Stanford



Raymond McDermott

Professor of Education, Emeritus

GSE Faculty Affairs

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

Dr. McDermott takes a broad interest in the analysis of human communication, the organization of school success and failure, and the history and use of various literacies around the world. His work includes studies of inner-city public schools, after-school classrooms, and the function of information technologies in different cultures. At present, he is workinng on the intellectual history of ideas like genius, intelligence, race, and capital.

ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, GSE Faculty Affairs

ADMINISTRATIVE APPOINTMENTS

- Professor of Education and (by courtesy) Cultural and Social Anthropology, Stanford Graduate School of Education, (1989- present)
- Emeritus Professor of Anthropology (by courtesy), Stanford Graduate School of Education, (2019- present)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Co-Director, Teacher Education Program (1994 - 1996)
- Professor, Teachers College, Columbia University (1985 - 1989)
- Associate Professor, Teachers College, Columbia University (1979 - 1985)
- Assistant Professor, Laboratory of Comparative Human Cognition, Rockefeller University (1975 - 1979)
- Elementary School Teacher, New York City Public Schools (1968 - 1970)

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)
- Symbolic Systems Program

PROFESSIONAL EDUCATION

- BA, Queens College , Philosophy and Chinese (1967)
- PhD, Stanford University , Anthropology (1977)

Research & Scholarship

RESEARCH INTERESTS

- Education Policy
- Families
- Language & Literacy
- Special Education & Disability Studies

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Interaction analysis and social structure; the political economy of learning; writing systems; educational and psychological anthropology.

Publications

PUBLICATIONS

- **Learning “how to mean”: Embodiment in cultural practice.** *Handbook of the Cultural Foundations of Learning.*
  McDermott, R., Pea, R., Kinney-de Royston, M.
  edited by Nasir, N., Lee, C., Pea, R.
  Routledge.2020; 1: 199–218
- **Beyond the culture of poverty, again.** *Diaspora, Indigenous, and Minority Education*
  McDermott, R., Vossoughi , S.
  2020; 14 (2): 60-69
- **The work of learning from silence. In A. Edwards, M. Fleer, & L. Bøttcher (eds.), Cultural-historical Approaches to Studying Learning and Development (215-232). Springer.** *Cultural-historical Approaches to Studying Learning and Development*
  McDermott, R., Rutherford-Quach, S., Steinboch, D.
  edited by Edwards, A., Fleer, M., Bottcher, L.
  2019: 215–232
- **In praise of school children: A convocation address** *Mind, Culture, and Activity*
  McDermott, R.
  2018; 24 (4): 281-292
- **A Glimpse at Eternity** *MIND CULTURE AND ACTIVITY*
  McDermott, R.
  2017; 24 (2): 150-153
- **Yorick’s ethnographic journey** *Sterne, Tristram, Yorick: Tercentenary Essays on Laurence Sterne*
  McDermott, R.
  edited by de Voogd, P., Hawley, J., New, M.
  Univesity of Delaware Press.2016: 169–186
- **Does “learning” exist?** *Word*
  McDermott, R.
  2015; 61 (4): 335-349
- **"One aneither”: A Joycean critique of educational research** *Journal of Educational Controversy*
  McDermott, R.
  2014; 5 (1)
- **A Shandean description of Frakean "ethnographic behavior."** *Novel Approaches to Anthropology: Contributions to Literary Anthropology*
  McDermott, R.
  edited by Cohen, M.
  Lexington.2013: 27–72

- **The ethnography of schooling writ large, 1955-2010** *Companion to the Anthropology of Education*
  McDermott, R., Raley, J.
  edited by Levinson , B., Pollock, M.
  Wiley-Blackwell.2011: 4431–445

- **Can we afford theories of learning?** *Theories of Learning and Research on Instructional Practice*
  McDermott, R.
  edited by Kocshmann, T.
  Springer.2011: 403–415

- **Ray McDermott & Jason Raley "The tell-tale body": The constitution of disability in schools. In T. Quinn & D. Stoval (eds.),** *Handbook of Social Justice in Education*
  McDermott, R., Raley, J.
  edited by Ayers, W., Quinn, T., Stoval, D.
  LEA.2010: 4431–445

- **Looking closely: Toward a natural history of human ingenuity. In E. Margolis & L. Pauwels (eds.), (272-291). Sage.** *Handbook of Visual Research Methods*
  McDermott, R., Raley, J.
  edited by Margolis, E., Pauwels, L.
  Sage.2010: 272–291

- **Race and Class in a Culture of Risk** *REVIEW OF RESEARCH IN EDUCATION, VOL 33, 2009*
  McDermott, R., Raley, J. D., Seyer-Ochi, I.
  2009; 33: 101-116

- **The superstition of necessity** *Philosophy and Education 2008*
  McDermott, R.
  2009

- **Plans, takes, and mis-takes** *Outlines. Critical Practice Studies*
  Klemp, N., McDermott, R., Raley, J., Thibeault, M., Powell, K., Levitin, D. J.
  2008; 10 (1): 4-21

- **Scientifically debased research on learning, 1854-2006** *ANTHROPOLOGY & EDUCATION QUARTERLY*
  McDermott, R., Hall, K. D.
  2007; 38 (1): 9-15

- **Staying the course with video analysis** *Video research in the learning sciences*
  Goldman, S., McDermott, R.
  2007: 101-113

- **Fine Description: Ethnographic and Linguistic Essays of Harold C. Conklin**
  edited by Kuipers, J., McDermott, R.
  Yale University Southeast Asia Studies.2007

- **Reflections on the field - "And this is how you shall ask": Linguistics, anthropology, and education in the work of David Smith** *ANTHROPOLOGY & EDUCATION QUARTERLY*
  Gilmore, P., McDermott, R.
  2006; 37 (2): 199-211

- **Situating genius** *Counterpoints*
  McDermott, R.
  2006; 249: 285-302

- **What is not known about genius** *What You Don't Know about Schools*
  McDermott, R.
  Springer.2006: 183–209

- **Reconstructing culture in educational research** *Innovations in educational ethnography: Theories, methods, and results*
  McDermott, R., Varenne, H.
  2006: 3-31
- **The cultural work of learning disabilities** *Educational Researcher*
  McDermott, R., Goldman, S., Varenne, H.
  2006; 35 (6): 12-17
- **In praise of negation** *ZEITSCHRIFT FUR PADAGOGIK*
  McDermott, R.
  2005: 150-170
- **Materials for a confrontation with genius as a personal identity** *ETHOS*
  McDermott, R.
  2004; 32 (2): 278-288
- **Estranged labor learning** *Outlines. Critical Practice Studies*
  Lave, J., McDermott, R.
  2002; 4 (1): 19-48
- **A century of Margaret Mead** *TEACHERS COLLEGE RECORD*
  McDermott, R.
  2001; 103 (5): 843-867
- **Research, reform, and the aims of education: Modes of action in search of each other.** *Issues in Education Research*
  Greeno, J., McDermott, R., Cole, K., Engel, R.
  edited by Lagemann, E., Shulman, L.
  Jossey-Bass.1998: 299–335
- **When is math or science?** *Thinking Practices in Mathematics and Science Learning*
  McDermott, R., Webber, V.
  edited by Greeno, J., Goldman, S.
  Erlbaum.1998: 321–339
- **Conklin, Joyce, and the Wannaknow** *AMERICAN ANTHROPOLOGIST*
  McDermott, R.
  1997; 99 (2): 257-?
- **Achieving school failure, 1972-1997** *Education and Cultural Process*
  McDermott, R.
  edited by Spindler, G.
  Waveleand.1997; Third: 110–135
- **Culture, development, disability** *Conference on Ethnographic Approaches to the Study of Human Development*
  MCDERMOTT, R. P., Varenne, H.
  UNIV CHICAGO PRESS.1996: 101–126
- **Insular Southeast Asian scripts** *The World's Writing Systems*
  Kuipers, J., McDermott, R.
  edited by Daniels, P., Bright, W.
  Oxford.1996: 474–484
- **CULTURE AS DISABILITY** *ANTHROPOLOGY & EDUCATION QUARTERLY*
  McDermott, R., Varenne, H.
  1995; 26 (3): 324-348
- **The acquisition of a child by a Learning Disability** *Understanding Practice*
  McDermott, R.
  edited by Chaiklin, S., Lave, J.

Cambridge University Press.1993: 269–305