theory. (Falmer Press, 1998).

241.

Cousins, L. H. 'Playing between classes': America's troubles with class, race, and gender in a black high school and community. *Anthropology & education quarterly* **30**, (1999).

242.

McNamara Horvat, E. & Lising Antonio, A. 'Hey, Those Shoes Are Out of Uniform': African American Girls in an Elite High School and the Importance of Habitus. *Anthropology & education quarterly* **30**, (1999).

243.

Renold, E. 'All they've got on their brains is football.' Sport, masculinity and the gendered practices of playground relations. *Sport, education and society* **2**, 5–23 (1997).

244.

Stahl, G. Masculinity and aspiration in the era of neoliberal education: international perspectives. vol. 3 (Routledge, 2017).

245.

Bigler, E. Telling stories: on ethnicity, exclusion, and education in upstate New York. *Anthropology & Education Quarterly* **27**, 186–203 (1996).

246.

Brook, D. L. From exclusion to inclusion: racial politics and South African educational reform. *Anthropology & education quarterly* **27**, (1996).

247.

Davidson, A. L. Making and molding identity in schools: student narratives on race, gender, and academic engagement. vol. SUNY series, power, social identity, and education (State University of New York Press, 1996).

248.

Erickson, F. Transformation and school success: the politics and culture of educational achievement. *Anthropology & education quarterly* **18**, (1987).

249.

Foley, D. A., Levinson, B. A. & Hurtig, J. Anthropology goes inside: the new educational ethnography of ethnicity and gender. *Review of research in education* **25**, (2001).

250.

Fordham, S. 'Those loud black girls': (Black) women, silence, and gender 'passing' in the academy. *Anthropology & education quarterly* **24**, (1993).

251.

García, M. E. The politics of community: education, indigenous rights, and ethnic mobilization in Peru. *Latin American perspectives* **30**, (2003).

252.

Harper, S. R. Realizing the intended outcomes of Brown: high-achieving African American male undergraduates and social capital. *American behavioral scientist* **51**, 1030–1053 (2008).

253.

Harper, S. R. et al. Race and racism in the experiences of black male resident assistants at predominantly white universities. *Journal of college student development* **52**, 180–200 (2011).

254.

Hirschfeld, L. A. On acquiring social categories: cognitive development and anthropological wisdom. *Man* **23**, (1988).

255.

Jewett, S. 'If you don't identify with your ancestry, you're like a race without a land': constructing race at a small urban middle school. *Anthropology education quarterly* **37**, 144–161 (2006).

256.

Luykx, A. Inside the citizen factory: schooling and cultural production in Bolivia. vol. SUNY series, power, social identity, and education (State University of New York Press, 1999).

257.

Macias, J. Introduction: racial and ethnic exclusion: a problem for anthropology and education. *Anthropology & education quarterly* **27**, (1996).

258.

McCarthy, C. Race, identity, and representation in education. vol. Critical social thought (Routledge, 2005).

259.

Ogbu, J. U. & Simons, H. D. Voluntary and involuntary minorities: a cultural-ecological theory of school performance with some implications for education. *Anthropology & education quarterly* **29**, (1998).

260.

Ogbu, J. U. Variability in minority school performance: a problem in search of an explanation. *Anthropology & education quarterly* **18**, (1987).

261.

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

262.

Pollock, M. Race bending: 'mixed' youth practicing strategic racialization in California. *Anthropology & education quarterly* **35**, (2004).

263.

Shimahara, N., Holowinsky, I. Z. & Tomlinson-Clarke, S. Ethnicity, race, and nationality in education: a global perspective. vol. Rutgers invitational symposium on education series (Lawrence Erlbaum Associates, 2001).

264.

Wade, P. Race, nature and culture: an anthropological perspective. in *Race, nature and culture: an anthropological perspective* vol. *Anthropology, culture, and society* 1-15 (Pluto Press, 2002).

265.

Wade, P. Race, nature and culture: an anthropological perspective. vol. Anthropology, culture, and society (Pluto Press, 2002).

266.

Weis, L. Class, race, and gender in American education. vol. SUNY series, frontiers in education (State University of New York Press, 1988).

267.

Jackson, C. 'Laddishness' as a Self-worth Protection Strategy. Gender and Education **14**, 37-50 (2002).

268.

Connell, R. W. Cool guys, swots and wimps: the interplay of masculinity and education. Oxford review of education **15**, (1989).

269.

Epstein, D. Boyz' own stories: masculinities and sexualities in schools. Gender & Education. Mar **9**, (1997).

270.

Leach, F. E. & Little, A. Education, cultures, and economics: dilemmas for development. in Education, cultures, and economics: dilemmas for development vol. Reference books in international education 225-237 (RoutledgeFalmer, 1999).

271.

Karsten, L. Children's use of public space: the gendered world of the playground. Childhood **10**, 457-473 (2003).

272.

Mac an Ghail, M. *The making of men: masculinities, sexualities and schooling*. (Open University Press, 1994).

273.

Renold, E. 'Coming out': gender, (hetero)sexuality and the primary school. *Gender and Education* **12**, (2000).

274.

Renold, E. Learning the 'hard' way: boys, hegemonic masculinity and the negotiation of learner identities in the primary school. *British journal of sociology of education* **22**, (2001).

275.

Renold, E. 'Other' boys: negotiating non-hegemonic masculinities in the primary school. *Gender and education* **16**, 247–265 (2004).

276.

Swain, J. 'The money's good, the fame's good, the girls are good': the role of playground football in the construction of young boys' masculinity in a junior school. *British journal of sociology of education* **21**, (2000).

277.

Thorne, B. *Gender play: girls and boys in school*. (Open University Press, 1993).

278.

Leach, F. E. & Little, A. Education, cultures, and economics: dilemmas for development. in *Education, cultures, and economics: dilemmas for development vol. Reference books in international education* 225–237 (RoutledgeFalmer, 1999).

279.

Fordham, S. 'Those loud black girls': (Black) women, silence, and gender 'passing' in the

academy. *Anthropology & education quarterly* **24**, (1993).

280.

Rao, N. Aspiring for distinction: gendered educational choices in an Indian village. *Compare: a journal of comparative and international education* **40**, 167–183 (2010).

281.

Raka, R. The contested terrain of reproduction: class and gender in schooling in India. *British journal of sociology of education* **9**, (1988).

282.

Grenfell, M. & James, D. Cultural reproduction: mothers' involvement in their children's primary schooling. in *Bourdieu and education: acts of practical theory* 55–71 (Falmer Press, 1998).

283.

Stromquist, N. P. What poverty does to girls' education: the intersection of class, gender and policy in Latin America. *Compare: a journal of comparative and international education* **31**, 39–56 (2001).

284.

Halsey, A. H. (Albert H. Education: culture, economy and society. in *Education: culture, economy and society* 620–630 (Oxford University Press, 1997).

285.

Bénéï, V. *Manufacturing citizenship: education and nationalism in Europe, South Asia and China*. vol. Routledge research in education (Routledge, 2005).

286.

Froerer, P. Disciplining the saffron way: moral education and the Hindu rashtra. *Modern Asian studies* **41**, (2007).

287.

LeCompte, M. Learning to work: the hidden curriculum of the classroom. *Anthropology & Education Quarterly* **9**, 22–37 (1978).

288.

Pablo Regalsky and Nina Laurie. 'The School, Whose Place Is This'? The Deep Structures of the Hidden Curriculum in Indigenous Education in Bolivia. *Comparative Education* **43**, (2007).

289.

Althusser, L. Lenin and philosophy and other essays. (Monthly Review, 2001).

290.

Anderson, B. R. O. *Imagined communities: reflections on the origin and spread of nationalism*. (Verso, 1991).

291.

Alexander, R. J. *Culture and pedagogy: international comparisons in primary education*. (Blackwell Publishers, 2000).

292.

Apple, M. W. *Ideology and curriculum*. vol. Routledge Education Books (Routledge and Kegan Paul, 1979).

293.

Apple, M. W. *Education and power*. (Routledge, 1995).

294.

Arnove, R. F., Torres, C. A., Franz, S., & ProQuest (Firm). Comparative education: the dialectic of the global and the local. (Rowman & Littlefield Publishers, 2013).

295.

Bénéï, V. Manufacturing citizenship: education and nationalism in Europe, South Asia and China. vol. Routledge research in education (Routledge, 2005).

296.

Boli, J. B., Francisco O. Ramirez and John W. Meyer, Ramirez, F. O. & Meyer, J. W. Explaining the origins and expansion of mass education. Comparative Education Review **29**, 145–170 (1985).

297.

Kumar, K. & Oesterheld, J. Education in Modern South Asia. (Orient Longman., 2006).

298.

Crossley, M. & Watson, K. Comparative and international research in education: globalisation, context and differences. (RoutledgeFalmer, 2003).

299.

Dreeben, R. On what is learned in school. vol. Addison-Wesley series in education : social, behavioral and philosophical foundations (Addison-Wesley, 1968).

300.

Durkheim, É., Wilson, E. K. & Schnurer, H. Moral education: a study in the theory and application of the sociology of education. (Free Press of Glencoe, 1961).

301.

Eriksen, T. H. Ethnicity and nationalism: anthropological perspectives. vol. Anthropology, culture, and society (Pluto Press, 2010).

302.

Fife, W. Education in Papua New Guinea: the hidden curriculum of a new moral order. *City & Society* **7**, 139–162 (1994).

303.

Gatto, J. T. *Dumbing us down: the hidden curriculum of compulsory schooling*. (New Society Publishers, 1992).

304.

Giroux, H. A. *Theory and resistance in education: a pedagogy for the opposition*. vol. *Critical perspectives in social theory* (Heinemann Educational, 1983).

305.

Albright, J. & Luke, A. *Pierre Bourdieu and literacy education*. (Routledge, 2008).

306.

Hansen, M. H. *Lessons in being Chinese: minority education and ethnic identity in Southwest China*. vol. *Studies on ethnic groups in China* (University of Washington Press, 1999).

307.

Kentli, F. D. Comparison of hidden curriculum theories. *European Journal of Educational Studies* **1**, 83–88 (2009).

308.

Kumar, K. *Political agenda of education: a study of colonialist and nationalist ideas*. (Sage Publications, 2005).

309.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. vol. SUNY series, power, social identity, and education (State University of New York Press, 1996).

310.

Levinson, B. A. & International Symposium on Ethnographic Educational Research. Ethnography and education policy across the Americas. vol. Education policy in practice (Praeger, 2002).

311.

Luykx, A. The citizen factory: schooling and cultural production in Bolivia. vol. SUNY series, power, social identity, and education (State University of New York Press, 1999).

312.

Levinson, B. A., Foley, D. E. & Holland, D. C. The cultural production of the educated person: critical ethnographies of schooling and local practice. vol. SUNY series, power, social identity, and education (State University of New York Press, 1996).

313.

Lynch, K. The hidden curriculum: reproduction in education, a reappraisal. (The Falmer Press, (a member of the Taylor & Francis Group), 1989).

314.

The hidden curriculum in higher education. (Routledge, 2001).

315.

Bénéï, V. Manufacturing citizenship: education and nationalism in Europe, South Asia and China. vol. Routledge research in education (Routledge, 2005).

316.

Murillo, L. A. "This great emptiness we are feeling": Toward a decolonization of schooling in

Simunurwa, Colombia. *Anthropology & Education Quarterly* **40**, 421–437 (2009).

317.

Bénéï, V. *Manufacturing citizenship: education and nationalism in Europe, South Asia and China*. vol. Routledge research in education (Routledge, 2005).

318.

Levinson, B. A., Foley, D. E. & Holland, D. C. *The cultural production of the educated person: critical ethnographies of schooling and local practice*. (State University of New York Press, 1996).

319.

Willis, P. E. *Learning to labor: how working class kids get working class jobs*. (Columbia University Press, 1981).

320.

Wren, D. J. *School culture: exploring the hidden curriculum*. *Adolescence* **34**, (1999).